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CONTENTS • INHOUD

No.

Page
No. Gazette
No.**GOVERNMENT NOTICES****South African Qualifications Authority***Government Notices*

730	National Standards Bodies Regulations: Task Team for Commercial Property	3	33471
731	do.: Task Team for People/Human Centred Development	28	33471

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 730

20 August 2010

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

COMMERCIAL PROPERTY

registered by Organising Field 11 - Services, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate for Registration and Recognition at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 20 September 2010**. All correspondence should be marked **Registration and Recognition – Task Team for Commercial Property** and addressed to

The Director: Registration and Recognition
SAQA

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D. MPHUTHING

ACTING DIRECTOR: REGISTRATION AND RECOGNITION



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Commercial Property and Facilities Management

SAQA QUAL ID	QUALIFICATION TITLE		
79626	Further Education and Training Certificate: Commercial Property and Facilities Management		
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	150	Level 4	Regular-Unit Stds Based

New NQF Level: NQF Level 04

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

A practitioner in the field of Commercial Property Management needs to have a broad knowledge of the concepts, principles and theory underpinning the skills and specialized knowledge required to practice within this field. The aim of this qualification is therefore to provide learners already operating in Commercial Property management or who want to practice within this field with a broad understanding of the knowledge base on which their practice should be founded.

The qualification has been designed for new entrants into the field as well as to facilitate the formalization of knowledge and skills acquired by learners that have extensive experience as Property Practitioners, Managers, Brokers and Facility Managers in Commercial Property.

Candidates completing this qualification will have developed the knowledge and skills required to:

- Analyse, evaluate and apply the Real Estate Code of Conduct and Ethics.
- Perform the functions related to general business in the Commercial Property Industry.
- Perform the specific functions related to an area of specialisation within the Commercial Property Industry.

Rationale:

Commercial Property Management is a multi-million Rand sector which requires professionals who are well-trained and knowledgeable to meet the commercial property needs of the business community through the provision of office space and business premises. A wide range of legislation applies to this sector and employees/agents need to understand the relevant legislation and be able to apply it in the execution of their work. This qualification strives to equip the learners with the knowledge and skills necessary to be able to operate effectively and efficiently in the Commercial Property Management sector.

The knowledge and skills required by practitioners, managers, brokers and facility managers in the Commercial Property Management sector are specialised. The development of this qualification arose from a need to develop a learning pathway for practitioners who are entering into, or have been practicing in this field for many years without being able to gain recognition against a nationally registered qualification.

Property Practitioners, Managers, Brokers and Facility Managers in Commercial Property need to comply with the requirements of the Estate Agency Affairs Board (EAAB) in order to register as non-principal estate agents. This qualification aims to satisfy the EAAB's requirements in this regard, but focuses on the specific knowledge and skills required within the field of Commercial Property Management.

The registration of the Further Education and Training Certificate: Commercial Property and Facilities Management on the NQF underpins the professionalisation of the Commercial Property Management sector. It also creates a formal learning pathway for individuals wanting to follow a career within this lucrative and quickly expanding field.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

The following learning is assumed to be in place:

- Communication and Mathematical Literacy at the NQF Level 3 or equivalent.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment. This Recognition of Prior Learning may allow for access to the qualification for those learners who do not meet the requirements for admission or for attaining the qualification in whole or in part. Credits may also be given for unit standards in the qualification.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education, Training, Quality, and Assurance Body and is conducted by a registered workplace assessor. The evidence required from a candidate wanting to be assessed against the core and fundamental unit standards may have been acquired in a range of economic sectors and these will be recognized if appropriate.

Access to Qualification:

There is an open access to this qualification, keeping in mind the "Learning assumed to be in place".

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification, learners are required to obtain a minimum of 150 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 credits. It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component totalling 56 credits are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 58 credits all of which are compulsory.

Elective Component:

The Elective Component consists of three specialisations, namely Property Management (Commercial), Property Broking and Facilities Management - each with its own set of Unit Standards. Learners must choose a specialization and complete Unit Standards to the value of at least 36 credits from the Unit Standards listed under that specialisation.

These specialisations are:

Property Broking:

The unit standards are:

- Identify and secure a property opportunity (4 credits).
- Implement sales and marketing strategies (5 credits).
- Research the viability of new venture ideas or opportunities (5 credits).
- Assess viability of regeneration options in the property industry (7 credits).
- Contribute to a detailed property feasibility study and property valuation (10 credits).
- Recruit and select candidates to fill defined positions (10 credits).

Property Management (Commercial):

The unit standards are:

- Assess viability of regeneration options in the property industry.
- Contribute to a detailed property feasibility study and property valuation.
- Manage a consultant property project team.
- Recruit and select candidates to fill defined positions.
- Apply technical knowledge and insight into property as an investment.
- Research the viability of new venture ideas/opportunities.
- Contribute to a detailed property feasibility study and property valuation.
- Develop a tenancy mix strategy.
- Consult with interested parties to promote community participation on housing development projects.
- Maintain and control the use of asset and investment resources.
- Plan a public relations programme.

