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**AIDS HELPLINE: 0800-0123-22 Prevention is the cure**

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## GOVERNMENT NOTICES

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1398

6 October 2003

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### ECONOMICS

Registered by NSB 03, Business, Commerce and Management Studies, 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 qualification and unit standards can be accessed via the SAQA web-site at [www.saqa.org.za](http://www.saqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 3 November 2003*. All correspondence should be marked **Standards Setting – SGB for Economics** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

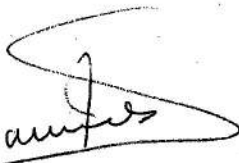
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JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Local Economic Development*

SAQA QUAL ID	QUALIFICATION TITLE	
36436	National Certificate: Local Economic Development	
SGB NAME	SGB Economics	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
163	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

This Qualification has been designed as an entry-level Qualification in the field of Local Economic Development. It is the first step in a Qualifications framework that ends with a Qualification at level 6.

Qualifying learners will have the required knowledge of and insight into the nature of LED and the role that Local Government plays in it. It lays the foundation for developing applied competence in Local Economic Development practice. The Qualification will help the learner with identifying the key values and frames of reference necessary for good governance of their own Local Economic Development by local communities.

This Qualification will mean that in future LED officers will have the necessary knowledge, skills and tools to operate professionally. It will also open a career path for LED officers who will have improved career opportunities as a result of their increased knowledge of LED and their ability to implement the policies and carry out the procedures required of people in their field of work.

The National Certificate in Local Economic Development: NQF Level 4 provides the learner with the building blocks for the learning required for the National Diploma in Local Economic Development: Level 5.

#### **Rationale For The Qualification:**

Local Economic Development is a process to secure greater local control over business enterprise, labour, capital and other resources. Local Economic Development strategy is based on the concept that economic activity can be used to improve the quality of life for all members of the community.

A Local Economic Development strategy should include economic aspects (growth in jobs, income, business activity, etc.), development (need for structural change, quality of development, etc.) and the needs of the local community (poverty reduction, satisfying basic human needs, integrated social and environmental objectives). Governance is another aspect of economic development that should be included in economic development strategies. Governance is seen as the capacity of institutions to manage and administer policy, processes and programmes that represent the broad interests of all individuals and groups involved while at the same time complying with ethical and legislative requirements.

This means that Local Economic Development cannot succeed if it is merely a once-off exercise of attracting a single development project for an area/community. Local Economic Development means



having a clear Local Economic Development strategy that includes the reality of the marketplace, helps create a positive environment for economic activity, reflects the values of its citizens and complies with ethical and regulatory requirements.

Local Economic Development for each community is unique. It means understanding what the community is good at and what it has to offer, where the community's weaknesses are, what outside threats and opportunities exist, and most importantly, what the community wants and needs. Success in Local Economic Development depends on creating markets that operate efficiently, but appropriately, within the local context.

Local government is involved in local business activities as suppliers of infrastructure, as tax collectors and regulators of land, buildings and permissions. A major challenge presently facing local authorities is the broadening of services to their communities and to provide a conducive environment for business development.

Local Economic Development (LED) is not a new concept in South Africa. Since the first democratic local government elections attention is focused on the role of local authorities as facilitators and implementers of LED. The role and functions of local government have changed considerably and local government has been given the task to drive the LED process. Local government officials are, however, not well equipped to deal with this function in terms of knowledge and understanding of what LED, means nor do they have the skills required to implement LED policy and procedures. A wide range of LED manuals and LED training programmes have been developed, which unfortunately do not adequately equip local government officials with the knowledge, insights and skills required to provide this service to local communities.

This need for knowledgeable and skilled officials at local government level to lead LED was the starting point for the development of a comprehensive Local Economic Development Qualifications Framework at NQF levels 4, 5 and 6. These Qualifications should result in the training of LED practitioners in the knowledge and skills required to be successful LED facilitators and to provide a learning pathway in LED.

The three Qualifications will ensure a comprehensive understanding of LED and its application in the South African context. Local government officials will be able to better fulfil their new role as managers of Local Economic Development.

The National Certificate in Local Economic Development NQF Level 4 provides an initial Qualification in the area of Local Economic Development. It provides knowledge of, and practical skills in, Local Economic Development as well as progress along a career path for learners who:

- > Have worked in the sector for any number of years but have no formal Qualifications in Local Economic Development.
- > Wish to enter Local Economic Development and work towards a nationally recognised Qualification.
- > Were previously denied access to further education and training (but who may now proceed through RPL).

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that the learner accessing this Qualification is competent in:

- > Communication at NQF Level 3.
- > Mathematical Literacy at NQF Level 3.
- > Computer Literacy at NQF Level 3, which includes word-processing, spread sheets and data capturing and verification.

#### **Recognition Of Prior Learning**

The National Certificate in Local Economic Development : NQF Level 4 allows open access, notwithstanding the learning assumed to be in place. Provision has been made for prior learning to be

recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to the relevant accredited ETQA. This qualification may be obtained in whole or in part through a process of RLP.

### **QUALIFICATION RULES**

N/A

### **EXIT LEVEL OUTCOMES**

Qualifying learners are able to:

- > Situate the theory and practice of local economic development in a range of relevant contexts.
- > Explain the application to local economic development in South Africa of some basic economics and public administration and management principles as well as socio-economic theories of development.
- > Communicate verbally and in writing using a variety of formats with a range of stakeholders and roleplayers in local economic development.
- > Explain the application of the project cycle and a variety of research methodologies in the local economic development environment.
- > Work with a range of budgeting and financial management principles in the context of a local economic development project.

Critical Cross-Field Outcomes:

Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made. Unit Standards this Outcomes is evident in:

- > Outline the environment of Local Economic Development in South Africa
- > Identify and explain the application of a range of concepts and tools for Local Economic Development
- > Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality
- > Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication
- > Demonstrate and apply knowledge and understanding of the basic principles of budgeting and financial management applicable to a Local Economic Development project
- > Identify and explain the purpose of integrated development planning (IDP)
- > Demonstrate and apply knowledge and understanding of the aspects of the project cycle
- > Demonstrate and apply knowledge and understanding of a range of research methodologies to undertake Local Economic Development research
- > Demonstrate and apply knowledge and understanding of a range of records kept in a Local Economic Development environment and what constitutes evidence in own work context

Work effectively with others as a member of a team, group, organization and community. Unit Standards this Outcomes is evident in:

- > Outline the environment of local government
- > Demonstrate and apply knowledge and understanding of the basic economic concepts central to Local Economic Development
- > Outline the environment of Local Economic Development in South Africa
- > Demonstrate and apply knowledge and understanding of the roles, functions and responsibilities of the main stakeholders and role players in Local Economic Development
- > Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality
- > Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication
- > Participate in Local Economic Development related meetings and facilitate the necessary flow of Local Economic Development information
- > Identify and explain the purpose of integrated development planning (IDP)
- > Demonstrate and apply knowledge and understanding of the aspects of the project cycle

- > Demonstrate and apply knowledge and understanding of a range of research methodologies to undertake Local Economic Development research
- > Demonstrate and apply knowledge and understanding of a range of records kept in a Local Economic Development environment and what constitutes evidence in own work context

Organise and manage oneself and one's activities responsibly and effectively. Unit Standards this Outcomes is evident in:

- > Demonstrate and apply knowledge and understanding of the roles, functions and responsibilities of the main stakeholders and role players in Local Economic Development
- > Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication
- > Participate in Local Economic Development related meetings and facilitate the necessary flow of Local Economic Development information
- > Identify and explain the purpose of integrated development planning (IDP)
- > Demonstrate and apply knowledge and understanding of the aspects of the project cycle
- > Demonstrate and apply knowledge and understanding of a range of research methodologies to undertake Local Economic Development research

Collect, analyse, organize and critically evaluate information. Unit Standards this Outcomes is evident in:

- > Outline the environment of local government
- > Demonstrate and apply knowledge and understanding of the basic economic concepts central to Local Economic Development
- > Outline the environment of Local Economic Development in South Africa
- > Identify and explain the application of a range of concepts and tools for Local Economic Development
- > Demonstrate and apply knowledge and understanding of the roles, functions and responsibilities of the main stakeholders and role players in Local Economic Development
- > Describe and explain socio-economic development theories in the South African context
- > Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality
- > Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication
- > Participate in Local Economic Development related meetings and facilitate the necessary flow of Local Economic Development information
- > Demonstrate and apply knowledge and understanding of the basic principles of public administration and management
- > Demonstrate and apply knowledge and understanding of the basic principles of budgeting and financial management applicable to a Local Economic Development project
- > Identify and explain the purpose of integrated development planning (IDP)
- > Demonstrate and apply knowledge and understanding of the aspects of the project cycle
- > Demonstrate and apply knowledge and understanding of a range of research methodologies to undertake Local Economic Development research
- > Demonstrate and apply knowledge and understanding of a range of records kept in a Local Economic Development environment and what constitutes evidence in own work context

Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation. Unit Standards this Outcomes is evident in:

- > Outline the environment of local government
- > Outline the environment of Local Economic Development in South Africa
- > Identify and explain the application of a range of concepts and tools for Local Economic Development
- > Demonstrate and apply knowledge and understanding of the roles, functions and responsibilities of the main stakeholders and role players in Local Economic Development
- > Describe and explain socio-economic development theories in the South African context
- > Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality
- > Demonstrate and apply knowledge and understanding of the basic components and fundamental skills

of effective communication

- > Participate in Local Economic Development related meetings and facilitate the necessary flow of Local Economic Development information
- > Demonstrate and apply knowledge and understanding of the basic principles of budgeting and financial management applicable to a Local Economic Development project
- > Identify and explain the purpose of integrated development planning (IDP)
- > Demonstrate and apply knowledge and understanding of the aspects of the project cycle
- > Demonstrate and apply knowledge and understanding of a range of research methodologies to undertake Local Economic Development research

Use science and technology effectively and critically, showing responsibility towards the environments and health of others. Unit Standards this Outcomes is evident in:

