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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 819

12 August 2005



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Mining and Minerals

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 unit standard. The unit standard can be accessed via the SAQA web-site at www.saqa.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 standard should reach SAQA at the address ***below and no later than 12 September 2005***. All correspondence should be marked **Standards Setting – SGB Mining and Minerals** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. Eddie Brown

Postnet Suite 248

Private Bag X06

Waterkloof

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or faxed to 012 – 431-5144

e-mail: ebrown@saqa.co.za


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Identify engineering tools, material and equipment and explain the purpose and function of each

SAQA US ID		UNIT STANDARD TITLE	
120086		Identify engineering tools, material and equipment and explain the purpose and function of each	
SGB NAME		NSB 06	PROVIDER NAME
SGB Mining and Minerals		Manufacturing, Engineering and Technology	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Manufacturing, Engineering and Technology	Fabrication and Extraction
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 2	Regular

SPECIFIC OUTCOME 1

Identify tools used in an engineering environment.

SPECIFIC OUTCOME 2

Identify equipment used in an engineering environment.

SPECIFIC OUTCOME 3

Identify materials used in an engineering environment.

No. 820

12 August 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Human Resource Management and Practices

publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The qualification can be accessed via the SAQA web site at www.saqo.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 qualification should reach SAQA at the address ***below and no later than 12 September 2005***. All correspondence should be marked **Standards Setting – SGB Human Resource Management and Practices** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. Eddie Brown

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DUGMORE MPHUTHING**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Human Resources Management and Practices

SAQA QUAL ID	QUALIFICATION TITLE		
49692	National Diploma: Human Resources Management and Practices		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Human Resource Management and Practices	Business, Commerce and Management Studies		
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Business, Commerce and Management Studies	Human Resources	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	249	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This diploma will be useful to people who operationalise some aspects of the core processes and practices at a basic level across the four role clusters in human resources management and practices:

- > Strategic planning for human resources management and practices.
- > Acquisition, development and utilisation of people.
- > Establishment and improvement of labour and employee relations.
- > Compensation and administration related to human resources management and practices.

Holders of the qualification will be able to operationalise some aspects of the core human resources management processes at a basic level and integrate them into an organisation's business processes.

Holding the qualification will enable holders to enter learning programmes for a generalist degree in Human Resources Management and Practices.

Holding this qualification could serve as a requirement for professional registration at associate level.

Rationale:

Organisations require a reliable indicator that a person is competent to operationalise some aspects of the core processes and practices at a basic level across the four role clusters identified in the field analysis:

- > Strategic planning for human resources management and practices.
- > Acquisition, development and utilisation of people.
- > Establishment and improvement of labour and employee relations.
- > Compensation and administration related to human resources management and practices.

Holding the National Diploma in Human Resources Management and Practices will serve as an indicator to organisations that a person is competent in this regard.

Organisations also need the qualification as a benchmark to gauge the competence of people in the organisation against those of their local and international competitors.

Learners need the qualification to increase their access to employment. It will enable holders to enter learning programmes for a degree in Human Resources Management and Practices with a specialist focus in one or more of the four role clusters.

Providers of education and training in the field need the qualification to facilitate portability of learner credits between provider institutions.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners have communication and mathematical competence at one level below that required for the fundamental components of the qualification.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid out.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors.

QUALIFICATION RULES

Learning components:

Credit composition:

Fundamental:

- > 27 Credits at Level 5
- > Total: 27 Credits

Core:

- > 154 Credits at Level 5
- > 20 Credits at Level 6
- > Total: 174 Credits

Elective:

- > 64 Credits at Level 5
- > Total: 48 Credits - Minimum

Totals:

- > Level 5: 245 Credits
- > Level 6: 20 Credits
- > Qualification Total: 249 Credits

Fundamental Component:

- > All unit standards in the Fundamental section, totalling 27 credits, are compulsory.

Core Component:

- > All unit standards in the core section, totalling 174 credits, are compulsory.

Elective Component:

- > The learner must select unit standards totalling at least 48 credits from the listed electives and/or from the sub-field Adult Learning at NQF Level 5 in order to achieve a minimum of 249 credits.

EXIT LEVEL OUTCOMES

Holders of this qualification will be able to:

1. Co-ordinate and contribute to the management of some aspects of all of the four role clusters related to human resources management and practices:

- > Provide information for the development of policies.
- > Participate in the development of procedures for processes related to human resources management

and practices in accordance with legislative requirements.

- > Recruit and induct new employees.
- > Contribute to the development of employees.
- > Supervise a work unit and manage individual and team performance.
- > Contribute to the establishment and improvement of labour and employee relations (including contributing to employee assistance and wellness programmes).
- > Contribute to the establishment, maintenance and utilisation of an information system related to human resources management and practices (including compensation).

2. Adhere to legislative requirements and organisational policies and procedures when co-ordinating and contributing to the management of some of the core processes related to human resources management and practices, as described in exit level outcome 1 above.

3. Promote best human resources management practices in an organisation.

4. Contribute to the monitoring of Health and Safety at the workplace.

5. Identify strengths and areas for improvement in own learning through self-reflection and reflection on organisational human resources management and practices.

ASSOCIATED ASSESSMENT CRITERIA

- > Contributions are made in accordance with organizational policies and procedures, client requirements and legal requirements.
- > Legislation and organizational policies and procedures relevant to the core processes are correctly identified and appropriately applied to a given situation.
- > Best practices relevant to operational responsibilities are correctly identified.
- > Appropriate action is planned and implemented to promote best practices in the organization.
- > Contributions to the monitoring of health and safety are appropriate to own responsibilities in the organization and in accordance with legislative and organizational requirements.
- > Strengths and areas for improvement in own learning are correctly identified and adequately evaluated.
- > Strengths and areas for improvement in organizational human resources management and practices are correctly evaluated.