Facilities Management:

The unit standards are:

- Coordinate fit-out of premises for user occupation.
- Determine space utilization.
- Manage a consultant property project team.

- Consult with interested parties to promote community participation on housing development projects.
- Maintain and control the use of asset and investment resources.
- Implement and manage customer specific workplace requirements.

EXIT LEVEL OUTCOMES

1. Analyse, evaluate and apply the Real Estate Code of Conduct and Ethics.
2. Perform the functions related to general business in the Commercial Property Industry.
3. Perform the specific functions related to an area of specialisation with the Commercial Property Industry.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The factors that influence the development of a code of ethics are described with examples.
- 1.2 The contents of the Real Estate Code of Conduct are explained with reference to own work context.
- 1.3 The implications of the Real Estate Code of Conduct are explained in the context of a Real Estate organisation.
- 1.4 The Code of Conduct is related to ethical values and standards within own organisation and by referring to ethical best practices.
- 1.5 The Real Estate Code of Conduct and ethics is applied in own work context.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Decision making is based on credible information that is analysed and interpreted using scientific methods.
- 2.2 Safety of the workplace and commercial properties is ensured by complying with legislative and organisational requirements.
- 2.3 Risk management strategies are aligned so as to be compliant with legislative and/or organisational requirements.
- 2.4 Project plans are implemented in order to meet project objectives within the agreed budget and time frames.
- 2.5 Customer service activities are developed in order to satisfy the needs of the customer and are aligned to organisational policies and procedures.
- 2.6 Functions are performed in compliance with workplace policies and procedures.
- 2.7 Written and oral communication strategies are crafted for the target audience.

Associated Assessment Criteria for Exit Level Outcome 3:

Brokering:

- 3.1 Marketing, sales and public relations strategies are drawn up to include the management of client relationships and networks to achieve marketing, sales and PR objectives.
- 3.2 Marketing and sales strategies are developed on sound principles and are suited to the industry.
- 3.3 Decisions related to the viability of new opportunities and viability of regeneration options in the property industry are informed by sound business practice and credible information.
- 3.4 Appointment of new employees is based on a sound recruitment process that is compliant with organisational requirements.

Or

Property Management:

- 3.1 Decisions related to the viability of new opportunities and the viability of regeneration options in the property industry are informed by sound business practice and credible information.
- 3.2 Management of a consultant property project team is performed using sound management principles and in compliance with organisational requirements.
- 3.3 Investments are identified based on technical information and insight.
- 3.4 Appointment of new employees is based on a sound recruitment process that is compliant with organisational requirements.
- 3.5 Consultations are carried out to include representatives of all relevant constituencies and to promote community participation.
- 3.6 Controls are monitored and reported on according to company policies and procedures.
- 3.7 Tenancy mix strategies are aligned to company policies and procedures and to customer requirements.

Or

Facilities Management:

- 3.1 Fit out of premises and utilization of space is done to meet customer requirements.
- 3.2 Teams are managed in order to meet business objectives and targets.
- 3.3 Consultations are done to include representatives of all relevant constituencies and to promote community participation.
- 3.4 Controls are monitored and reported on according to company policies and procedures.

Integrated Assessment:

Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever. An integrated assessment approach is required.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

International benchmarking was done against learning programmes offered in the following countries:

- SADC countries including Zimbabwe, Namibia, Botswana and Zambia.
- Australia.
- United Kingdom.
- United States of America.

SADC qualifications:

A study was undertaken by the EAAB to compare South Africa's Real estate code of Conduct and legislation to international and SADC legislation. According to this study, Botswana is the only country that has recently upgraded its laws in relation to real Estate practices.

The EAAB report also indicated that there is no formal form of regulation or training in the Real Estate (and, by implication) the Commercial Property industry in Botswana, Zimbabwe, Zambia, Lesotho, Malawi, Mozambique, or Africa in general.

Zimbabwe:

Various international distance learning institutions offer courses to individual sin Zimbabwe. However, one specific institute, the Commercial Real Estate Institute, offers a series of certification programmes for practitioners in the field.

The four courses are:

- Certified Commercial Sales Specialist.
- Certified Commercial Leasing Specialist.
- Certified Land Sales Specialist.
- Certified Residential Investor Representative.

The content of the second programme has some relevance to the content pertaining to these qualifications which includes the following:

- Module 1: Includes market analysis, effective listing techniques and tenant representation.
- Module 2: Includes build to suit, ethics and rules for buyer/ tenant representation, fair dealings and the commercial lease.
- Module 3: Includes office lease forms, retail lease forms, industrial lease forms.
- Module 4: Includes commercial lease analysis, due diligence and property analysis for the commercial lease and environmental issues affecting commercial tenants/landlords.

However, the focus of this learning programme is on leasing and is not completely relevant to the focus of the Further Education and Training Certificate: Commercial Property and Facilities Management.

Other learning programmes that are being offered in Zimbabwe include the Principles of Advanced Property Practice being offered via distance learning through the College of People Management and Development (CPMD).

The course includes:

- Module 1:
 - Capital Gains Tax.
 - The property environment including expropriation.
 - Income Tax and the Estate Agent.
 - VAT.