- > Participate in Local Economic Development related meetings and facilitate the necessary flow of Local Economic Development information
- > Demonstrate and apply knowledge and understanding of the basic principles of budgeting and financial management applicable to a Local Economic Development project

Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation. Unit Standards this Outcomes is evident in:

- > Outline the environment of local government
- > Demonstrate and apply knowledge and understanding of the basic economic concepts central to Local Economic Development
- > Outline the environment of Local Economic Development in South Africa
- > Identify and explain the application of a range of concepts and tools for Local Economic Development
- > Demonstrate and apply knowledge and understanding of the roles, functions and responsibilities of the main stakeholders and role players in Local Economic Development
- > Describe and explain socio-economic development theories in the South African context
- > Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality
- > Participate in Local Economic Development related meetings and facilitate the necessary flow of Local Economic Development information
- > Identify and explain the purpose of integrated development planning (IDP)
- > Demonstrate and apply knowledge and understanding of a range of research methodologies to undertake Local Economic Development research

Be culturally and aesthetically sensitive across a range of social contexts. Unit Standards this Outcomes is evident in:

- > Outline the environment of local government
- > Demonstrate and apply knowledge and understanding of the basic economic concepts central to Local Economic Development
- > Outline the environment of Local Economic Development in South Africa
- > Describe and explain socio-economic development theories in the South African context
- > Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality
- > Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication
- > Identify and explain the purpose of integrated development planning (IDP)
- > Demonstrate and apply knowledge and understanding of the aspects of the project cycle
- > Demonstrate and apply knowledge and understanding of a range of research methodologies to undertake Local Economic Development research
- > Demonstrate and apply knowledge and understanding of a range of records kept in a Local Economic Development environment and what constitutes evidence in own work context

#### **ASSOCIATED ASSESSMENT CRITERIA**

- > The application of legislation to the local government and local economic development environments is



discussed in the South African context.

- > Various methods, in the form of concepts and tools, for addressing local government and local economic development challenges are described and illustrated by examples from own work context.
- > Municipal functions and processes in which local economic development activities are contextualised are drawn in the form of an organisational chart illustrating at least two municipalities of different sizes and challenges.
- > Issues in development economics and influential classical and contemporary theories of socio-economic development are identified and explained by using practical examples of local economic development in South Africa.
- > Recommendations for ways of improving local economic development stakeholder and roleplayer relationships as well as own communication effectiveness are made and illustrated with examples from own work context.
- > Various applications of the project cycle and qualitative and quantitative research methodologies are explained by referring to practical examples from own work context.
- > The application of the basic principles of budgeting and financial management in the local economic development environment is explained by referring to practical examples in a local economic development project in own work context.

### Integrated Assessment

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against this Qualification should direct enquiries to the appropriate ETQA.

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The specific outcomes in the Unit Standards guide the learning and training process towards the exit level outcomes on a continuous basis. The purpose is to determine whether these outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various Unit Standards should be integrated. Assessment in communication and mathematical literacy should use authentic LED contexts wherever practical.

Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the facilitator of learning. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, s/he has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on completion of a number of Unit Standards, but should not be the only form of assessment.

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. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should where possible be assessed together.

Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they can perform the outcomes with understanding and insight.

Assessment should ensure that all specific outcomes, embedded knowledge and Critical Cross Field



Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes. The Critical Cross-Field Outcomes are implicit in the Unit Standards and programmes should be designed to extend and further reflect the integration.

### **INTERNATIONAL COMPARABILITY**

Relevant existing (or even proposed) Unit Standards registered on the NLRD were sourced for inclusion in this Qualification, before any Unit Standards were written in order to avoid unnecessary overlap or duplication.

To establish a benchmark for this Qualification in Local Economic Development, research was done into the Qualifications Frameworks of Scotland, Canada and New Zealand. No comparable Qualifications were found. The most significant information and data were found on the World Bank's Urban Development website and additional input to the Unit Standards was gained by looking at the websites of a number of international cities.

Recent participation by the LGWSETA in the UN HABITAT Virtual Round Table - Local Economic Development Series has provided considerable information and insight into the practice of Local Economic Development around the world and this has been used to confirm/support the inclusion of various Unit Standards in the Qualification. Some of the subject matter experts/resource persons who were specifically consulted to broaden the impact of the Qualifications were able to draw on their personal experiences with the practice of economic development at a local level in such countries as Norway and England.

### **ARTICULATION OPTIONS**

This Qualification articulates horizontally with the following Qualification:

- > The National Certificate in Local Employment and Skills Development Practice: Level 4.

Vertical articulation is possible with the following Qualifications:

- > National Certificate in Local Economic Development: NQF Level 5
- > National Diploma in Public Administration: Level 5
- > First degree in Public Administration Level 6.

### **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, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant ETQA, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA according to relevant ETQA policies and guidelines for assessment and moderation.
- > 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 as well as the integrated competence described in the Qualification.

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 should:

- > Be competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).
- > Registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Be in possession of a Qualification in Public Administration at NQF Level 5 or higher.

## NOTES

Exit points for learners who do not complete the Qualification:

- > Learners will be credited with Unit Standards in which they have proved competence.
- > Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standard change, the validity of the credit towards the Qualification may be reviewed.
- > Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

## UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	8555 Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4	Registered
Core	10388 Interpret basic financial statements	Level 4	3	Registered
Core	13941 Apply the budget function in a business unit	Level 4	5	Registered
Core	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Core	110472 Outline the environment of local government	Level 4	6	Public Comment
Core	110475 Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development	Level 4	6	Public Comment
Core	110478 Demonstrate a knowledge and understanding of a range of research methodologies to undertake local economic development research	Level 4	4	Public Comment
Core	110479 Outline the environment of local economic development in South Africa	Level 4	4	Public Comment
Core	110481 Demonstrate a knowledge and understanding of the aspects of the project cycle	Level 4	8	Public Comment
Core	110484 Participate in local economic development related meetings and facilitate the necessary flow of local economic development information	Level 4	6	Public Comment
Core	110490 Demonstrate a knowledge and understanding of the basic principles of public administration and management	Level 4	4	Public Comment
Core	110493 Demonstrate a knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project	Level 4	4	Public Comment
Core	110497 Identify and explain the purpose of integrated development planning (IDP)	Level 4	4	Public Comment
Core	110501 Identify and explain the application of a range of concepts and tools for local economic development	Level 4	8	Public Comment
Core	110502 Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role players in local economic development.	Level 4	4	Public Comment
Core	110503 Describe and explain socio-economic development theories in the South African context	Level 4	4	Public Comment
Core	110504 Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality	Level 4	10	Public Comment
Core	110506 Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication	Level 4	4	Public Comment
Core	8648 Demonstrate an understanding of professional values and ethics	Level 5	4	Registered
Elective	10170 Demonstrate understanding of employment relations in an organisation	Level 3	3	Registered
Elective	10983 Participate in the implementation and utilisation of equity related processes	Level 4	5	Registered
Elective	110009 Manage administration records	Level 4	4	Public Comment
Elective	110473 Demonstrate a knowledge and understanding of a range of records kept in a local economic development environment and what constitutes evidence in own work context	Level 4	8	Public Comment

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Elective	8664 Examine social features as pertaining to the workplace	Level 5	4	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8971 Analyse and respond to a variety of literary texts	Level 3	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12154 Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Registered
Fundamental	12155 Apply comprehension skills to engage written texts in a business environment	Level 4	5	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Registered

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Local Economic Development*

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36438	National Certificate: Local Economic Development	
SGB NAME	SGB Economics	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-5-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
142	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

This Qualification has been designed as a Qualification for officials who are working in Local Economic Development at an operational management level. It takes some of the key aspects of Local Economic Development introduced at NQF Level 4 and requires their practical application in the Local Economic Development environment in general and own work context in particular.

It focuses on providing the learner with a range of processes that will ensure that Local Economic Development efforts bring about sustainable development.

The qualification provides a basis for progressing to a Qualification at NQF Level 6 and as such contributes to the development of the knowledge, skills, attitudes and values for a learner who wishes to progress along a career path in the sector of Local Economic Development.

The National Certificate in Local Economic Development: NQF Level 5 provides the second Qualification in the area of Local Economic Development. It provides knowledge of, and practical skills in, Local Economic Development as well as progress along a career path in Local economic development.

#### **Rationale for the qualification**

Local Economic Development is a process to secure greater local control over business enterprise, labour, capital and other resources. Local Economic Development strategy is based on the concept that economic activity can be used to improve the quality of life for all members of the community.

A Local Economic Development strategy should include economic aspects (growth in jobs, income, business activity, etc.), development (need for structural change, quality of development, etc.) and the needs of the local community (poverty reduction, satisfying basic human needs, integrated social and environmental objectives). Governance is another aspect of economic development that should be included in economic development strategies. Governance is seen as the capacity of institutions to manage and administer policy, processes and programmes that represent the broad interests of all individuals and groups involved while at the same time complying with ethical and legislative requirements.

This means that Local Economic Development cannot succeed if it is merely a once-off exercise of attracting a single development project for an area/community. Local Economic Development means having a clear Local Economic Development strategy that includes the reality of the marketplace, helps create a positive environment for economic activity, reflects the values of its citizens and complies with

ethical and regulatory requirements.

Local Economic Development for each community is unique. It means understanding what the community is good at and what it has to offer, where the community's weaknesses are, what outside threats and opportunities exist, and most importantly, what the community wants and needs. Success in Local Economic Development depends on creating markets that operate efficiently, but appropriately, within the local context.

Local government is involved in local business activities as suppliers of infrastructure, as tax collectors and regulators of land, buildings and permissions. A major challenge presently facing local authorities is the broadening of services to their communities and to provide a conducive environment for business development.

Local Economic Development (LED) is not a new concept in South Africa. Since the first democratic local government elections attention is focused on the role of local authorities as facilitators and implementers of LED. The role and functions of local government have changed considerably and local government has been given the task to drive the LED process. Local government officials are, however, not well equipped to deal with this function in terms of knowledge and understanding of what LED means nor do they have the skills required to implement LED policy and procedures. A wide range of LED manuals and LED training programmes have been developed, which unfortunately do not adequately equip local government officials with the knowledge, insights and skills required to provide this service to local communities.