Integrated assessment:

For award of the qualification, a candidate must demonstrate competence in the required unit standards, according to the rules of combination.

In addition, candidates must demonstrate the ability to engage in a supportive function in an integrative way, as described in the exit level outcomes, dealing with divergent and "random" demands effectively.

INTERNATIONAL COMPARABILITY

This qualification and the component unit standards have been compared with similar qualifications from the following countries:

- > New Zealand.
- > Scotland.
- > Australia.

In addition, the abilities described in the unit standards have also been compared with the findings of the research commissioned by the World Federation of Personnel Management Associations (WFPMA) as contained in the report by Chris Brewster, Elaine Farndale and Jos van Ommeren, HR Competencies and Professional Standards (Cranfield University, June 2000).

In general this qualification and its component unit standards compare well with their international counterparts. The only major differences are in formatting and scope of coverage or focus. The qualification found to be the most comparable to this one is Scottish Vocational Qualification (SQV) no. G478 Personnel Support Level 3. The differences in the NVQ and NQF level structures make direct equation difficult.

ARTICULATION OPTIONS

This qualification will be able to with other qualifications in the sub-field as well as provide articulation possibilities with a number of other fields, including, ETDP and the humanities with other qualifications in the sub-field. The document "A Framework for Qualifications for Professionals and Practitioners in People Management Processes" explains the relations between these qualifications.

MODERATION OPTIONS

Moderation shall be at the discretion of the relevant ETQA, so long as it complies with SAQA requirements.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors will have a Human Resources qualification at NQF Level 6 or the equivalent.

Assessment expertise must be evidenced through registered assessor unit standards.

Notes for assessors:

Assessors should keep the following general principles in mind when designing and conducting assessments:

- > Focus the assessment activities 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. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- > Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- > All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > Appropriateness: The method of assessment is suited to the performance being assessed.
- > Fairness: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageability: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > Validity: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authenticity: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The

judgement made is similar to the judgement that would be made by other assessors.

NOTES

This qualification replaces qualification 20892, "National Diploma: Human Resources Management and Practices", Level 5, 240 credits.

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	7848 Manage the induction of new staff	Level 5	5	Reregistered
Core	7882 Manage Payroll Records	Level 5	6	Reregistered
Core	10148 Supervise a project team of a business project to deliver project objectives	Level 5	14	Reregistered
Core	10171 Manage the capture, storage and retrieval of human resources information using an information system	Level 5	3	Reregistered
Core	11286 Institute disciplinary action	Level 5	8	Registered
Core	11907 Draft an employment contract	Level 5	3	Reregistered
Core	11909 Monitor and advise on substantive conditions of employment and related rights and obligations in an organisation	Level 5	5	Reregistered
Core	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Core	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Core	15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4	Registered
Core	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
Core	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
Core	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Core	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Core	114273 Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils	Level 5	6	Registered
Core	114274 Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997)	Level 5	8	Registered
Core	114882 Develop holistic productivity improvement strategies and plans	Level 5	10	Registered
Core	114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor	Level 5	8	Registered
Core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
Core	115830 Develop own ability to provide a business advisory service for SMMEs	Level 5	10	Registered
Core	116927 Apply the principles of employment equity to organisational transformation	Level 5	10	Registered
Core	117871 Facilitate learning using a variety of given methodologies	Level 5	10	Registered
Core	10985 Conduct a disciplinary hearing	Level 6	5	Registered
Core	12138 Conduct an organisational needs analysis	Level 6	10	Reregistered
Core	12139 Facilitate the resolution of employee grievances	Level 6	5	Reregistered
Elective	11906 Manage the design, development and review of a human resource information system	Level 5	3	Reregistered
Elective	11911 Manage individual careers	Level 5	5	Registered
Elective	15217 Develop an organisational training and development plan	Level 5	6	Registered
Elective	15221 Provide information and advice regarding skills development and related issues	Level 5	4	Registered
Elective	15222 Promote a learning culture in an organisation	Level 5	3	Registered
Elective	15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation	Level 5	10	Registered
Elective	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	Registered
Elective	114879 Promote a productivity improvement strategy	Level 5	10	Registered
Elective	114885 Prepare and communicate a productivity improvement plan for a functional unit	Level 5	6	Registered
Elective	114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5	Registered
Elective	114925 Manage learner information using an information management system	Level 5	4	Registered
Fundamental	10044 Implement a generic communication strategy	Level 5	10	Reregistered

Fundamental	12433 Use communication techniques effectively	Level 5	8	Registered
Fundamental	110528 Compile and control a budget for a range of office supply requirements	Level 5	4	Registered
Fundamental	115791 Use language and communication strategies for vocational and occupational learning	Level 5	5	Registered



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Gender Equality and Women's Empowerment

publishes the following qualifications 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.saga.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 qualification and unit standards should reach SAQA at the address ***below and no later than 12 September 2005***. All correspondence should be marked **Standards Setting – SGB Gender Equality and Women's Empowerment** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. Eddie Brown
Postnet Suite 248
Private Bag X06
Waterkloof
0145

or faxed to 012 – 431-5144
e-mail: ebrown@saqa.co.za


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Gender Practice

SAQA QUAL ID		QUALIFICATION TITLE	
49836		Further Education and Training Certificate: Gender Practice	
SGB NAME		NSB 07	PROVIDER NAME
SGB Gender Equality and Women's Empowerment		Human and Social Studies	
QUAL TYPE		FIELD	SUBFIELD
National Certificate		Human and Social Studies	People/Human-Centred Development
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	169	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will contribute to increasing levels of efficiency to ensure quality delivery within the gender equality and women's empowerment sector - not just for the sector but for all aspects of society. It provides learners with a formal qualification that allows for recognition, further education and training opportunities at higher levels as well as continued professional development.