- Deeds registration including transfer and stamp duty.
- Town planning.
- **Module 2:**
 - Introduction to understanding and integration financial statements.
 - Different forms of ownership including trusts.
 - General requirements for contracts & special contract of sale.
- **Module 3:**
 - All the financial calculations you will ever need to know.
 - Valuations of going concerns and business enterprises.
 - Valuation of income producing properties and specimen valuations.
 - Valuing residential property, valuing unique properties.
- **Module 4:**
 - Law of Agency.
 - Retirement Villages.
 - Shareblock schemes.
 - Time sharing.
 - Principles of Business management.
 - Landlord and tenants.
 - Restraint of trade agreements and labour Practice.

The Certified Commercial Investment Member (designation) offered through the CCIM Institute consists of various courses that are required to earn the designation.

These courses include:

- Financial analysis for Commercial Investment Real Estate.
- Marketing Analysis for Commercial investment Real Estate.
- User Decision Analysis for Commercial Investment Real Estate.
- Investment analysis for Commercial Investment Real Estate.
- Online Ethics course.
- Preparing to negotiate.

Elective courses include:

- Introduction to commercial investment Real Estate Analysis.
- Advanced negotiation Workshop.
- Troubled Assets.
- Creating and Sponsoring Real Estate Investment Groups.
- Feasibility Analysis for a Retail property.
- Mining Your Marketing in Today's Economy.

Although these courses are offered in commercial property the main focus of the CCIM designation is competence on investment. The CMPD programme offers some components that are applicable to Commercial Property, but focuses mainly on Real Estate Agents.

The University of Zimbabwe offers a variety of under- and postgraduate programmes. Some of the generic knowledge and skills underpinning commercial property management, brokering and facilities management are included in the content of these courses, but nothing specific to the specialisations in the Further Education and Training Certificate: Commercial Property and Facilities Management is offered. For instance, the Bachelor of Business Studies (Marketing) includes financial accounting, business administration, economic principles, principles of marketing, public relations and selling and sales management.

Namibia:

The National Property Academy used to offer programmes related to Real Estate: commercial and residential. However, no current information on the academy or its offerings.

The University of Namibia offers a variety of under- and postgraduate qualifications through various Faculties. Courses related to real estate and commercial property are usually housed at the Faculty of Economics and Management Sciences. Although a variety of qualifications are offered in general business administration, economics and management sciences, there is nothing being offered that specialises in this field.

Components of the components in the Advanced Diploma in Business Administration pertain to commercial property, facilities management and brokering, e.g:

- Strategic Marketing.
- Entrepreneurship.
- Management process.
- Business project.
- Business economics.
- Business accounting.

Botswana:

There are no training courses offered that are specific to commercial property.

The Department of Architecture and Planning offers a Bachelor Degree in Architecture and in Urban and Regional Planning. However detailed information on the content of these programmes was not available.

The Centre for Continuing Education at the University offers various short courses. The Distance Education Unit (DEU) offers seven programmes as follows: Four degree programmes (i) Accounting, (ii) Finance (iii) Marketing (iv) Management and 3 Diploma programmes, (i) Diploma in Adult Education (ii) Commonwealth Diploma in Youth and Development Work and (iii) Diploma in Primary Education. However, none of these programmes focus specifically on commercial property, facilities management and brokering.

Zambia:

The University of Zambia comprises nine schools but none of these schools does offer any programme specific to commercial property, facilities management and brokering.

Once again, there are only generic components of certain programmes that touch on knowledge underpinning this field of learning.

Australia:

This qualification has been benchmarked against the qualifications and units of competence registered and developed by the Construction and Property Services Industry Skills Council in Australia. The council has developed a comprehensive learning pathway for practitioners in the construction and property industry. Summary of Australian Qualifications Framework (AQF) qualifications in CPP07 Property Services Training Package pertaining to commercial property management, facilities management and brokering includes:

- CPP30207: Certificate III in Property Services (Agency).
- CPP30309: Certificate III in Property Services (Operations).
- CPP40307: Certificate IV in Property Services (Real Estate).
- CPP40407: Certificate IV in Property Services (Stock and Station Agency).

- CPP40507: Certificate IV in Property Services (Business Broking).
- CPP40609: Certificate IV in Property Services (Operations).
- CPP50307: Diploma of Property Services (Agency Management).
- CPP50409: Diploma of Property Services (Business Broking).
- CPP50509: Diploma of Property Services (Asset and Facility Management).
- CPP60208: Advanced Diploma of Property Services (Asset and Facility Management).

The content of the Further Education and Training Certificate: Commercial Property and Facilities Management is based on the units of competency making up the Diploma of Property Services (Asset and Facility Management). The alignment is based on the following units of competency included in this qualification:

Common units:

- BSBFIM501A: Manage budgets and financial plans.
- BSBHRM402A: Recruit, select and recruit staff.
- BSBMGT502B: Manage people performance.
- BSBMGT515A: Manage operational plan.
- BSBSUS501A: Develop workplace policy and procedures for sustainability.
- CPPDSM5006A: Coordinate customer service activities in the property industry.
- CPPDSM5009A: Coordinate risk management system in the property industry.
- CPPDSM5010A: Determine needs of customer populations in the property industry.
- CPPDSM5014A: Develop property marketing and sales strategy.
- CPPDSM5018A: Ensure a safe workplace in the property industry.
- CPPDSM5029A: Manage client relationships and networks in the property industry.
- CPPDSM5030A: Manage projects in the property industry.
- CPPDSM5036A: Prepare tender documentation in the property industry.