This need for knowledgeable and skilled officials at local government level to lead LED was the starting point for the development of a comprehensive Local Economic Development Qualifications Framework at NQF levels 4, 5 and 6. These Qualifications should result in the training of LED practitioners in the knowledge and skills required to be successful LED facilitators and to provide a learning pathway in LED.

The three Qualifications will ensure a comprehensive understanding of LED and its application in the South African context. Local government officials will be able to better fulfil their new role as managers of Local Economic Development.

The National Certificate in Local Economic Development NQF Level 5 is the second Qualification in the area of Local Economic Development. It provides knowledge quality control of, and practical skills in, Local Economic Development as well as progress along a career path for learners who:

- > Have worked in the sector for any number of years but have no formal Qualifications in Local Economic Development
- > Wish to enter Local Economic Development and work towards a nationally recognised Qualification
- > Were previously denied access to further education and training.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

As this is the second Qualification in a learning pathway it is assumed that the learner has obtained the National Certificate in Local Economic Development NQF Level 4. Should that not be the case the learner should be competent in:

- > Communication at NQF Level 4
- > Basic Project management principles as contained in the Unit Standards in Project Management at NQF Level 4.

The learner should also have knowledge of:

- > The environment of Local Economic Development including the local government context, relevant legislation, the typical structure of a municipality and the concept of Integrated Development Planning
- > Approaches and tools of Local Economic Development.

Recognition of prior learning (RPL)



Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification or in some of its constituent Unit Standards.

The Qualification may be obtained in whole or in part through RPL.

Application for Recognition of Prior Learning should be made to the relevant ETQA or to a ETQA that has a Memorandum of Understanding with the relevant ETQA.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

Qualifying learners are able to:

1. ☐ Explain the application of a range of international trends and national and provincial strategies and policies in economic development as well as Integrated Development Planning (IDP) to local economic development in South Africa
2. ☐ Apply a range of operational management principles and practices including research, project management and facilitation skills, to the local economic development environment
3. ☐ Demonstrate a working knowledge of the implementation of a range of practical local economic development concepts
4. ☐ Apply an understanding of budgeting and financial management by preparing a local economic development project budget and the relevant financial reports
5. ☐ Evaluate own performance in the local economic development environment.

#### **Critical Crossfield Outcomes**

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
2. ☐ Work effectively with others as a member of a team, group, organization and community
3. ☐ Organise and manage oneself and one's activities responsibly and effectively
4. ☐ Collect, analyse, organize and critically evaluate information
5. ☐ Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation
6. ☐ Use science and technology effectively and critically, showing responsibility towards the environments and health of others by
7. ☐ Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation
8. ☐ Be culturally and aesthetically sensitive across a range of social contexts.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1. ☐ The application is explained of a range of key learning points drawn from analysing international trends and national and provincial policies and strategies in economic development as well as at least two Integrated Development Plans (IDPs) from municipalities of different sizes and challenges by referring to practical examples of successful implementation in South Africa

2a ☐ The application of the operational management practices of preparing and planning, implementing, monitoring and reporting and evaluating to research, project management and facilitation activities is demonstrated by referring to practical local economic development examples in the South African context

2b. The application of a variety of institutional arrangements for local economic development is explained by referring to practical examples of a project and a programme in own work context

3. ☐ The implementation of local economic development practice is explained through the application of success factor analysis to a specified SMME promotion project and a selection of other local economic

development strategies and tools in own work context

4. ☐ A budget covering both capital and operational aspects of a specified local economic development project is prepared and the relevant financial reports are compiled in the form of a presentation to be made in own work context

5. ☐ Strengths and areas for improvement in own learning and performance are identified and evaluated and appropriate corrective action is taken in own work context.

#### Integrated Assessment

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against this qualification should direct enquiries to the appropriate ETQA.

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The specific outcomes in the unit standards guide the learning and training process towards the exit level outcomes on a continuous basis. The purpose is to determine whether these outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various unit standards should be integrated. Assessment in communication and mathematical literacy should use authentic Local Economic Development contexts wherever practical.

Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the facilitator of learning. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, s/he has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on completion of a number of unit standards, but should not be the only form of assessment.

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. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should where possible be assessed together.

Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they can perform the outcomes with understanding and insight.

Assessment should ensure that all specific outcomes, embedded knowledge and Critical Cross Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the specific outcomes. The Critical Cross-Field Outcomes are implicit in the unit standards and programmes should be designed to extend and further reflect the integration.

#### INTERNATIONAL COMPARABILITY

Research was done into the Qualifications Frameworks of Scotland, Canada and New Zealand. No comparable qualifications were found. The most significant information and data (although not in the form of Qualifications) were found on the World Bank's Urban Development website and additional input to the Unit Standards was gained by looking at the websites of a number of international cities.

Recent participation by the LGWSETA in the UN HABITAT Virtual Round Table - LED Series has provided considerable information and insight into the practice of Local Economic Development around the world and this has been used to confirm/support the inclusion of various Unit Standards in the Qualification. Some of the subject matter experts/resource persons who were specifically consulted to broaden the impact and reach of the Qualification were able to draw on their personal experiences with the practice of economic development at a local level in such countries as Norway and England.

### **ARTICULATION OPTIONS**

This Qualification articulates vertically with the following qualifications:

- > The National Certificate in Local Economic Development: Level 6
- > The Bachelors Degree in Public Administration.

### **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, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant ETQA, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA according to relevant ETQA policies and guidelines for assessment and moderation.
- > 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 as well as the integrated competence described in the Qualification.

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 should:

- > Be competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)
- > Registered as an assessor with the relevant ETQA that has a Memorandum of Understanding with the LGWSETA ETQA.
- > Be in possession of a Qualification in Public Administration at NQF Level 6 or higher.

### **NOTES**

Exit points for learners who do not complete the Qualification

- > Learners will be credited with Unit Standards in which they have proved competence.
- > Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standard change, the validity of the credit towards the Qualification may be reviewed.
- > Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

**UNIT STANDARDS****(Note: A blank space after this line means that the qualification is not based on Unit Standards.)**

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	8648 Demonstrate an understanding of professional values and ethics	Level 5	4	Registered
Core	10148 Supervise a project team of a business project to deliver project objectives	Level 5	14	Registered
Core	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Public Comment
Core	110482 Prepare a budget for a local economic development project and prepare the relevant financial reports	Level 5	8	Public Comment
Core	110485 Describe and explain a range of international trends in economic development	Level 5	6	Public Comment
Core	110487 Describe and explain national and provincial strategies and policies relevant to local economic development	Level 5	6	Public Comment
Core	110494 Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context	Level 5	8	Public Comment
Core	110498 Identify and explain the process, institutional aspects and a support system for integrated development planning (IDP)	Level 5	8	Public Comment
Core	110500 Set up a local database for a local economic development project, using an appropriate software package	Level 5	6	Public Comment
Core	110505 Design, implement and manage a local economic development project in own work context	Level 5	8	Public Comment
Core	110507 Identify and explain the typical success factors for SMME promotion and a range of other local economic development strategies and tools	Level 5	12	Public Comment
Core	110508 Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills	Level 5	6	Public Comment
Core	110515 Demonstrate and apply knowledge and understanding of the various sources of funding available for local economic development in the South African context	Level 5	8	Public Comment
Core	110517 Identify and explain the range of institutional arrangements for local economic development	Level 5	8	Public Comment
Core	110525 Apply a range of skills to facilitate workshops, community meetings and planned sessions in the local economic development environment	Level 5	8	Public Comment
Elective	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Public Comment
Elective	110489 Recruit and select staff for a local economic development unit in accordance with local government procurement policies and other legal requirements	Level 5	4	Public Comment
Elective	110526 Plan, organise, implement and control record-keeping systems	Level 5	4	Public Comment
Elective	110528 Compile and control a budget for a range of office supply requirements	Level 5	4	Public Comment
Elective	110531 Plan, organise and control the day-to-day administration of an office support function	Level 5	4	Public Comment
Elective	110533 Evaluate and improve the structure of the department and the design of jobs and work procedures in a local economic development unit	Level 5	5	Public Comment
Fundamental	12525 Identify, collect, classify and handle waste	Level 1	4	Registered
Fundamental	7866 Plan, organise and monitor work in own area of responsibility	Level 5	3	Registered
Fundamental	8662 Analyse and communicate workplace data	Level 5	5	Registered
Fundamental	9224 Implement policies regarding HIV/AIDS in the workplace	Level 5	4	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Local Economic Development*

SAQA QUAL ID	QUALIFICATION TITLE	
36437	National Certificate: Local Economic Development	
SGB NAME	SGB Economics	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-6-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
144	Level 6	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

This qualification has been designed to provide the qualifying learner with the competencies needed to undertake a range of local economic development processes with the strategic intent to mobilise local skills and resources around the tackling of development challenges within a municipality. Identifying, harnessing and using resources to stimulate the economy cannot be sustainable unless it is the result of thorough planning, implementation and monitoring processes.

The purpose of this qualification is to prepare the qualifying learner to practise in the local economic development sector in a range of municipalities of different sizes and challenges and to manage the work of others in an LED unit.

Qualifying learners will be able to design and apply systems for the monitoring, reporting and evaluation of LED programmes. The emphasis of the qualification is enabling the learner to design and implement systems and plans to facilitate the work of other officials in an LED unit.

#### Rationale for the qualification:

Local Economic Development is a process to secure greater local control over business enterprise, labour, capital and other resources. Local Economic Development strategy is based on the concept that economic activity can be used to improve the quality of life for all members of the community.

A Local Economic Development strategy should include economic aspects (growth in jobs, income, business activity, etc.), development (need for structural change, quality of development, etc.) and the needs of the local community (poverty reduction, satisfying basic human needs, integrated social and environmental objectives). Governance is another aspect of economic development that should be included in economic development strategies. Governance is seen as the capacity of institutions to manage and administer policy, processes and programmes that represent the broad interests of all individuals and groups involved while at the same time complying with ethical and legislative requirements.