A person acquiring this qualification will be able to:

- > Communicate effectively using a range of strategies to identify and solve gender equality and women's empowerment related problems.
- > Demonstrate knowledge and understanding of the general principles, concepts and theories of gender equality and women's empowerment.
- > Identify and select appropriate gender practices and processes for transformation of gender relations in organisations, programmes and projects.
- > Promote and support gender equality and women's empowerment through education, training and development.
- > Apply principles of social justice to promote gender equality and women's empowerment.

The qualification aims at developing a competent and professional sector for the effective delivery of services. The applied competencies demonstrated within this qualification are essential for a positive impact on gender equality and women's empowerment, social, economic and political transformation within the South African democracy.

Rationale:

This qualification provides learners with skills to improve access to employment opportunities through job creation projects that require gender specific competencies. It will enable learners to contribute to various sectors and fulfill a constitutional mandate to ensure a non-sexist society by promoting gender equality and equity and women empowerment across all spheres. It will also aim to address issues of stereotyping and prejudice in a range of contexts. This qualification reflects the need of the sector and will contribute to socio-economic empowerment and development by ensuring that women and men develop competencies to deal with improving gender relations at individual, family, work, community and government levels. The qualification also provides the learner with the essential skills needed at an entry level and to facilitate a pathway for further learning as well as receive recognition for existing skills and knowledge. This qualification aims to promote professionalism, work ethics and good governance in a range of sectors.

The range of typical learners that will benefit from this qualification include:

- > Practitioners in the area of gender equality and women's empowerment.
- > Government Officials.
- > Community Based Organisations (CBOs).
- > Non-Governmental Organisations (NGOs).
- > Government programme practitioners.
- > Faith Based Organisations (FBOs) and leaders.
- > Unions.
- > Facilitators.
- > Researchers.
- > People involved in Education/Educators.
- > Activists.
- > People involved in advocacy initiatives.
- > Early Childhood Development (ECD) practitioners.
- > Development practitioners.
- > Adult Basic Education and Training (ABET) practitioners.
- > Human Resource managers.
- > Women in leadership.
- > Police Officers.
- > Health Care Workers.

Vulnerable groups in this context could also include farm workers, domestic workers, people with disabilities and mine workers.

The qualification is to affirm the experiences of women and men through the recognition and credit accumulation of competencies; allowing for gender mainstreaming; and to remain nationally and internationally comparable.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- > Communication at NQF Level 3 or equivalent.
- > Mathematical Literacy at NQF Level 3 or equivalent.
- > Knowledge, skills and attitudes that are commensurate with promoting gender equality and women's empowerment.

Recognition of prior learning:

The structure of this unit standards-based qualification makes the Recognition of prior learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of prior learning will be done by means of Integrated assessment as mentioned above.

This Recognition of prior learning may allow:

- > Accelerated access to further learning at this or higher levels on the NQF.
- > Gaining of credits towards a unit standard.
- > Obtaining of this Qualification in part or in whole.

Access to the qualification:

There is open access to this qualification bearing in mind the Learning assumed to be in place.

QUALIFICATION RULES

The Qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. The Qualification is made up of unit standards that are classified as Fundamental, Core and Elective in achieving its purpose. A minimum of 169 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

- > Fundamental: 56 Credits - 33%
- > Core: 93 Credits - 55%
- > Electives (minimum): 20 Credits - 12%
- > Total: 169 Credits - 100%

Note that 55% of the credits, therefore, relate directly to gender practices. The elective component allows the learner to select unit standards that are:

- > Related to the work done by the learner in an organisation.
- > Related to specialist areas in promoting gender equality and women's empowerment.

This is to ensure that while there is a strong gender practice focus, there is scope for learners to select additional unit standards that are relevant to their own situations and cement articulation and portability opportunities for the learner.

- > Fundamental: Level 3 - 20 Credits
- > Fundamental: Level 4 - 36 Credits
- > Core: Level 3 - 4 Credits
- > Core: Level 4 - 89 Credits
- > Elective: Level 3 - 8 Credits
- > Elective: Level 4 - 100 Credits
- > Elective: Level 5 - 4 Credits

Motivation for number of credits assigned to Fundamental, Core and Elective:

Allocation of Fundamental Credits:

Unit standards to the value of 20 credits in Communication in the First Language, 20 credits in Communication in the Second Language and 16 credits in Mathematical Literacy have been selected for the Fundamental component. These unit standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. All the Fundamental unit standards are compulsory.

Allocation of Core Credits:

93 credits have been allocated to unit standards in the Core component of this qualification. This is to ensure that the qualification has a strong gender practice focus. The unit standards classified as Core reflect the compulsory aspects in gender practice, in which the learner needs to be fully competent. The Core component covers competencies related to interpreting and working within the gender and legal framework, engaging in capacity building activities to promote gender equality and women's empowerment and providing leadership in empowering women at all levels of society. The unit standards provide the knowledge, values and skills that all learners require in order to engage in gender practices. They also encourage the application of that knowledge, values and skills in real situations. All Core unit standards are compulsory.