Specialist units:

- Development:
 - CPPDSM5004A: Assess viability of regeneration options in the property industry.
 - CPPDSM5005A: Contribute to a detailed property feasibility study.
 - CPPDSM5008A: Coordinate fit-out of premises for user occupation.
 - CPPDSM5011A: Determine space utilization.
 - CPPDSM5017A: Dispose of property.
 - CPPDSM5019A: Identify and secure a property opportunity.
 - CPPDSM5026A: Manage a consultant property project team.
- Management:
 - CPPDSM5002A: Advise on property investment strategy.
 - CPPDSM5013A: Develop a tenancy mix strategy.
 - CPPDSM5016A: Develop strata/community management agreement.
 - CPPDSM5021A: Implement asset maintenance strategy.
 - CPPDSM5022A: Implement asset management plan.
 - CPPDSM5025A: Maintain public relations in the property industry.
- Facilities
 - CPPDSM5001A: Advise on use and design of facilities.
 - CPPDSM5007A: Coordinate construction or renovation of facilities.
 - CPPDSM5023A: Implement facilities management plan.
 - CPPDSM5024A: Implement facilities procurement systems.
 - CPPDSM5027A: Provide facilities and amenities for property users.
 - CPPDSM5034A: Monitor performance of property or facility portfolio.

Approval was also sought from the Commonwealth and agreement was reached that South Africa could have access to and use the content of standards and qualifications written by member countries.

United Kingdom (UK):

The National Association of Estate Agents (NAEA) offers, through the National Federation of Property Professionals (NFOPP) Awarding Body (recognized by Office of the Qualifications and Examinations Regulator (OFQUAL)), various qualifications that are nationally recognized in the United Kingdom. Two qualifications (offered through Manchester College) that are in Commercial Property are:

- Diploma in Commercial Property Agency (DipCPA) (Ref. No. 100/3717/2 on the National Database of Accredited Qualifications (UK)) - Level 4 on UK NQF:
 - Unit 1: Legal Aspects of Commercial Agency (3 hour examination).
 - Unit 2: Commercial Agency Practice (3 hour examination).
 - Unit 3: Commercial Property Inspection and Valuation (3 hour examination).
 - Unit 4: Business Promotion and Organisation (3 hour examination).
 - Unit 5: Commercial Property Agency project covering a cross section of topics within the syllabus (6,000 words).
- Technical Award in Commercial Property Agency (Ref No. 100/5006/1 on the National Database of Accredited Qualifications (UK)) - Level 3 on UK NQF:
 - Unit 1: Health and Safety, Security and General Law relating to Commercial Property Agency.
 - Unit 2: Practice and Law relating to Commercial Property Agency.
 - Unit 3: Law relating to Commercial Property.
 - Unit 4: Commercial Property and Business Appraisal and Basic Building Construction.

These qualifications are accredited and delivered in England, Wales and Northern Ireland.

United States of America (USA):

The National Association of Realtors (NAS) offers a wide variety of courses across all States in the USA. They offer extensive education, training and professional certification programmes through their Realtor University. Some of the courses that have been used to benchmark the content of this qualification include:

Realtors Land Institute (RLI):

The REALTORS® Land Institute is an affiliate of the over 900,000 - member National Association of REALTORS®. It is the only branch of the REALTOR® family focused on land brokerage transactions of five specialized types: (1) farms and ranches; (2) undeveloped tracts of land; (3) transitional and development land; (4) subdivision and wholesaling of lots; (5) site selection and assemblage of land parcels.

- Land 101 - Fundamentals of Land Brokerage: An introduction for real estate professionals to the land brokerage business.

The objectives of this course include:

- Differentiate between the different land types.
- Describe the fundamentals of the land brokerage business.
- Explain assemblage and the site selection process.
- Identify the factors that influence land values.
- Recognize the different appraisal methods.
- List the major factors in subdivision development.
- Know when to bring in an expert in a land-related deal.

- Explain the process for getting started in land brokerage.
- Identify how RLI can be a valuable resource.
- Understand the tax issues involved in land brokerage.
- Identify property rights and the major restrictions.
- Understand the issues related to wetlands and brown fields.
- List the key issues for conservation easements.
- Identify key legislative, regulatory and land rights issues.
- Define highest and best use, and explain its impact on the land brokerage.
- Explain rent theory.
- List several methods to package a property.
- Understand the legal ramifications of a land contract.

<https://www.learninglibrary.com/>

Certified International Property Specialist (CIPS) Education:

The Certified International Property Specialist (CIPS) course curriculum is the educational foundation of the CIPS Network. It distinguishes CIPS designees as individuals who have both hands-on experience in international real estate transactions, as well as successfully completed an intensive seven-day program of study focusing on critical aspects of transnational transactions, including currency and exchange rate issues and cross-cultural relationships, regional market conditions, investment performance, tax issues and more.