This means that Local Economic Development cannot succeed if it is merely a once-off exercise of attracting a single development project for an area/community. Local Economic Development means having a clear Local Economic Development strategy that includes the reality of the marketplace, helps create a positive environment for economic activity, reflects the values of its citizens and complies with ethical and regulatory requirements.



Local Economic Development for each community is unique. It means understanding what the community is good at and what it has to offer, where the community's weaknesses are, what outside threats and opportunities exist, and most importantly, what the community wants and needs. Success in Local Economic Development depends on creating markets that operate efficiently, but appropriately, within the local context.

Local government is involved in local business activities as suppliers of infrastructure, as tax collectors and regulators of land, buildings and permissions. It should also be involved in Local Economic Development as the lead initiator of projects. Adjusting, targeting, streamlining and, in some cases, reducing policies, regulations and taxes can have a significant impact on the success of Local Economic Development.

Local Economic Development (LED) is not a new concept in South Africa, however, since the first democratic local government elections attention is focused on the role of local authorities as facilitators and implementers of LED. A major challenge presently facing local authorities is the broadening of services to their communities and to provide a favourable environment for business development.

The role and functions of local government have changed considerably and local government has been given the task to drive the LED process. Local government officials are, however, not well equipped to deal with this function in terms of knowledge and understanding of what LED means nor do they have the skills required to implement LED policy and procedures. A wide range of LED manuals and LED training programmes have been developed, which unfortunately do not adequately equip local government officials with the knowledge, insights and skills required to provide this service to local communities.

This need for knowledgeable and skilled officials at local government level to lead LED was the starting point for the development of a comprehensive Local Economic Development Qualifications Framework at NQF levels 4, 5 and 6. These Qualifications should result in the training of LED practitioners in the knowledge and skills required to be successful, LED facilitators and to provide a learning pathway in LED.

The three Qualifications will ensure a comprehensive understanding of LED and its application in the South African context. Local government officials will be able to better fulfil their new role as managers of Local Economic Development.

The National Certificate in Local Economic Development NQF Level 6 is the third and last qualification in a learning pathway that provides learning in the area of local economic development for NQF Level 4 to NQF Level 6. It provides knowledge of and practical skills in local economic development as well as progress along a career path for learners including those who have worked in the sector for any number of years but have no formal qualifications in local economic development.

This Qualification is also flexible enough to accommodate both learners in formal education and learners already employed in the local economic development area and who will be learning on a part-time basis. The qualification has been designed to allow for maximum mobility in the contexts of metros, districts or local municipalities, the building blocks for career progression and to give effect to the notion of life-long learning.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

This is the third Qualification in a learning pathway in Local economic Development and it is assumed that the learner will first have attained the National Certificate in Local Economic Development NQF Level 5. Should that not be the case the learner should hold a Qualification at NQF Level 5 in Financial Management and/or Economics and preferably have experience of the local government sector.

#### **Recognition of prior learning (RPL):**

The National Certificate in Local Economic Development: NQF Level 6 allows for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification.

The Qualification may be obtained in whole or in part through RPL.

Application for Recognition of Prior Learning (RPL) should be made to the relevant ETQA or to an ETQA that has a Memorandum of Understanding with the relevant ETQA.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

Qualifying learners are able to:

- > Develop local economic development policy and strategy and an implementation plan in accordance with international trends in economic development and national and provincial strategies and policies.
- > Control the operational and capital budgets of an LED Unit.
- > Initiate appropriate strategic partnerships to contribute to achieving the economic objectives of the Integrated Development Plan (IDP).
- > Mobilise the necessary resources to give effect to the local economic development strategy.
- > Co-ordinate and manage all aspects of a local economic development programme, including monitoring and evaluation.

Critical Cross-field Outcomes:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organization and community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organize and critically evaluate information.
5. Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environments and health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.
8. Be culturally and aesthetically sensitive across a range of social contexts.

#### **ASSOCIATED ASSESSMENT CRITERIA**

- > The effectiveness of the implementation of local economic development policy and strategy is explained by referring to two programmes of different sizes and challenges in own work context.
- > The use of value management systems and techniques as a budget control mechanism is explained and value management is applied to the operational and capital budgets of an LED Unit.
- > The use and value of specified strategic partnerships and formal networking activities in achieving the economic objectives of the Integrated Development Plan (IDP) are explained by referring to examples from IDPs of at least two municipalities of different sizes and challenges.
- > A comprehensive record is provided of the progress in mobilising the appropriate and relevant resources to achieve the objectives of the local economic development strategy as well as any corrective action taken to rectify inadequate progress.
- > The use and value of national and international best practices in monitoring, reporting and evaluating local economic development programmes is demonstrated by referring to practical examples from two programmes of different sizes and challenges in own work context.

Integrated Assessment:

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against this qualification should direct enquiries to the appropriate ETQA.

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The specific outcomes in the Unit Standards guide the learning and training process towards the exit level outcomes on a continuous basis. The purpose is to determine whether these outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various Unit Standards should be integrated. Assessment in communication and mathematical literacy should use authentic local economic development contexts wherever practical.

Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the facilitator of learning. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, s/he has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on completion of a number of Unit Standards, but should not be the only form of assessment.

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. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should where possible be assessed together.

Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they can perform the outcomes with understanding and insight.

Assessment should ensure that all specific outcomes, embedded knowledge and Critical Cross Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the specific outcomes. The Critical Cross-Field Outcomes are implicit in the Unit Standards and programmes should be designed to extend and further reflect the integration.

#### **INTERNATIONAL COMPARABILITY**

Research was done into the Qualifications Frameworks of Scotland, Canada and New Zealand. No comparable qualifications were found. The most significant information and data (although not in the form of Qualifications) were found on the World Bank's Urban Development website and additional input to the Unit Standards was gained by looking at the websites of a number of international cities.

Recent participation by the LGWSETA in the UN HABITAT Virtual Round Table - LED Series has provided considerable information and insight into the practice of local economic development around the world and this has been used to confirm/support the inclusion of various Unit Standards in the Qualification. Some of the subject matter experts/resource persons who were specifically consulted to broaden the impact and reach of the Qualification were able to draw on their personal experiences with the practice of economic development at a local level in such countries as Norway and England.

#### **ARTICULATION OPTIONS**

This Qualification articulates with the following Qualifications:

- > The National Diploma in Public Administration: Level 6
- > The Bachelors Degree in Public Administration: Level 6.

**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, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant ETQA, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA according to relevant ETQA policies and guidelines for assessment and moderation.

> 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 as well as the integrated competence described in the Qualification.

> 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 should:

> be competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

> registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> be in possession of a Qualification in Public Administration at NQF Level 7 or higher.

**NOTES**

Exit points for learners who do not complete the Qualification:

> Learners will be credited with Unit Standards in which they have proved competence.

> Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standard change, the validity of the credit towards the Qualification may be reviewed.

> Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

**UNIT STANDARDS**

*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	12891 Explain and apply concepts and principles of business ethics in the professional environment	Level 6	10	Registered
Core	110474 Initiate and maintain networking opportunities with other municipalities, districts and metros	Level 6	6	Public Comment
Core	110477 Design and apply appropriate value management systems and techniques for an local economic development unit	Level 6	10	Public Comment
Core	110480 Design and implement a system for the on-going monitoring, reporting and evaluation of a local economic development programme	Level 6	8	Public Comment
Core	110486 Manage the operations of an local economic development unit	Level 6	8	Public Comment
Core	110488 Facilitate the establishment of strategic partnerships to contribute to achieving the objectives of the strategic plan for a local economic development programme	Level 6	12	Public Comment



Core	110491 Gather and manage information on a range of national strategies and international trends, on an on-going basis to make strategic local economic development decisions	Level 6	8	Public Comment
Core	110492 Develop and implement a local economic development policy for the local economic development unit	Level 6	8	Public Comment
Core	110495 Facilitate the inclusion of local economic development objectives in the integrated development planning (IDP) process of the municipality	Level 6	8	Public Comment
Core	110496 Develop and implement a strategic plan for a local economic development programme with specific reference to identified economic variables and priorities	Level 6	8	Public Comment
Core	110499 Facilitate negotiations about all aspects of implementing local economic development programmes with a range of relevant stakeholders and role players	Level 6	12	Public Comment
Core	110516 Compile and implement a resource plan to support the local economic development policy and strategic plan for a local economic development programme	Level 6	12	Public Comment
Elective	12138 Conduct an organisational needs analysis	Level 6	10	Registered
Elective	12139 Facilitate the resolution of employee grievances	Level 6	5	Registered
Elective	12984 Interpret provisions of a contract and assess liability of clients and other parties to an agency agreement	Level 6	10	Registered
Elective	110483 Develop and manage an organisational records system	Level 6	5	Public Comment
Fundamental	14504 Demonstrate knowledge and understanding of e-business as a competitive tool	Level 6	7	Registered
Fundamental	14512 Interpret the impact of macro economic decisions or indicators on a business environment	Level 6	5	Registered
Fundamental	14515 Present a well-structured argument derived from qualitative and/or quantitative data to map new knowledge and generate a competitive advantage	Level 6	12	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

#### Outline the environment of local government

SAQA US ID	UNIT STANDARD TITLE		
110472	Outline the environment of local government		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Define the different levels of local government.

##### **SPECIFIC OUTCOME 2**

Describe the legislation that is applied to local government.

##### **SPECIFIC OUTCOME 3**

Explain the current challenges for local government in response to changing needs and values.

##### **SPECIFIC OUTCOME 4**

Illustrate the key components of the environment of local government in the form of a presentation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

**Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development**

SAQA US ID	UNIT STANDARD TITLE		
110475	Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	6

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Explain the interaction of supply and demand in the South African political economy.

#### **SPECIFIC OUTCOME 2**

Identify the role of the government in the South African economy.

#### **SPECIFIC OUTCOME 3**

Identify and explain the nature of development economics with specific reference to South Africa.