Allocation of Elective Credits:

There are unit standards totalling 112 credits in this component. Learners are required to select electives totalling a minimum of 20 credits. Learners may choose any registered unit standards as electives, with the approval of the relevant ETQA, that could enhance their work performance or in which they have a particular interest.

EXIT LEVEL OUTCOMES

1. Communicate effectively using a range of strategies to identify and solve gender equality and women's empowerment related problems.
2. Know and understand the general principles, concepts and theories of gender equality and women's empowerment and be able to identify and select appropriate gender practices and processes for transformation of gender relations in organisations, programmes and projects.
3. Identify and apply appropriate resources and training interventions to promote and support gender equality and women's empowerment.

4. Apply principles of social justice to promote gender equality and women's empowerment.

ASSOCIATED ASSESSMENT CRITERIA

1:

- > Verbal and non-verbal communication skills are used effectively in the workplace.
- > A range of communication strategies are identified and utilised to solve gender equality and women's empowerment related problems.

2:

- > The roles of institutions are analysed in terms of their impact and effect on shaping values and attitudes of girls, boys, women and men.
- > The concept and practice of power relations are discussed and analysed in terms of their impact on organisational processes, structures and gender inequality.
- > The roles of women's organisations in South Africa are discussed in terms of their contribution and effect in shaping the new democracy.
- > Strategies are identified and selected to deal with gender inequality.

3:

- > Gender sensitive indicators are identified, selected and developed to enhance training interventions.
- > Gender sensitive styles and methodologies are identified, developed/used when advising, coaching, mentoring, managing, facilitating and guiding learners on issues that will promote gender equality and women's empowerment.
- > Gender equality and women's empowerment knowledge, skills and attributes are discussed and applied in a range of situations in the workplace.
- > Training interventions are evaluated in terms of their impact, strengths and weaknesses and promotion of gender equality.

4:

- > The concept of social justice is analysed and discussed in terms of its contribution to Gender Equality and Women's Empowerment.
- > Key resources and opportunities are identified and discussed in terms of promoting gender equality.
- > Violence against women is discussed in terms of its impact on women's disempowerment.
- > Mechanisms for the evaluation and monitoring of gender audit processes are identified and applied to ensure improved auditing practice and achievement of the audit objectives.

Integrated assessment:

- > Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the qualification.

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

- > Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration contexts wherever possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

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

- > Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

- > Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated manner.

INTERNATIONAL COMPARABILITY

The FETC: Gender Practice Qualification and related Unit Standards at NQF Level 4 have been compared with qualifications from various countries to assess global contrasts and/or similarities, regional considerations and standards.

The research conducted on international comparability with regard to gender and women's studies, women's empowerment and gender equality focused on both education and training programmes offered by a range of institutions and organisations, in both developing and developed nations, as well as on a range of sectors e.g. law, education, health, water and sanitation. The institutions and organisations researched included universities, government institutions and non-governmental service providers; many of which are located in sub-Saharan Africa. The information collected was limited to that which was currently available through internet searches, through personal contacts through tertiary institutions, and organisations that work in the area of gender and women's empowerment.

Elements of the unit standards developed at Level 4 compare favourably with standards identified in the women's studies courses of New Zealand a country recognised as a leader in the generation of unit standards and qualifications; these include the following:

- > Self and Text: Level 3.
- > Gender and the media: Level 3.
- > Gender, Work and Consumer Culture: Level 3.
- > Masculinities: Level 3.
- > Governing Bodies: Level 3.
- > Sexuality and Colonisation: Level 3.
- > Develop own plans as a women: Level 3.
- > Communicate in a way that validates and includes women: Level 4.
- > Increase self-esteem for women: Level 4.

These qualifications compare favourably with the skills development achieved through the FETC: Gender Practice qualification because the outcomes and assessment criteria include much of the above terminology and broad perspectives. It is worth noting that the Level 4 qualification promotes the equality model in terms of recognising past inequalities and supports redress, empowerment and equity processes.

The information provided from a range of universities in Canada, Germany, Ireland, Sri Lanka, the Netherlands and USA; as well as sub-Saharan African universities such as Cameroon, Kenya, Ghana, Ethiopia, Tanzania, Namibia, Zimbabwe and South Africa show a proliferation of women's and gender study programmes that lead to Degree, Masters and Doctorate level qualifications. Where short courses have been provided by universities the qualification that is awarded is an internal certificate from the institution or organisation that has offered the study programme. These certificates are not necessarily accredited by a national qualifications authority.

Similarly where study programmes and short courses have been offered by non-governmental organisations, other than a certificate of attendance, no accredited qualification is provided.

- > Botswana:
 - > Ngo: Emang Basadi.
 - > Study programme: Short courses for Parliamentarians.
- > Ghana:
 - > Ngo: Abantu for Development.
 - > Study programme: Short courses for Parliamentarians.
- > Kenya:
 - > Ngo: Femnet.
 - > Study programme: Short courses for NGOs and individuals.
- > Namibia:
 - > Ngo: Sister Namibia.
 - > Study programme: Short courses for Parliamentarians and NGOs.
- > South Africa:
 - > Ngo: Gender Education and Training Network.
 - > Study programme: Short courses for government, labour, corporate.
 - > Ngo: Women's Development Foundation.
 - > Study programme: Short courses for women local government councillors.