Conclusion:

This qualification because it used the content of standards and qualifications written by member countries of the Commonwealth compares very favourably with what is offered in this field internationally. It also compares favourably with what is offered in the USA.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- ID 57712: Further Education and Training Certificate: Generic Management.
- ID 23953: Further Education and Training Certificate: New Venture Creation.
- ID 49129: Further Education and Training Certificate: Management and Administration.
- Further Education and Training Certificate: Business Administration Services.
- ID 59097: Further Education and Training Certificate: Real Estate.

Vertical articulation is possible with the following Qualifications:

- National Diploma: Conveyancing Secretary, NQF Level 5.
- Certificate: Office Administration, NQF Level 5.
- ID 49126: National Certificate: Management and Administration, NQF Level 5.
- ID 58341: National Diploma: Business Management, NQF Level 5.
- ID 20188: National Certificate: Real Estate, NQF Level 5.

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, and Assurance (ETQA) Body.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements

reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.

- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, the integrated competence described in the Qualification and will include competence within core sales and the elective standards relevant to the economic sector.

- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

- A minimum of 3 (three) years' practical, relevant occupational experience.
- A relevant Qualification at NQF Level 5 or higher or equivalent.
- To be registered as an assessor with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	110295	Arrange a Public Relations / Communication event	Level 4	5
Core	117495	Assess legal contracts for business	Level 4	8
Core	242668	Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	Level 4	4
Core	242658	Demonstrate knowledge and application of the nature of risk and the risk management process	Level 4	4
Core	377060	Ensure implementation of workplace policy and procedures for sustainability	Level 4	5
Core	113831	Implement project plans	Level 4	9
Core	7836	Monitor customer satisfaction	Level 4	3
Core	120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	Level 4	6
Core	7789	Provide Customer Service	Level 4	8
Core	246737	Demonstrate knowledge of and apply the Real Estate Code of Conduct and ethics	Level 5	6
Elective	377009	Assess viability of regeneration options in the property industry	Level 4	7

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	377040	Carry out a detailed property feasibility study and property valuation	Level 4	10
Elective	377020	Contribute to a detailed property feasibility study and property valuation	Level 4	10
Elective	377000	Coordinate fit-out of premises for user occupation	Level 4	5
Elective	377021	Determine space utilisation	Level 4	5
Elective	377003	Develop a tenancy mix strategy	Level 4	5
Elective	377061	Develop strategy for managing community management agreements	Level 4	4
Elective	377006	Identify and secure a property opportunity	Level 4	4
Elective	377002	Implement and manage customer specific workplace requirements	Level 4	6
Elective	115845	Implement sales and marketing strategies	Level 4	5
Elective	377041	Manage a consultant property project team	Level 4	4
Elective	10978	Recruit and select candidates to fill defined positions	Level 4	10
Elective	114596	Research the viability of new venture ideas/opportunities	Level 4	5
Elective	242576	Apply technical knowledge and insight into property as an investment	Level 5	3
Elective	263044	Consult with interested parties to promote community participation on housing development projects	Level 5	10
Elective	335996	Plan a public relations programme	Level 5	12

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Coordinate fit-out of premises for user occupation***

SAQA US ID		UNIT STANDARD TITLE	
377000		Coordinate fit-out of premises for user occupation	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Prepare for fit-out.

SPECIFIC OUTCOME 2

Determine fit-out delivery.

SPECIFIC OUTCOME 3

Arrange contractors and consultants.

SPECIFIC OUTCOME 4

Monitor fit-out processes.

SPECIFIC OUTCOME 5

Finalise fit-out process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Implement and manage customer specific workplace requirements***

SAQA US ID		UNIT STANDARD TITLE	
377002		Implement and manage customer specific workplace requirements	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Determine space use requirements.

SPECIFIC OUTCOME 2

Review space use.

SPECIFIC OUTCOME 3

Record and report results.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Develop a tenancy mix strategy***

SAQA US ID		UNIT STANDARD TITLE	
377003		Develop a tenancy mix strategy	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Determine tenancy mix requirements.

SPECIFIC OUTCOME 2

Develop tenancy mix strategy.

SPECIFIC OUTCOME 3

Implement tenancy mix strategy.

SPECIFIC OUTCOME 4

Review tenancy mix strategy.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Identify and secure a property opportunity***

SAQA US ID		UNIT STANDARD TITLE	
377006		Identify and secure a property opportunity	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Research property opportunity.

SPECIFIC OUTCOME 2

Analyse property opportunity.

SPECIFIC OUTCOME 3

Recommend and secure property deal.

SPECIFIC OUTCOME 4

Package property deal.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Assess viability of regeneration options In the property industry***

SAQA US ID		UNIT STANDARD TITLE	
377009		Assess viability of regeneration options in the property industry	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	7

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Establish requirements of asset regeneration.

SPECIFIC OUTCOME 2

Define assessment criteria.

SPECIFIC OUTCOME 3

Access relevant information.