#### **SPECIFIC OUTCOME 4**

Illustrate key economic concepts central to local economic development in form of a presentation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

**Demonstrate a knowledge and understanding of a range of research methodologies to undertake local economic development research**

SAQA US ID	UNIT STANDARD TITLE		
110478	Demonstrate a knowledge and understanding of a range of research methodologies to undertake local economic development research		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	4

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Describe the various purposes of research in the local economic development environment.

#### **SPECIFIC OUTCOME 2**

Distinguish between quantitative and qualitative research methodologies.

#### **SPECIFIC OUTCOME 3**

Define and describe various specific research methodologies applicable in own work context.

#### **SPECIFIC OUTCOME 4**

Discuss the steps required to conduct research for a local economy assessment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

#### Outline the environment of local economic development in South Africa

SAQA US ID	UNIT STANDARD TITLE		
110479	Outline the environment of local economic development in South Africa		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Define and explain the purpose of local economic development in South Africa.

##### **SPECIFIC OUTCOME 2**

Identify and describe legislation that impacts on local economic development.

##### **SPECIFIC OUTCOME 3**

Explain the current challenges for local economic development.

##### **SPECIFIC OUTCOME 4**

Explain the role of municipalities in local economic development.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

**Demonstrate a knowledge and understanding of the aspects of the project cycle**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110481	Demonstrate a knowledge and understanding of the aspects of the project cycle		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Economics		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB ECON	Regular	Level 4	8

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Illustrate the components of project cycle based on an existing local economic development project.

#### **SPECIFIC OUTCOME 2**

Discuss the typical steps followed to analyse the need for a local economic development project.

#### **SPECIFIC OUTCOME 3**

Examine the typical processes involved in planning for a local economic development project.

#### **SPECIFIC OUTCOME 4**

Explain how to implement a local economic development project in own work context.

#### **SPECIFIC OUTCOME 5**

Distinguish between a range of mechanisms to monitor and review the progress.

#### **SPECIFIC OUTCOME 6**

Discuss impact evaluation, with specific reference to identifying lessons learned.



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

**Participate in local economic development related meetings and facilitate the necessary flow of local economic development information**

SAQA US ID	UNIT STANDARD TITLE		
110484	Participate in local economic development related meetings and facilitate the necessary flow of local economic development information		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Prepare oneself for a meeting.

##### **SPECIFIC OUTCOME 2**

Participate in a meeting.

##### **SPECIFIC OUTCOME 3**

Identify information needs after the meeting.

##### **SPECIFIC OUTCOME 4**

Monitor and review information flow.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

**Demonstrate a knowledge and understanding of the basic principles of public administration and management**

SAQA US ID	UNIT STANDARD TITLE		
110490	Demonstrate a knowledge and understanding of the basic principles of public administration and management		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	4

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Define the concept 'public administration and management' and identify and explain.

#### **SPECIFIC OUTCOME 2**

Explain the concept of 'ethics' and its applicability to public administration and management.

#### **SPECIFIC OUTCOME 3**

Discuss the impact of the principles of public administration and management.



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

**Demonstrate a knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project**

SAQA US ID	UNIT STANDARD TITLE		
110493	Demonstrate a knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	4

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Identify and explain the functions of accounting in the local economic development context.

#### **SPECIFIC OUTCOME 2**

Explain the concept of double entry bookkeeping as it applies to budgeting and financial management.

#### **SPECIFIC OUTCOME 3**

Identify and explain the framework for budget accounting.

#### **SPECIFIC OUTCOME 4**

Identify and explain the framework for financial management.





*Established in terms of Act 58 of 1995*

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

**Identify and explain the purpose of integrated development planning (IDP)**

SAQA US ID	UNIT STANDARD TITLE		
110497	Identify and explain the purpose of integrated development planning (IDP)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the purpose and role of integrated development planning (IDP).

##### **SPECIFIC OUTCOME 2**

Discuss the elements covered in the IDP in terms of own work context.

##### **SPECIFIC OUTCOME 3**

Examine the approach to and mechanisms for implementing, monitoring and evaluating the IDP.

##### **SPECIFIC OUTCOME 4**

Illustrate the key components of Integrated Development Planning (IDP) in the form of a presentation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

**Identify and explain the application of a range of concepts and tools for local economic development**

SAQA US ID	UNIT STANDARD TITLE		
110501	Identify and explain the application of a range of concepts and tools for local economic development		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	8

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Discuss various concepts of local economic development.

#### **SPECIFIC OUTCOME 2**

Identify a range of tools available to implement local economic development.

#### **SPECIFIC OUTCOME 3**

Identify and explain some programme options for implementing local economic development.

#### **SPECIFIC OUTCOME 4**

Identify and explain some project options for implementing local economic development.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

**Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role players in local economic development.**

SAQA US ID	UNIT STANDARD TITLE		
110502	Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role players in local economic development.		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	4

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Identify the internal and external stakeholders in the local economic development environment.

#### **SPECIFIC OUTCOME 2**

Identify the role players in a local economic development environment.

#### **SPECIFIC OUTCOME 3**

Discuss the concept of stakeholder and role player relationships with one another.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

12

**Describe and explain socio-economic development theories in the South African context**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110503	Describe and explain socio-economic development theories in the South African context		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Economics		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB ECON	Regular	Level 4	4

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Define the nature of socio-economic development.

#### **SPECIFIC OUTCOME 2**

Compare and contrast the range of theories of socio-economic development.

#### **SPECIFIC OUTCOME 3**

Analyse a range of the most influential socio-economic development theories.

#### **SPECIFIC OUTCOME 4**

Illustrate the key concepts of socio-economic development theories.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

13

**Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality**

SAQA US ID	UNIT STANDARD TITLE		
110504	Identify and explain the roles and functions as well as the inter-linkages between different departments in a municipality		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Draw up & make notes on an organisational chart to reflect the structure of a typical municipality.

##### **SPECIFIC OUTCOME 2**

Explain the roles and functions of, and inter-linkages between, the different departments.

##### **SPECIFIC OUTCOME 3**

Discuss the inter-linkages and working relations between different departments.

##### **SPECIFIC OUTCOME 4**

Discuss the inter-linkages and working relations between different departments.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

**Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication**

SAQA US ID	UNIT STANDARD TITLE		
110506	Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	4

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Identify and explain the key factors used to understand the target audience of the communication.

#### **SPECIFIC OUTCOME 2**

Discuss the core components of effective verbal communication.

#### **SPECIFIC OUTCOME 3**

Illustrate the essential elements of effective written communication.

#### **SPECIFIC OUTCOME 4**

Communicate with a range of stakeholders.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

**Demonstrate a knowledge and understanding of a range of records kept in a local economic development environment and what constitutes evidence in own work context**

SAQA US ID	UNIT STANDARD TITLE		
110473	Demonstrate a knowledge and understanding of a range of records kept in a local economic development environment and what constitutes evidence in own work context		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 4	8

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Name and describe the type of records that need to be kept.

##### ***SPECIFIC OUTCOME 2***

Explain why records and information are kept in the local economic development environment.

##### ***SPECIFIC OUTCOME 3***

Evaluate the contents of local economic development related records specific to own work context.

##### ***SPECIFIC OUTCOME 4***

Maintain the records required for an LED department.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

**Prepare a budget for a local economic development project and prepare the relevant financial reports**

SAQA US ID	UNIT STANDARD TITLE		
110482	Prepare a budget for a local economic development project and prepare the relevant financial reports		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Mining and Minerals	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Fabrication and Extraction	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-FBE-0-SGB MM	Regular	Level 5	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Explain the concept of budgeting.

#### **SPECIFIC OUTCOME 2**

Analyse the budget needs and requirements of a local economic development project.

#### **SPECIFIC OUTCOME 3**

Monitor and control project funds against the actual drawings.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

17

**Describe and explain a range of international trends in economic development**

SAQA US ID	UNIT STANDARD TITLE		
110485	Describe and explain a range of international trends in economic development		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify a range of trends in economic development around the world.

##### **SPECIFIC OUTCOME 2**

Identify the most important social, political and economic factors to be found in the trends.

##### **SPECIFIC OUTCOME 3**

Analyse and explain the relevance and applicability of the international trends.

##### **SPECIFIC OUTCOME 4**

Explore the lessons provided by international trends for the practice of local economic development.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

**Describe and explain national and provincial strategies and policies relevant to local economic development**

SAQA US ID	UNIT STANDARD TITLE		
110487	Describe and explain national and provincial strategies and policies relevant to local economic development		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	6

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Identify and explain national strategies and policies relevant to local economic development.

#### **SPECIFIC OUTCOME 2**

Identify and explain provincial strategies and policies relevant to local economic development.

#### **SPECIFIC OUTCOME 3**

Evaluate the relevance of national and provincial strategies and policies to own work context.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

19

**Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context**

SAQA US ID	UNIT STANDARD TITLE		
110494	Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	8

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Clarify the purpose of the research effort by identifying the local economic development.

#### **SPECIFIC OUTCOME 2**

Describe the ideal solved state, formulate a research proposition and select a research group.

#### **SPECIFIC OUTCOME 3**

Write a research proposal to conduct local economic development research.

#### **SPECIFIC OUTCOME 4**

Conduct the research, analyse the findings and write the research report.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

20

**Identify and explain the process, institutional aspects and a support system for integrated development planning (IDP)**

SAQA US ID	UNIT STANDARD TITLE		
110498	Identify and explain the process, institutional aspects and a support system for integrated development planning (IDP)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify and explain the process and institutional aspects of integrated development planning (IDP).

##### **SPECIFIC OUTCOME 2**

Discuss what is involved in preparing for and compiling the IDP.

##### **SPECIFIC OUTCOME 3**

Identify and describe a variety of challenges to be addressed.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

21

**Set up a local database for a local economic development project, using an appropriate software package**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110500	Set up a local database for a local economic development project, using an appropriate software package		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Economics		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB ECON	Regular	Level 5	6

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Identify the function and importance of an up to date database for local economic development.