- > Tanzania:
 - > Ngo: TGNP (Tanzania Gender Network Programme).
 - > Study programme: Short courses for Parliamentarians and NGOs.
- > Zambia:
 - > Ngo: Sister Sister.
 - > Study programme: Short course for Parliamentarians.
- > Zimbabwe:
 - > Ngo: Zimbabwe Women's Resource Centre.
 - > Study programme: Short courses for Parliamentarians, civil servants and NGOs.

It is therefore the opinion of the SGB that the field of Gender Equality and Women's Empowerment is difficult to benchmark globally at levels below a university Bachelor's degree qualification because many of the women's and gender short courses offered do not provide accredited national qualifications and unit standards.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following registered Qualifications:

- > Further Education and Training Certificate: Development Practice (Level 4).
- > National Certificate: Development Practice (NQF level 4).
- > Further Education and Training Certificate (FETC): Community Facilitation in Society and Environment Interactions (Level 4).
- > Further Education and Training Certificate: Theology and Ministry (Level 4).
- > Further Education and Training Certificate: Community Health Work (Level 4).
- > National Certificate: Early Childhood Development (NQF level 4).
- > Further Education and Training Certificate: Child and Youth Care Work (Level 4).
- > Occupational Health and Safety (NQF level 4 in process).
- > National Certificate: Environmental Educators, Training and Development Practice (NQF Level 4).

The Qualification articulates vertically with the following proposed and registered Qualifications:

- > National Certificate: Gender Practice (NQF level 5) (proposed).
- > National Certificate: Development Practice (NQF level 5).
- > National Certificate: Society and Environment Interactions in the Workplace (Level 5).
- > National Certificate: Local Development (NQF Level 5).
- > Occupational Health and Safety (NQF level 5 in process).
- > National Certificate: Environmental Educators, Training and Development Practice (NQF Level 5).
- > Para-legal environmental services (in process).

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate 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. 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 the ETQA's 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 in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this qualification. The following criteria are specified for an applicant to register as an assessor for this Qualification, the applicant should:

- > Hold a minimum level 5 qualification in the human and social sciences field.
- > Be experienced in the fields of gender practice.
- > Be registered as an assessor with the relevant ETQA.
- > Have good interpersonal skills and ability to balance the conflicting requirements of the interests of the learner, the provider and the employer.

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	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
Core	7791 Display cultural awareness in dealing with customers and colleagues	Level 4	4	Reregistered
Core	10022 Comply with organisational ethics	Level 4	4	Reregistered
Core	14646 Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	12	Registered
Core	110023 Present information in report format	Level 4	6	Registered
Core	117870 Conduct targeted training and development using given methodologies	Level 4	10	Registered
Core	119662 Describe the relevance of human rights and democratic practices in South African society	Level 4	8	Recommended
Core	120029 Promote Gender Equality and Women's Empowerment through education, training and development	Level 4	8	Draft - Prep for P Comment
Core	120030 Identify and apply principles of social justice to empower women at different levels of society	Level 4	5	Draft - Prep for P Comment
Core	120031 Promote and inform women's empowerment and gender practices	Level 4	8	Draft - Prep for P Comment
Core	120033 Conduct gender audits to deal with redress, equity and diversity within organisations	Level 4	8	Draft - Prep for P Comment
Core	120036 Analyse the role of institutions in developing and perpetuating gender inequality	Level 4	5	Draft - Prep for P Comment
Core	120082 Provide interventions in gender violence	Level 4	8	Draft - Prep for P Comment
Core	120085 Discuss the benefits and risks of engaging the media in different social contexts	Level 4	3	Draft - Prep for P Comment
Elective	117877 Perform one-to-one training on the job	Level 3	4	Registered
Elective	119722 Identify intervention services and provide support to children and youth victims of abuse and neglect	Level 3	4	Recommended
Elective	12544 Facilitate the preparation and presentation of evidence for assessment	Level 4	4	Registered
Elective	13663 Network locally and nationally in order to source information, advice or support concerning an environmental issue or risk	Level 4	5	Registered
Elective	110055 Facilitate learning in development practice	Level 4	14	Registered
Elective	110056 Conduct advocacy campaigns and workshops in development practice	Level 4	12	Registered
Elective	110057 Conduct a self-evaluation of own progress and development	Level 4	2	Registered
Elective	115587 Collect and present community needs information	Level 4	8	Registered
Elective	115591 Explain and apply environmental legal principles, rights, duties and responsibilities to a specific work context	Level 4	6	Registered
Elective	115596 Explain and apply principles and practices of social participation in society and environment interactions	Level 4	10	Registered
Elective	116727 Communicate personal faith in a range of contexts	Level 4	3	Registered
Elective	117182 Demonstrate knowledge of programming and activities in child and youth care work	Level 4	6	Registered
Elective	117498 Demonstrate knowledge of the provision and implementation of primary health care within the community	Level 4	10	Registered
Elective	119721 Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services	Level 4	8	Recommended
Elective	119905 Analyse environmental impacts in rural areas	Level 4	3	Public Comment
Elective	120076 Demonstrate an understanding of prevention programmes in Victim Empowerment	Level 4	4	Draft - Prep for P Comment
Elective	120077 Implement volunteer projects	Level 4	5	Draft - Prep for P Comment

Elective	14609 Participate in management of conflict	Level 5	4	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8972 Interpret a variety of literary texts	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Promote Gender Equality and Women's Empowerment through education, training and development

SAQA US ID	UNIT STANDARD TITLE		
120029	Promote Gender Equality and Women's Empowerment through education, training and development		
SGB NAME		NSB 07	PROVIDER NAME
SGB Gender Equality and Women's Empowerment		Human and Social Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	People/Human-Centred Development
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Plan and prepare for Gender Equality and Women's Empowerment training interventions.