SPECIFIC OUTCOME 4

Assess viability of options.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Contribute to a detailed property feasibility study and property valuation***

SAQA US ID		UNIT STANDARD TITLE	
377020		Contribute to a detailed property feasibility study and property valuation	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Establish study requirements.

SPECIFIC OUTCOME 2

Access relevant information.

SPECIFIC OUTCOME 3

Analyse information.

SPECIFIC OUTCOME 4

Formulate sensitivity scenarios.

SPECIFIC OUTCOME 5

Document feasibility study.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Determine space utilisation***

SAQA US ID		UNIT STANDARD TITLE	
377021		Determine space utilisation	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Determine space utilisation requirements.

SPECIFIC OUTCOME 2

Establish design concepts.

SPECIFIC OUTCOME 3

Prepare design brief.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Carry out a detailed property feasibility study and property valuation***

SAQA US ID		UNIT STANDARD TITLE	
377040		Carry out a detailed property feasibility study and property valuation	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Establish study requirements.

SPECIFIC OUTCOME 2

Access relevant information.

SPECIFIC OUTCOME 3

Analyse information.

SPECIFIC OUTCOME 4

Formulate sensitivity scenarios.

SPECIFIC OUTCOME 5

Document feasibility study.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage a consultant property project team

SAQA US ID	UNIT STANDARD TITLE		
377041	Manage a consultant property project team		
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Determine project requirements.

SPECIFIC OUTCOME 2

Assess and select contractors.

SPECIFIC OUTCOME 3

Monitor project.

SPECIFIC OUTCOME 4

Finalise project.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Ensure implementation of workplace policy and procedures for sustainability

SAQA US ID	UNIT STANDARD TITLE		
377060	Ensure implementation of workplace policy and procedures for sustainability		
ORIGINATOR	PROVIDER		
Task Team - Commercial Property			
FIELD	SUBFIELD		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Develop workplace sustainability policy

SPECIFIC OUTCOME 2

Communicate workplace sustainability policy.

SPECIFIC OUTCOME 3

Implement workplace sustainability policy.

SPECIFIC OUTCOME 4

Review workplace sustainability policy implementation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop strategy for managing community management agreements

SAQA US ID		UNIT STANDARD TITLE	
377061		Develop strategy for managing community management agreements	
ORIGINATOR		PROVIDER	
Task Team - Commercial Property			
FIELD		SUBFIELD	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Establish agreement requirements.

SPECIFIC OUTCOME 2

Prepare agreement.

SPECIFIC OUTCOME 3

Organise resources and support processes.

SPECIFIC OUTCOME 4

Review and evaluate management agreement.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	79626	Further Education and Training Certificate: Commercial Property and Facilities Management	Level 4

No. 731

20 August 2010

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

PEOPLE / HUMAN CENTRED DEVELOPMENT

registered by Organising Field 07 – Human and Social Studies, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate for Registration and Recognition at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and ***no later than 20 September 2010***. All correspondence should be marked **Registration and Recognition – Task Team for People / Human Centred Development** and addressed to

The Director: Registration and Recognition
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: ebrown@saqa.org.za



D. MPHUTHING

ACTING DIRECTOR: REGISTRATION AND RECOGNITION



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Bachelor of Community Development

SAQA QUAL ID		QUALIFICATION TITLE	
79706		Bachelor of Community Development	
ORIGINATOR		PROVIDER	
TT - People/Human Centred Development			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	7 - Human and Social Studies	People/Human-Centred Development	
ABET BAND	MINIMUM CREDITS	OLD NQF LEVEL	QUAL CLASS
Undefined	480	Not Applicable	Regular-ELOAC

New NQF Level: NQF Level 08

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The Bachelor of Community Development, at NQF Level 8 has been informed by the scope of practice for Community Development Practitioners. It is a professional qualification intended for Community Development Practitioners who are required to facilitate collective processes in a community to effect psycho, social and economic development. Community Development Practitioners require theoretical knowledge and practical skills to facilitate activities that enable households and communities to manage their own development to achieve sustainable livelihoods. Community Development Practitioners need to be accountable, responsible and ethical. The Bachelor of Community Development, at NQF Level 8 will meet the requirements for employment as a Community Development Practitioner in the Public Service, Non-Governmental Organisations (NGOs), Faith-Based Organisations (FBO), International Development Entities, Corporate and Civic Entities. It should produce Community Development Practitioners who are able to facilitate the collective action needed to build and empower communities including, but not limited to, the poor.

Learners who graduate with this qualification will be able to:

- Facilitate community initiatives.
- Integrate theory and practice to analyse needs and to plan and facilitate interventions in communities where they work in order to collectively build community capital to bring about social change and justice.
- Promote change and community ownership that is self-sustaining.
- Coordinate interactions with communities.
- Conduct research in communities to facilitate and inform a participatory approach to development.
- Promote the integrated well-being of a community according to the fundamental principles and ethics of community development.

Rationale:

Community Development processes are intended to empower local communities and strengthen the capacity of people as active citizens through their communities, organisations and networks. They also seek to capacitate institutions and agencies to work in dialogue with citizens to shape and determine change in their communities. The Community Development processes involve members of a community in their own development and aim to enhance the capacity of the community to respond to its collective needs and resources.