#### **SPECIFIC OUTCOME 2**

Identify the information requirements for a project database in own work context.

#### **SPECIFIC OUTCOME 3**

Gather and capture information to set up and run a database in own work context.

#### **SPECIFIC OUTCOME 4**

Compare a range of available database software packages and make appropriate recommendations.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

22

**Design, implement and manage a local economic development project in own work context**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110505	Design, implement and manage a local economic development project in own work context		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Economics		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB ECON	Regular	Level 5	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Conduct a needs analysis and define the title and scope of a local economic development project.

#### **SPECIFIC OUTCOME 2**

Organise and set up a local economic development project.

#### **SPECIFIC OUTCOME 3**

Implement, monitor and review the progress of a local economic development project.

#### **SPECIFIC OUTCOME 4**

Conduct an impact evaluation of a local economic development project.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

23

**Identify and explain the typical success factors for SMME promotion and a range of other local economic development strategies and tools**

SAQA US ID	UNIT STANDARD TITLE		
110507	Identify and explain the typical success factors for SMME promotion and a range of other local economic development strategies and tools		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	12

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Define the concept of success in the local economic development environment.

#### **SPECIFIC OUTCOME 2**

Identify the success factors relevant to a specified SMME promotion project.

#### **SPECIFIC OUTCOME 3**

Apply a success factor analysis process to some other local economic development strategies.



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

24

**Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills**

SAQA US ID	UNIT STANDARD TITLE		
110508	Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	6

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Discuss the meaning of the concept of facilitation.

#### **SPECIFIC OUTCOME 2**

Identify and explain the key concepts in facilitation.

#### **SPECIFIC OUTCOME 3**

Identify and discuss the key behaviours of an effective facilitator.

#### **SPECIFIC OUTCOME 4**

Facilitate a project meeting.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

25

**Demonstrate and apply knowledge and understanding of the various sources of funding available for local economic development in the South African context**

SAQA US ID	UNIT STANDARD TITLE		
110515	Demonstrate and apply knowledge and understanding of the various sources of funding available for local economic development in the South African context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Compile a list of and describe the sources of funding available for local economic development.

#### **SPECIFIC OUTCOME 2**

Explain the advantages and disadvantages of the various sources of funding.

#### **SPECIFIC OUTCOME 3**

Specify a range of local economic development projects and the best suited source(s).



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

26

**Identify and explain the range of institutional arrangements for local economic development**

SAQA US ID	UNIT STANDARD TITLE		
110517	Identify and explain the range of institutional arrangements for local economic development		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Explore the different types of local economic development institutional arrangements.

#### **SPECIFIC OUTCOME 2**

Distinguish between programme and project level institutions.

#### **SPECIFIC OUTCOME 3**

Discuss the factors that influence the choice of institutional arrangements.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

27

**Apply a range of skills to facilitate workshops, community meetings and planned sessions in the local economic development environment**

SAQA US ID	UNIT STANDARD TITLE		
110525	Apply a range of skills to facilitate workshops, community meetings and planned sessions in the local economic development environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Plan the process and prepare the participants, the environment and oneself.

#### **SPECIFIC OUTCOME 2**

Undertake the facilitation as appropriate to the specific contextual requirements.

#### **SPECIFIC OUTCOME 3**

Carry out the relevant and appropriate follow-up activities.

#### **SPECIFIC OUTCOME 4**

Evaluate the event held against a plan in terms of the processes and outcomes achieved.

#### **SPECIFIC OUTCOME 5**

Assess own facilitation skills in terms of a completed event.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

28

**Recruit and select staff for a local economic development unit in accordance with local government procurement policies and other legal requirements**

SAQA US ID	UNIT STANDARD TITLE		
110489	Recruit and select staff for a local economic development unit in accordance with local government procurement policies and other legal requirements		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan and prepare to recruit and select staff on the basis of identified needs.

##### **SPECIFIC OUTCOME 2**

Implement the recruitment process in accordance with local government procurement policies.

##### **SPECIFIC OUTCOME 3**

Implement the selection process in accordance with the methodologies identified in the recruitment.

##### **SPECIFIC OUTCOME 4**

Appoint the staff member(s) and close the recruitment and selection process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

29

#### Plan, organise, implement and control record-keeping systems

SAQA US ID	UNIT STANDARD TITLE		
110526	Plan, organise, implement and control record-keeping systems		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Create a record keeping system.

##### **SPECIFIC OUTCOME 2**

Maintain and update the record keeping system.

##### **SPECIFIC OUTCOME 3**

Locate and provide records to users on request.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

30

#### Compile and control a budget for a range of office supply requirements

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110528	Compile and control a budget for a range of office supply requirements		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Economics		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB ECON	Regular	Level 5	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Develop and monitor an office supply budget.

##### **SPECIFIC OUTCOME 2**

Implement a plan to control the distribution of office supplies.

##### **SPECIFIC OUTCOME 3**

Implement control measures with individuals.



Established in terms of Act 58 of 1995

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****UNIT STANDARD:**

31

**Plan, organise and control the day-to-day administration of an office support function**

SAQA US ID	UNIT STANDARD TITLE		
110531	Plan, organise and control the day-to-day administration of an office support function		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	4

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Analyse administrative functions and structures, and assess systems needed.

**SPECIFIC OUTCOME 2**

Research and develop plans for the establishment and improvement of administration systems.

**SPECIFIC OUTCOME 3**

Implement administrative systems.

**SPECIFIC OUTCOME 4**

Provide monitoring, control and evaluation of administration systems.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

32

**Evaluate and improve the structure of the department and the design of jobs and work procedures  
in a local economic development unit**

SAQA US ID	UNIT STANDARD TITLE		
110533	Evaluate and improve the structure of the department and the design of jobs and work procedures in a local economic development unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 5	5

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Determine the optimal structure of the department and the design of jobs and work procedures.

##### **SPECIFIC OUTCOME 2**

Conduct a gap analysis, analyse and interpret the results and share your recommendations.

##### **SPECIFIC OUTCOME 3**

Compile and implement an action plan to achieve the agreed improvements in the structure.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

33

**Initiate and maintain networking opportunities with other municipalities, districts and metros**

SAQA US ID	UNIT STANDARD TITLE		
110474	Initiate and maintain networking opportunities with other municipalities, districts and metros		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	6

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Prepare a plan to initiate and maintain networking opportunities.

#### **SPECIFIC OUTCOME 2**

Action the networking plan.

#### **SPECIFIC OUTCOME 3**

Monitor, review, evaluate and manage the implementation of the networking plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

34

**Design and apply appropriate value management systems and techniques for an local economic development unit**

SAQA US ID	UNIT STANDARD TITLE		
110477	Design and apply appropriate value management systems and techniques for an local economic development unit		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify possible value-creating resources in an local economic development Unit.

##### **SPECIFIC OUTCOME 2**

Conduct a cost-benefit analysis to determine what value the resources create.

##### **SPECIFIC OUTCOME 3**

Monitor and review the cost-benefit relationships on an on-going basis and manage performance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

35

**Design and implement a system for the on-going monitoring, reporting and evaluation of a local economic development programme**

SAQA US ID	UNIT STANDARD TITLE		
110480	Design and implement a system for the on-going monitoring, reporting and evaluation of a local economic development programme		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	8

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Identify current monitoring, reporting and evaluation processes and their data components.

#### **SPECIFIC OUTCOME 2**

Gather and consolidate details of the reporting processes and data components provided.

#### **SPECIFIC OUTCOME 3**

Revise the existing system by improving the integration of the available data.

#### **SPECIFIC OUTCOME 4**

Implement the revised system and evaluate its impact on a regular basis.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

36

#### Manage the operations of an local economic development unit

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110486	Manage the operations of an local economic development unit		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Economics		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB ECON	Regular	Level 6	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan and organise the available resources to achieve local economic development.

##### **SPECIFIC OUTCOME 2**

Monitor and review the progress towards achieving the financial and operational targets.

##### **SPECIFIC OUTCOME 3**

Provide leadership by coaching for best practice, counselling to optimise motivation and modelling.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

37

**Facilitate the establishment of strategic partnerships to contribute to achieving the objectives of the strategic plan for a local economic development programme**

SAQA US ID		UNIT STANDARD TITLE		
110488		Facilitate the establishment of strategic partnerships to contribute to achieving the objectives of the strategic plan for a local economic development programme		
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Economics		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Finance, Economics and Accounting		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON		Regular	Level 6	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify the characteristics of and define strategic partnerships.

##### **SPECIFIC OUTCOME 2**

Select and apply appropriate criteria for choosing strategic partners.

##### **SPECIFIC OUTCOME 3**

Facilitate meetings with potential strategic partners.

##### **SPECIFIC OUTCOME 4**

Formalise strategic partnerships by completing the appropriate documentation.

##### **SPECIFIC OUTCOME 5**

Monitor, review and evaluate the extent to which the strategic partnerships have contributed.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

38

**Gather and manage information on a range of national strategies and international trends, on an on-going basis to make strategic local economic development decisions**

SAQA US ID	UNIT STANDARD TITLE		
110491	Gather and manage information on a range of national strategies and international trends, on an on-going basis to make strategic local economic development decisions		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	8

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Analyse information needs and develop a plan for sourcing and managing information.

#### **SPECIFIC OUTCOME 2**

Gather, record and store information required.

#### **SPECIFIC OUTCOME 3**

Analyse the information and provide advice into the strategic planning process.



Established in terms of Act 58 of 1995

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****UNIT STANDARD:**

39

**Develop and implement a local economic development policy for the local economic development unit**

SAQA US ID	UNIT STANDARD TITLE		
110492	Develop and implement a local economic development policy for the local economic development unit		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	8

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Demonstrate an understanding of the policy-making context and process.

**SPECIFIC OUTCOME 2**

Consult with stakeholder representatives.

**SPECIFIC OUTCOME 3**

Develop a local economic development policy for the local economic development Unit.

**SPECIFIC OUTCOME 4**

Implement the local economic development policy.