SPECIFIC OUTCOME 2

Facilitate Gender Equality and Women's Empowerment training interventions.

SPECIFIC OUTCOME 3

Evaluate Gender Equality and Women's Empowerment training interventions.

SPECIFIC OUTCOME 4

Provide appropriate support on gender equality and women's empowerment issues through coaching and mentoring.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Identify and apply principles of social justice to empower women at different levels of society

SAQA US ID		UNIT STANDARD TITLE	
120030		Identify and apply principles of social justice to empower women at different levels of society	
SGB NAME		NSB 07	PROVIDER NAME
SGB Gender Equality and Women's Empowerment		Human and Social Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	People/Human-Centred Development
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Identify and analyse principles of social justice with reference to Gender Equality and Women's Empowerment.

SPECIFIC OUTCOME 2

Identify and analyse specific forms of discrimination that contribute to gender inequality and provide appropriate support.

SPECIFIC OUTCOME 3

Identify and explain ways to promote women's participation at different levels of society by using the principles of social justice to redress gender inequalities.

SPECIFIC OUTCOME 4

Assess gender practices to address aspects of violence against women and provide the appropriate support.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Promote and inform women's empowerment and gender practices

SAQA US ID	UNIT STANDARD TITLE		
120031	Promote and inform women's empowerment and gender practices		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Gender Equality and Women's Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse the role of women's organisations in contributing to transformation in South Africa.

SPECIFIC OUTCOME 2

Contribute to the development of policy, legislation and/or structures that promote gender equality and women's empowerment in local, district, provincial or national activities.

SPECIFIC OUTCOME 3

Identify and apply different methods to promote the voice of women through advocacy and mobilisation activities.

SPECIFIC OUTCOME 4

Promote women's visibility in authority, decision-making and leadership roles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Conduct gender audits to deal with redress, equity and diversity within organisations

SAQA US ID	UNIT STANDARD TITLE		
120033	Conduct gender audits to deal with redress, equity and diversity within organisations		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Gender Equality and Women's Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Plan for gender audits.

SPECIFIC OUTCOME 2

Conduct gender audits within different contexts.

SPECIFIC OUTCOME 3

Record findings from gender audits and make recommendations for improvement.

SPECIFIC OUTCOME 4

Assess and evaluate gender auditing practices.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Analyse the role of institutions in developing and perpetuating gender inequality

SAQA US ID	UNIT STANDARD TITLE		
120036	Analyse the role of institutions in developing and perpetuating gender inequality		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Gender Equality and Women's Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse the role played by the family in shaping the attitudes of women, men, girls and boys.

SPECIFIC OUTCOME 2

Analyse and interpret the role played by institutions in shaping the attitudes of women, men, girls and boys.

SPECIFIC OUTCOME 3

Explain and analyse the role of power relations within a group.

SPECIFIC OUTCOME 4

Identify and explain the impact of unequal power relations on gender inequality.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Victim Empowerment

publishes the following qualifications 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.saga.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 qualification and unit standards should reach SAQA at the address ***below and no later than 12 September 2005***. All correspondence should be marked **Standards Setting – SGB Victim Empowerment** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. Eddie Brown
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: ebrown@saqa.co.za


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Victim Empowerment Co-ordination

SAQA QUAL ID	QUALIFICATION TITLE		
49872	Further Education and Training Certificate: Victim Empowerment Co-ordination		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Human and Social Studies	People/Human-Centred Development	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	146	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification follows on from the registered National Certificate: Victim Empowerment Early Interventions at NQF level 3 and is the third within the Victim Empowerment career pathway.

This qualification will enhance the scope and quality of Victim Empowerment services in South Africa and provide Victim Empowerment service providers, primarily in the NGO and CBO sector, with the necessary knowledge and skills to provide direct services and co-ordinate Victim Empowerment programmes in their organisations.

Victim Empowerment is a developing sector. Currently there are many activities that encompass Victim Empowerment practice. There is a need to standardise and co-ordinate these activities in order to ensure successful implementation of Victim Empowerment policy and practice.

One of the developments in the sector was the establishment of Themba Lesizwe, as a South African network organisation, providing direct services to victims of crime, violence and human rights abuses, and doing preventative work with perpetrators and youth at risk. Themba Lesizwe currently has 265 affiliated organisations and the development of minimum standards with regard to service delivery and the development of qualifications is therefore crucial. The network provides a nodal point for co-ordination and standardisation for activities of the network.

The qualification is intended for service providers in the Victim Empowerment sector. These include community developers, auxiliary social workers and health care workers, experienced volunteers, members of the organisation (other than psychologists and social workers) who would co-ordinate Victim Empowerment programmes within their organisation. The qualification is not intended for individuals wanting to do long term counselling and individual counselling services, but for individuals working under the auspices of an organisation under the supervision of an appropriately trained mental health care professional.

The learner assessed as competent against this Qualification will be able to:

- > Co-ordinate Victim Empowerment programmes, campaigns and activities.
- > Support, co-ordinate and maintain strategic partnerships.
- > Support management in the planning and implementation of Victim Empowerment programmes and initiatives.
- > Mentor and co-ordinate volunteer activities.
- > Provide counselling and trauma support under supervision.