The Bachelor of Community Development, at NQF Level 8 is a professional degree that emphasises an integrated and holistic approach to community development. It focuses specifically on Community Development. It is assumed that learners can work independently and that they operate at a high cognitive level and can solve complex, real world problems and issues using evidence based solutions and theory driven arguments. The Qualification requires the integration of theory and practice that will equip learners with the knowledge, skills and values needed to enhance the integration of all community development stakeholders for effective community development across all sectors involved in community development. It should ensure that Community Development Practitioners have a level of authority, responsibility and status within a regulated framework to facilitate processes that enable stakeholders and communities to participate in integrated planning processes and collective actions.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

Learners should be competent in Communication and Mathematical Literacy at NQF Level 4.

It is assumed that learners are responsible for their own work, decision making and use of resources. It is also assumed that they can apply learning strategies in a self critical manner to effectively address their own and others' professional and ongoing learning needs.

Recognition of Prior Learning:

- A maximum of 50% of this Qualification may be obtained through Recognition of Prior Learning in accordance with the policy laid down by the relevant Professional Body, the Higher Education Institution offering the Qualification and the Council for Higher Education (CHE) provided that the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification at the appropriate Level. Application for Recognition of Prior Learning (RPL) should be made to the Higher Education Institution concerned.
- Recognition of Prior Learning will be done using a range of assessment tools and techniques in accordance with the RPL policy of the institution.
- The same principles that apply to assessment of the Qualification apply to Recognition of Prior Learning.

Access to the Qualification:

The minimum entry requirement is a National Senior Certificate with appropriate subject combinations and levels of achievement, which grants entrance to Bachelor degree study.

QUALIFICATION RULES

The Qualification consists of the following components, totalling 480 Credits:

Compulsory components:

- Learning/Modules for Exit Level Outcomes 1-8: 304 credits.
- Practical work: 96 credits.

- Social dynamics within the various systems in a community are analysed in order to facilitate change or build community capacity.
- Understanding of social systems, human development and behavior and is applied in order to build interdependent relationships in a community context.
 - Range: Interdependent relationships include, but are not limited to, solidarity, social cohesion and unity in diversity.
- Institutions and organisations that provide resources for the facilitation of community development are investigated for a specific context.

Associated Assessment Criteria for Exit Level Outcome 7:

- The roles and responsibilities of community development practitioners are explained with reference to scope of practice, avenues for referral and the consequences if the code of practice and professional code of ethics is contravened.
- Skills and techniques for personal development and awareness are explored with a view to developing personal capacity to reflect and understand self and others and to fully realise own potential.
 - Range: Skills and techniques include, but are not limited to, self-awareness, self-management, self-reflective capacity, interpersonal and intrapersonal skills.
- A code of conduct for community development practitioners is analysed and discussed in terms of how the code should effect own practice.
- The role of supervision in community development practice is discussed with reference to self, own roles and responsibilities and the need for support and mentoring.

Associated Assessment Criteria for Exit Level Outcome 8:

- Community development theory is applied in an ethical manner and supported by authentic evidence in a practical community development situation.
- Selected skills to address social challenges are demonstrated in a practical situation.
 - Range: Social challenges may include, but are not limited to, poverty, inequality, oppression, discrimination, exclusion, and social and economic vulnerability.
- Understanding of community and social dynamics is applied in an authentic community development context.
 - Range: Social dynamics include, but are not limited to power, power structures, issues of diversity, economics, demographics and social activities.
- Activities for an integrated, holistic community development programme are coordinated and tracked using a recognised information management system.

ARTICULATION OPTIONS

Horizontal articulation:

- Bachelor of Arts: Social Work, Old Level 7, New Level 8, Professional Qualification, 480 credits.
- ID 23994: Bachelor of Social Work, Old Level 7, New Level 8, 510 credits.

Vertical articulation:

As this is at NQF Level 8 Qualification with a minimum of 96 credits at Level 8 it may meet the minimum requirements for admission to a Masters degree in Community Development in an area of specialisation depending on the rules of the selected Higher Education Institution.

MODERATION OPTIONS

This Qualification will be internally assessed and moderated and externally moderated in terms of Quality Council for Higher Education (QCHE) requirements.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Elective specialisation component: 80 credit.

The learner may choose to specialise in one of the following:

- Youth Development.
- Human Settlement.
- Policy Development.
- Population Studies/Demography.
- Community Health.
- Sport and Recreation.
- Community Art and Culture.
- Adult Learning.
- Community Media Studies.
- Rural and Urban Development.
- International Relations.
- Agriculture.
- Tourism.
- Environmental Studies.
- Gender Studies.

The learning must be planned so that it consists of the following credits:

- Maximum Credits at NQF Level 5: 96
- Minimum Credits at NQF Level 7: 120
- Minimum Credits at NQF Level 8: 96
- The balance of the 480 Credits may be at NQF Levels 6 and/7 and/or 8.

Minimum total Credits: 480.