Established in terms of Act 54 of 1995

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****UNIT STANDARD:**

40

**Facilitate the inclusion of local economic development objectives in the integrated development planning (IDP) process of the municipality**

SAQA US ID	UNIT STANDARD TITLE		
110495	Facilitate the inclusion of local economic development objectives in the integrated development planning (IDP) process of the municipality		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	8

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Collate and distribute the range of identified local economic development objectives.

**SPECIFIC OUTCOME 2**

Participate actively throughout the planning process.

**SPECIFIC OUTCOME 3**

Provide input to the mechanisms for implementing, monitoring and evaluating.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

41

**Develop and implement a strategic plan for a local economic development programme with specific reference to identified economic variables and priorities**

SAQA US ID	UNIT STANDARD TITLE		
110496	Develop and implement a strategic plan for a local economic development programme with specific reference to identified economic variables and priorities		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of strategic planning and local economic variables.

##### **SPECIFIC OUTCOME 2**

Consult with key stakeholder representatives and role players.

##### **SPECIFIC OUTCOME 3**

Develop a strategic plan for a local economic development programme.

##### **SPECIFIC OUTCOME 4**

Implement the local economic development programme strategic plan and monitor its effectiveness.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

42

**Facilitate negotiations about all aspects of implementing local economic development programmes with a range of relevant stakeholders and role players**

SAQA US ID	UNIT STANDARD TITLE		
110499	Facilitate negotiations about all aspects of implementing local economic development programmes with a range of relevant stakeholders and role players		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Economics		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	12

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Compile a list of and describe the various relevant stakeholders and role players.

#### **SPECIFIC OUTCOME 2**

Select and apply a range of appropriate negotiation techniques and methods.

#### **SPECIFIC OUTCOME 3**

Assess own application of negotiation techniques and methods and draw up a plan of action.

#### **SPECIFIC OUTCOME 4**

Evaluate the negotiation process and make recommendations for facilitating negotiations in future.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

43

**Compile and implement a resource plan to support the local economic development policy and strategic plan for a local economic development programme**

SAQA US ID	UNIT STANDARD TITLE		
110516	Compile and implement a resource plan to support the local economic development policy and strategic plan for a local economic development programme		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	12

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Research and analyse the need for and availability of resources.

#### **SPECIFIC OUTCOME 2**

Develop and implement a plan to acquire and allocate the resources.

#### **SPECIFIC OUTCOME 3**

Monitor and review the progress of resourcing in terms of the plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

44

#### Develop and manage an organisational records system

SAQA US ID	UNIT STANDARD TITLE		
110483	Develop and manage an organisational records system		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Economics	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB ECON	Regular	Level 6	5

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify the needs to be addressed by the records system.

##### **SPECIFIC OUTCOME 2**

Select appropriate record keeping formats and determine the resources required.

##### **SPECIFIC OUTCOME 3**

Implement the selected record keeping system.

##### **SPECIFIC OUTCOME 4**

Manage the record keeping system.

No. 1399

6 October 2003

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 11, Services, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

In addition, the NSB invite submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

**All nominations/ applications should be accompanied by curricula vitae.**

More information regarding this application may be obtained on the SAQA website or from the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment should reach the NSB at the address below **by not later than 10 November 2003**. All correspondence should be marked **SGB for Transport and Logistics Operations** and be addressed to:

The Director: Standards Setting and  
Development  
SAQA  
*Attention: Mr. D Mphuthing*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431 5144  
[mmphuthing@saqa.co.za](mailto:mmphuthing@saqa.co.za)

**SGB INFORMATION**

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations, which shall be key education and training stakeholder interest groups and experts in the sub-field. The NSB, when making its final decisions will have due regard for, among other things, *'the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.'*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who-

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
- (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
- (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
- (d) are able to exercise critical judgement at a high level; and
- (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

**PUBLIC NOTICE BY NSB 11, SERVICES, OF AN APPLICATION TO  
RE-REGISTER AN SGB FOR TRANSPORT AND LOGISTICS OPERATIONS**

NSB 11 has received an application to re-register the SGB for Transport and Logistics Operations and proposes, in terms of *NSB Regulation 24 (1) (e)*, to extend the brief and membership of the SGB at NQF levels 1 – 6.

**PROPOSED BRIEF OF THE SGB**

1. Develop learning pathways for potential qualifications and unit standards in the area of Transport and Logistics Operations from level 1 through to level 6 [*Regulation 24 (1) (e)*].
2. The following qualifications shall be generated:
  - General Education and Training Certificate: Transport – NQF Level 1
  - National Certificate: Transport – NQF Level 2
  - National Certificate: Road Transport – NQF Level 3
  - National Certificate: Road Transport Supervision – NQF Level 4
  - National Certificate: Transport Management – NQF Level 5
  - National Certificate: Shipping – NQF Level 4
  - National Diploma: Shipping – NQF Level 5
  - National First Degree: Shipping – NQF Level 6  
[*Regulation 24 (1) (a)*]
3. Recommend the qualifications and standards generated 1 and 2 above, to the NSB [*Regulation 24 (1) (c)*].
4. Update and Review the following registered qualifications [*Regulation 24 (1) (b)*]:
  - National Certificate: Freight Handling – NQF level 3 (NLRD ID 14574)
  - National Diploma: Freight Handling Logistics – NQF level 5 (NLRD ID 14590)
  - National Certificate: Professional Driving – NQF level 3 (NLRD ID 13716)
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1) (d)*].
6. Liase with any other SGBs, as required. [*Regulation 24 (1) (e)*].
7. Accept and perform other related functions as requested by NSB 11, Services [*Regulation 24 (1) (e)*].

**PROPOSED COMPOSITION OF THE SGB**

<b>NAME</b>	<b>WORKPLACE</b>	<b>NOMINATING BODY</b>	<b>QUALIFICATION/ EXPERIENCE</b>
Mr Jacklin, B	Spar Group SA	Warehousing and Distribution Employer's Association (WDEA)	LLB; Assessor; Moderator
Mr Janse van Rensburg, W J	SASOL	CHIETA	Diploma: Training and Development
Mr Wilson, G G	Transport & Omnibus Workers Union	Transport & Omnibus Workers Union	Diploma in Financial Economics
Maj. Müller, C.E.	Department of Defence	Department of Defence	B. Tech (Food Service Management and Training Development)
Ms Korf, E	He & She Driver Training	He & She Driver Training Centre	Higher Education Diploma
Mr Bromilow, G	Dangerous Goods Training and Assessing Services (DANTRAN)	DANTRAN	Certificate in Transport Economics
Ms Kriel, M	Esselenpark Centre of Excellence	Transnet Group	B.A. Degree; Higher Education Diploma: Diploma in ETD (Materials and Assessment Design)
Ms Visser, K	University of the North West	Rand Afrikaans University	B. Com (Honours) (Transport Economics)
Mr Masoabi, S	EDCON Group Distributions	EDCON Group	B.A. Degree; Higher Education Diploma; Diploma: Personnel and Training Management
Mr Cleophas, P	Golden Arrow Bus Services (Pty) Ltd	Western Cape Omnibus Staff Union	B. Tech (HRD)
Mr De Klerk, J	South African Institute for Materials Handling (SAIMH)	South African Institute for Materials Handling (SAIMH) National Council	National Diploma in Engineering
Mr Eveleigh, M	Logistics, Business, Technology (Pty) Ltd	Warehousing and Distribution Employer's Association (WDEA)	6 years logistics training experience, Assessor, Moderator
Ms Maraschin, M	DHL Express	South African Express Parcel Association (SAEPA)	Business Management Diploma
Ms Theron, L	SA Breweries	SA Breweries	B.A. (Urbanology); B. Ed
Ms Hlabangana, T	Sun Couriers	Sun Couriers	National Diploma in Business Studies: Accounting
Mr Reece-Edwards, B	Vector Logistics (PTY) Ltd	Vector Logistics (Pty) Ltd	B. Com (Log)
Mr Mhlongo, E	Gerotrain Advanced Driving	Gerotrain Advanced Driving	Senior Certificate - National Department of Education



No. 1400

6 October 2003

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Food**

Registered by NSB 06, Manufacturing, Engineering and Technology, 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 qualification and unit standards can be accessed via the SAQA web-site at [www.saqg.org.za](http://www.saqg.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 10 November 2003***. All correspondence should be marked **Standards Setting – SGB for Food** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [mmphuthing@saqa.co.za](mailto:mmphuthing@saqa.co.za)

  
JOE SAMUELS**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Cake Decorating and Sugar Art*

SAQA QUAL ID	QUALIFICATION TITLE	
36453	National Certificate: Cake Decorating and Sugar Art	
SGB NAME	SGB Food	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-3-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
138	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

This qualification will be useful to those who are involved in cake decorating and sugar art as a hobby or for commercial reasons in home industries, craft confectionery baking industries and sugar art manufacturers. This qualification will also be useful for people who wish to teach, demonstrate or judge cake decorating and sugar art.

The social and economic transformation of crediting such skills within a qualification for the baking, hospitality, home industry and cake decorating and sugar art fraternities are in great demand for development of the nation at large. This qualification also focuses on the full development of the learner and further mobility and transportability within the baking, retail and hospitality environment.

This qualification will enhance the social status and industry standards within the baking industry, cake decorating, sugar art manufacturing, home industry and hospitality fraternity.

Recipients of this qualification are able to:

- > Communicate in a variety of ways
- > Use mathematics in real life situations
- > Carry out basic and advanced cake decorating and sugar art techniques
- > Manufacture basic craft baked flour confectionery products
- > Judge cake decorating and sugar art

#### **Rationale**

In the past, qualifications in cake decorating and sugar art have been limited to members of the South African Cake Decorators Guild, and there is a need to broaden the qualification to include all those who wish to obtain national recognition. Furthermore, the qualification will provide a means to set standards in the industry and provide a mechanism for regulating the industry from a quality point of view. Individuals from the craft confectionery baking industry, home industries, retail fraternity and the sugar art product manufacturers will have the opportunity to qualify towards the cake decorating and sugar art qualification and standards.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that candidates starting to learn towards this qualification can interpret basic written and oral instructions. Undertake basic cake decorating tasks whilst adhering to appropriate cleaning and food safety requirements. The learning assumptions for each unit standard are stipulated in the individual unit standards.