Rationale:

Violence is a global health problem and each year more than a million people lose their lives, and many more suffer non-fatal injuries as a result of self-inflicted interpersonal and collective violence.

However, only a fraction of individuals requiring these services actually receives the relevant assistance at any time. There are many reasons for this, such as the limited number of mental health professionals, the lack of accessible mental health services - particularly in rural areas, the inaccessibility to the Criminal Justice System, concerns about stigmatisation, fear of retribution and the fact that victims/survivors are often re-traumatised by the insensitive attitudes of service providers.

In response to the need for accessible mental health services, especially in poor and traditionally under-resourced communities, South Africa has in the past 10-15 years seen an explosion of Non-Governmental Organisations (NGOs) and Community-Based Organisations (CBOs) providing counselling and other support services to victims of crime and violence, trauma, HIV/AIDS, mental health, adjustment problems, early childhood development etc. The majority of these services have evolved essentially within a needs driven context, rather than a theoretical one, and are provided by volunteers and lay counsellors working under the auspices of NGOs and/or mental health professionals, such as psychologists and social workers, while others are provided by Faith-Based Organisations (FBOs) and CBOs.

However, there is little or no formal recognition or regulation of services in the victim empowerment sector. Access to formal education/Qualifications is limited, with current access only through formal social work and psychology degrees. Many people working in community projects, NGOs, CBOs, FBOs have been providing essential services in their community without formally recognised training or Qualifications. Despite their considerable experience and insight, they are unable to gain entry into the field of Victim Empowerment and to access career paths in Victim Empowerment and related sub-fields.

The underlying philosophy that is applied is a Public Health, developmental and Social Justice approach, which considers crime to be a complex social, rather than legal, problem. It emphasises the need for community development, advocacy, prevention and early interventions, multi-agency and multidisciplinary co-operation and acknowledges the resourcefulness and resilience of individuals and communities, rather than focusing exclusively on pathology. It also subscribes to the principles of restorative philosophy and practices.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It would be desirable for learners wishing to access this Qualification to be competent at:

- > Communication at NQF level 3
- > Mathematical Literacy at NQF level 3

Recognition of prior learning

This Qualification and all the fundamental, core and elective Unit Standards associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the qualification

There are no access limitations on any learners or classes of learners for this Qualification, besides the recommendations in the Learning Assumed to be in Place.

QUALIFICATION RULES

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

Learning Component

- > All fundamental Unit Standards: 56 Credits
- > All Core Unit Standards: 78 Credits
- > Elective Unit Standards: 12 Credits

> Total: 146 Credits

EXIT LEVEL OUTCOMES

1. Use Victim Empowerment knowledge, skills and attitudes to plan, facilitate, co-ordinate, administer and monitor Victim Empowerment services.
2. Use Victim Empowerment knowledge, skills and attitudes to explain prevention programmes and provide counselling and trauma support services under supervision.
3. Provide community development interventions in the Victim Empowerment sector.
4. Apply knowledge, skills and attitudes to work as a member of a team and conduct research and training to provide Victim Empowerment services.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > The public health approach and principles of social justice are employed in the planning, co-ordination, implementation and assessment of Victim Empowerment interventions.
 - > Networking, an inter-sectoral and a multi-disciplinary approach to Victim Empowerment services are defined within the public health framework.
 - > The role-players, their responsibilities and the skills and methods to establish and maintain strategic partnerships are identified and explained with examples.
 - > Organisational strategies to establish and maintain media relations are developed to maximise the benefits of engaging with the media for the delivery of Victim Empowerment interventions.
 - > Access to resources and key service providers is maintained to effectively refer clients and co-ordinate service delivery including feedback and reporting.
 - > Volunteers in the organisation are managed and their activities co-ordinated and supervised to deliver Victim Empowerment services.
2.
 - > Victim Empowerment social crime prevention programmes are explained with reference to youth at risk, child abuse and neglect, gender violence and environment design and planning.
 - > The context and impact of serious violent crime is understood to plan, co-ordinate and implement programmes to provide support to these victims.
 - > The requirements, principles and processes of lay counselling are applied in a structured environment under supervision of a professional.
 - > The rationale, purpose, principles, concepts and limitations of trauma support and the role and responsibilities of trauma support workers are explained with examples.
 - > The appropriate interpersonal, interviewing and referral skills are applied to determine clients' needs, provide support and facilitate access to other relevant services.
 - > Strategies to reduce the impact of providing trauma support services are applied to reduce the risk of burnout and vicarious traumatisation.
3.
 - > The roles, characteristics and functioning of the components of the Criminal Justice System are explained in relation to Victim Empowerment community development interventions.
 - > Community profiles, safety-audits and needs assessments are compiled to plan and facilitate Victim Empowerment services with identified strategic partners.
 - > Strategies to inform individuals and communities about crime, victimisation and HIV/AIDS are described, reviewed and co-ordinated in a Victim Empowerment organisation.
 - > Advocacy and fundraising campaigns, workshops and training are conducted in target communities to provide community development interventions in Victim Empowerment (including campaigns and workshops on HIV/AIDS).
 - > The impact and treatment of HIV/AIDS is explained with reference to procedures and techniques for counselling and testing to support and care for HIV/AIDS positive community members.
4.
 - > Victim Empowerment programmes, interventions and activities are ethically co-ordinated and conducted as a team member in respect of personal, religious and cultural differences of clients and other role-players.
 - > Research in Victim Empowerment is planned and conducted using appropriate methodology.
 - > Victim Empowerment training and development interventions for individuals and communities are planned, prepared and conducted to meet identified needs.
 - > Reports for Victim Empowerment programmes, interventions, research, campaigns and activities are compiled using identified information sources, and are verified and distributed accordingly.