EXIT LEVEL OUTCOMES

1. Communicate community development related information verbally and in writing to a range of audiences with due regard for the purpose of the communication and the ethical value system of the specific context.
2. Analyse, synthesise, evaluate and review complex community development related information in order to conceptualise a problem and produce an evidence based argument or solution to an authentic community development situation.
3. Critically analyse philosophies and theories of community development relevant to a specific context.
4. Apply knowledge of the regulatory environment to mobilise a community to operate within the regulatory framework in a local, provincial, national, regional or global context.
5. Apply the ethics, principles, values and processes of community development to a specific context.
 - Range: Principles of community development practice include, but are not limited to, inclusion, respect, building shared leadership and capacity, and participation.
6. Apply knowledge of the interdependent relationships between individuals, families, groups/organisations, the community, State and society to facilitate processes to build interdependent relationships in an authentic community development context and within own scope of practice.

7. Demonstrate an understanding of the concepts of responsibility and accountability within own scope of practice in a community development context.

8. Integrate theory and practice in an authentic community development context in order to build collective capacity.

Criteria for the Critical Cross-Field Outcomes:

- Use a range of specialised skills to identify, analyse and address complex, complicated and/or abstract problems drawing systematically on the body of knowledge and methods appropriate to community development.
- Work effectively with others as a member of a team, group, organisation or community. Community Development by its very nature requires learners to do practical work in groups and communities.
- Organise and manage him/herself and his/her activities responsibly and effectively in completing tasks timeously.
- Collect, organise and critically evaluate information.
- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. This is integrated throughout the qualification in that sound communication skills are essential in working with communities.
- Use science and technology effectively and critically in using technology appropriate to a particular programme and managing information.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

In addition this Qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Being cultural sensitivity across a range of social contexts in dealing with diverse people, communities and co-workers in engaging in practical work in a Community Development context.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Verbal and non-verbal communication are appropriate for the audience and purpose of the communication.
 - Range: Verbal communications include, but are not limited to, giving feedback, reporting to groups, facilitation, presentations and interviews.
- Written communication is professional, accurate, coherent and correct in terms of style, tone and sensitive use of language.
 - Range: Written communication includes, but is not limited to, report writing, giving written feedback, proposal writing, documenting evidence, collaborative writing and minutes of meetings.
- Active listening skills are demonstrated in individual and group situations and information is recorded accurately, concisely and coherently.
- Knowledge of current events, issues and affairs reported in the media is interpreted, assessed for relevance and applied at local level where appropriate.
 - Range: Media include, but are not limited to, print, electronic, audio-visual and social networking platforms.

Associated Assessment Criteria for Exit Level Outcome 2:

- Knowledge of research designs and methodologies is applied to research in a community development context.
 - Range: Research design and methodology may include, but are not limited to: Participatory and Action Research; Conceptual Research; Developmental Research; Design; Social Impact Assessment; Evaluative Research.
- Community-based research is conducted to profile a community and inform a programme or collective action.
- A research report is compiled based on actual research.

Associated Assessment Criteria for Exit Level Outcome 3:

- Interactions with a community reflect the application of theory in practice.
- Theories and philosophies are applied to a variety of community development contexts.
- Concepts of community development are explained and used appropriately in context.
 - Range: Concepts include, but are not limited to, social justice, poverty, community well-being, development, social development, community, community development, citizenship, democracy, social well-being, sustainable development and sustainability, inequality, role-players, stakeholders, households, gender and globalisation.
- Historical and contemporary contexts of community development are discussed with reference to how the contexts give meaning to community development concepts.

Associated Assessment Criteria for Exit Level Outcome 4:

- Legislation, policies and international conventions are analysed and interpreted for application and/or compliance in a specific context.
- The processes through which legislation and policies are formulated are explained with reference to how individuals and communities can be involved in and/or influence the processes.
- Social policies relevant to community development are analysed in terms of the inter-relationship between the policies.

Associated Assessment Criteria for Exit Level Outcome 5:

- Methods, skills and techniques for working with communities are demonstrated in a variety of authentic community development situations or contexts.
 - Range: Methods, skills and techniques for working with communities include, but are not limited to, needs assessment, asset mapping, capacity building, resource mobilisation, project planning and management, group problem solving and decision making, team building, motivation, mobilisation, advocacy and lobbying, critical and creative thinking, conflict resolution, negotiation, consensus, dealing with diversity, peace building, gender analysis.
- Theories and techniques of leadership and management are investigated for relevance in a variety of community development situations.
 - Range: Leadership and management theories include, but are not limited to, collective, collaborative, participative, adaptive and transformative leadership and management.
- Participatory approaches are applied to a community development process
 - Range: Participatory approaches include, but are not limited to, the sustainable livelihood approach and asset-based community development.
- A Community Development process is applied to empower a local community to strengthen the capacity of people as active citizens and to shape and determine change in the community.
- Theories of organisational development are explained for a community development context
- Knowledge of financial management and business economics is applied to the community development cycle.

Associated Assessment Criteria for Exit Level Outcome 6:

Assessment is in terms of the requirements of the National Higher Education Assessment Policy and the requirements of each specific Higher Education Institution.

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None