#### Recognition of prior learning

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above (Integrated assessment).

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

1. Communicate and solve problems in a variety of ways.
2. Carry out basic cake decorating and sugar art.
3. Make basic decorations directly onto cakes, or separately and attach them to confectionery products.
4. Manufacture basic craft baked flour confectionery products.
5. Execute and judge advanced cake decorating and sugar art competitions.

#### **ASSOCIATED ASSESSMENT CRITERIA**

- 1.1 > Communicate verbally and engage in written texts in a business environment.
- > Identify and solve problems that indicate critical and creative thinking.
- > Understand and apply business principles as they apply to a business environment.
- 2.1 > Using basic cake decorating techniques.
- > Design, plan, make and decorate cakes (including soft cakes) using basic cake decorating techniques.
- > Decorate confectionery products using basic piped decorating techniques.
- 3.1 > Plan, prepare and manufacture basic decorations separately and directly on cakes and confectionery products.
- > Attach separately made decorations to cakes and confectionery products.
- 4.1 > Manufacture craft baked flour confectionery products using sugar, flour and all-in batter methods.
- 5.1 > Design, plan, make and apply advanced icing and piped decorations and attach to confectionery products.
- > Evaluate evidence, make a judgement and provide constructive feedback.

#### Integrated assessment

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to achieve all the exit level outcomes of this qualification.

Identifying and solving of problems, working in a team work, organising one-self, using applied science and implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

Applicable assessment tool(s) to establish the foundational, reflexive and embedded knowledge to

problem solving and application of the world as a set of related systems within the manufacturing and maintenance field.

A detailed portfolio of evidence is required to prove practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making 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.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes.

During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

To qualify, a candidate must achieve the combination of unit standards defined for each exit level outcome as per the given rules of combination. The assessment criteria for each unit standard are defined within each unit standard. Integration of skills will be demonstrated through the achievement of the core decorating standards.

Assessment should be in accordance with the following general and specific principles:

> The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

> Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-players are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.

> All assessments should be conducted in accordance with the following universally accepted principles of assessment: use appropriate, fair manageable methods, that are integrated into real work or learning situations; judge evidence on the basis of its validity, currency, authenticity and sufficiency; ensure assessment processes are systematic, open and consistent.

### **INTERNATIONAL COMPARABILITY**

This qualification has been compared to:

The National Training Information Service (Australia) Food Processing Industry training (FDF98) specifically their Unit of Competency no FDFRBDC2A Decorate Cakes and Cookies in their preparation and carry out tasks (Specific Outcomes) which has a simplified and less comprehensive number of tasks to be assessed. They specify less media usage, fewer skills and only basic equipment. The degree of difficulty is lower and the expected learning period reduced.

Full and Part time courses offered by the National Bakery School, South Bank UK: in particular the Cake Decoration Centra 139, Wired Flowers Centra 138, City and Guilds NVQ2 in Craft Baking, and Centra 711 Basic and Advanced Patisserie. The course is offered part time and covers the basic cake decoration and sugar art as an added value to baking skills over a short period of tuition. The techniques involved, depth of knowledge, degree of difficulty and more complex skills are not covered by these courses.

Scotland, Canada and New Zealand baking, and food processing courses do not offer sufficient tuition in cake decoration and sugar art to warrant comparison.

### **ARTICULATION OPTIONS**

The qualification could build upon the National Certificate in Craft Bread and Flour Confectionery Baking level 2, and could be taken together with the National Certificate in Flour Confectionery level 3.

**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 ETQA.

> 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 ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed immediately below.

> Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.

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:

Interpersonal skills, subject matter expertise and assessment experience.

The assessor needs to be competent in the planning and conducting assessment of learning outcomes as described in the unit standards Plan and conduct assessment of learning outcomes NQF level 5. The subject matter experience must be well developed within the field of construction material manufacturing, maintenance and quality assurance practices.

The assessor must have completed:

> A similar qualification or from the same family of qualifications, at or above NQF 3

The subject matter experience of the assessor can be established by recognition of prior learning. Assessors need to be registered with the relevant Education and Training Quality Assurance Body.

**NOTES**

N/A

**UNIT STANDARDS**

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	9125 Apply knowledge of the effect of micro-organisms on personal health, hygiene and food safety	Level 2	4	Registered
Core	110554 Design plan and manually decorate soft cakes using basic techniques	Level 2	6	Public Comment
Core	9042 Demonstrate an understanding of food and beverage safety practices and procedures in the food and beverage manufacturing environment	Level 3		Registered-capture in proc
Core	10680 Manufacture craft baked flour confectionery products using sugar, flour and all-in batter methods	Level 3	12	Registered
Core	110555 Cover rich fruit cake for final decoration	Level 3	3	Public Comment
Core	110556 Execute decorations directly onto confectionery products	Level 3	20	Public Comment
Core	110558 Apply basic piped decoration to confectionery	Level 3	10	Public Comment
Core	110559 Make basic decorations and attach to confectionery products	Level 3	10	Public Comment
Elective	10681 Manufacture craft baked flour confectionery products using sweet paste and choux paste	Level 3	10	Registered
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10682 Manufacture high class craft baked flour confectionery products	Level 4	20	Registered



Elective	110557 Apply advanced royal icing and piped decorations to confectionary	Level 4	20	Public Comment
Elective	110560 Design plan and manufacture advanced decorations for confectionery products	Level 4	20	Public Comment
Elective	110561 Judge cake decoration and sugar art products	Level 5	8	Public Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9011 Use mathematics to investigate and monitor the financial aspects of personal and business issues	Level 3	5	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	14108 Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	Level 3	4	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

#### Design plan and manually decorate soft cakes using basic techniques

SAQA US ID	UNIT STANDARD TITLE		
110554	Design plan and manually decorate soft cakes using basic techniques		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Food		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FD	Regular	Level 2	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Design and plan the product.

##### **SPECIFIC OUTCOME 2**

Prepare for soft cake covering and decoration.

##### **SPECIFIC OUTCOME 3**

Apply confectionery media and decoration to soft cakes.

##### **SPECIFIC OUTCOME 4**

Present finished product for storage and/or consumption and perform end of work activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

#### Cover rich fruit cake for final decoration

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110555	Cover rich fruit cake for final decoration		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Food		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB FD	Regular	Level 3	3

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan and prepare a rich fruit cake ready for final decoration.

##### **SPECIFIC OUTCOME 2**

Prepare a rich fruit cake for covering.

##### **SPECIFIC OUTCOME 3**

Apply confectionery covering to a rich fruit cake.

##### **SPECIFIC OUTCOME 4**

Present finished product for final decoration or storage and perform end of work activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

#### Execute decorations directly onto confectionery products

SAQA US ID	UNIT STANDARD TITLE		
110556	Execute decorations directly onto confectionery products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Food	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FD	Regular	Level 3	20

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan and prepare for application of decoration to confectionery products.

##### **SPECIFIC OUTCOME 2**

Prepare media for confectionery design.

##### **SPECIFIC OUTCOME 3**

Execute decorations directly onto cakes, plaques or other confectionery products.

##### **SPECIFIC OUTCOME 4**

Present finished product for final decoration or storage and perform end of work activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

#### Apply basic piped decoration to confectionery

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110558	Apply basic piped decoration to confectionery		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Food		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB FD	Regular	Level 3	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan and prepare for applying piped decoration to confectionery.

##### **SPECIFIC OUTCOME 2**

Prepare media for confectionery piping.

##### **SPECIFIC OUTCOME 3**

Execute piping directly onto confectionery.

##### **SPECIFIC OUTCOME 4**

Make piped decorations separately and attach to confectionery.

##### **SPECIFIC OUTCOME 5**

Perform end of work activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Make basic decorations and attach to confectionery products

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110559	Make basic decorations and attach to confectionery products		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Food		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB FD	Regular	Level 3	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Plan and prepare for hand manufacturing of basic decorations to attach to confectionery products.

##### **SPECIFIC OUTCOME 2**

Prepare media for hand made decorations.

##### **SPECIFIC OUTCOME 3**

Hand manufacture confectionery decorations separately and attach decorations to products.

##### **SPECIFIC OUTCOME 4**

Present finished product for storage and / or consumption and perform end of work activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

#### Apply advanced royal icing and piped decorations to confectionary

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110557	Apply advanced royal icing and piped decorations to confectionary		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Food		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB FD	Regular	Level 4	20

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan and prepare for applying advanced royal icing and piped decoration to confectionery products.

##### **SPECIFIC OUTCOME 2**

Execute piping directly onto confectionery.

##### **SPECIFIC OUTCOME 3**

Make piped decorations separately and attach to confectionery.

##### **SPECIFIC OUTCOME 4**

Present finished product for storage and/or consumption and perform end of work activities.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

#### Design plan and manufacture advanced decorations for confectionery products

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
110560	Design plan and manufacture advanced decorations for confectionery products		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Food		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB MAP	Regular	Level 4	20

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Design and Plan the product.

##### **SPECIFIC OUTCOME 2**

Prepare for making advanced decorations for confectionery products.

##### **SPECIFIC OUTCOME 3**

Prepare media for hand made advanced.

##### **SPECIFIC OUTCOME 4**

Hand make advanced decorations for confectionery enhancements.

##### **SPECIFIC OUTCOME 5**

Present finished products for storage and / or consumption and perform end of work activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

#### Judge cake decoration and sugar art products

SAQA US ID	UNIT STANDARD TITLE		
110561	Judge cake decoration and sugar art products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Food		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FD	Regular	Level 5	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Prepare for judging.

##### **SPECIFIC OUTCOME 2**

Gather data and judge.

##### **SPECIFIC OUTCOME 3**

Record, report and give feedback.

##### **SPECIFIC OUTCOME 4**

Evaluate competition, judging process result and reaction.



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