Integrated assessment

Integrated assessment at the level of the Qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across Unit Standards to achieve competence that is grounded and coherent in relation to the purpose of the Qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

While the generic component (communication, mathematical literacy, Victim Empowerment workplace skills) of this Qualification at NQF Level 4 can be assessed through occupational contexts and activities relating to Victim Empowerment, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are portable. The primary aim of this Qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

This Further Education and Training Certificate: Victim Empowerment Co-ordination at NQF level 4, although for a South African context, has been compared with registered Qualifications on the National Qualifications Frameworks of the following countries:

- > Australia.
- > New Zealand.
- > United Kingdom.

The Qualification that compares most directly is a National Vocational Qualification in the United Kingdom. This Qualification is compared in terms of the outcomes and assessment criteria, degree of difficulty, and notional learning time with:

- > City and Guilds level 4 NVQ in Community Justice: Work with Victims, Survivors and Witnesses (Reference Q1054406).

The following learning components of this Qualification compare closely with unit standards of the FETC: Co-ordination in Victim Empowerment at NQF level 4:

- > Unit - U1054555 - A201 - Develop, Implement and Evaluate Strategies and Policies for Recruiting and Managing Volunteers.
- > Unit - U1054561 - A401 - Establish, Maintain and Use Relationships with the Media to Explain and Promote the Agency and its Work.
- > Unit - U1054563 - B102 - Co-ordinate Awareness Raising to Promote Community Safety and Social Inclusion.
- > Unit - U1054564 - D305 - Facilitate Mediation and Reparation Processes Between Victims and Those Who Have Offended Against Them.
- > Unit - U1054558 - C106 - Enable People to Support Victims, Survivors and Witnesses in Managing the Effects of Their Experience on Their Lives.

While there are instances of NGOs providing Victim Empowerment services on the African Continent, there is no evidence of a Qualification being offered in any country. Based on our research, we can confirm that there are no registered qualifications in Victim Empowerment at NQF levels 2-4 in Africa/SADC countries. Even at higher levels there appear to be no formal qualifications, although Victim Empowerment related issues such as gender violence, child abuse and refugee issues appear to be included in criminology, law and social work qualifications.

Training which is provided is limited to Criminal Justice officials such as police, prosecutors, health care and social workers. These programmes usually focus only on the provision of counselling and medico legal services to victims of domestic violence, sexual offences and child abuse.

The South African Government is in process of fostering relations with other Criminal Justice agencies to enhance co-operation in the SADC region. The National Prosecuting Authority (NPA) for example received international donor funding to train SA Criminal Justice personnel in Domestic violence, on condition that 5 prosecutors from SADC countries should participate in the training.

Vista University also conducted a series of 5-day workshops for prosecutors, police officials, health care and social workers as part of a partnership to expand the concept of specialised Sexual Offences Courts in the SADC region.

The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) also have a Regional Office based in Kenya which co-ordinates the provision of training and promotes good practice within the medical, legal, teaching, police and social work provisions, in their contacts with children. In addition the focus is also on building capacity at the level of service providers and communities so that they can themselves address issues of child abuse and neglect.

ARTICULATION OPTIONS

The possibility exists for vertical articulation with this Qualification. Examples of vertical articulation:

- > HET Certificate: Development Practice at NQF level 5 (SAQA ID: 23095).
- > Certificate: Developmental Psychology at NQF level 5 (SAQA ID: 21129).
- > Certificate: Basic Counselling Skills at NQF level 5 (SAQA ID: 21128).

Examples of horizontal articulation with this Qualification:

- > FET Certificate: Social Auxiliary Work at NQF level 4 (SAQA ID: 23993).
- > FET Certificate: Community Health Work at NQF level 4 (SAQA ID: 49131).
- > FET Certificate: Development Practice at NQF level 4 (SAQA ID: 23094).

MODERATION OPTIONS

- > Any institution offering learning that will enable achievement of this Qualification must be accredited by the relevant ETQA.
- > External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- > The accredited Training Provider will oversee internal Moderation of assessment.
- > Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- > Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- > Assessors must be registered as assessors with a relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessors must be in possession of a Qualification in Victim Empowerment or a related qualification in the field of Human and Social Studies at a minimum of NQF level 5.

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	110056 Conduct advocacy campaigns and workshops in development practice	Level 4	12	Registered
Core	114478 Conduct basic lay counselling in a structured environment	Level 4	15	Registered
Core	115228 Describe the structure and functioning of criminal justice in South Africa	Level 4	8	Registered
Core	119721 Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services	Level 4	8	Recommended
Core	120076 Demonstrate an understanding of prevention programmes in Victim Empowerment	Level 4	4	Draft - Prep for P Comment
Core	120077 Implement volunteer projects	Level 4	5	Draft - Prep for P Comment

Core	120078 Implement Victim Empowerment programmes using the public health approach and principles of social justice	Level 4	3	Draft - Prep for P Comment
Core	120080 Explain offender rehabilitation and development	Level 4	4	Draft - Prep for P Comment
Core	120082 Provide interventions in gender violence	Level 4	8	Draft - Prep for P Comment
Core	120083 Provide trauma support under supervision	Level 4	8	Draft - Prep for P Comment
Core	120084 Establish and maintain strategic partnerships and referral systems in the Victim Empowerment sector	Level 4	3	Draft - Prep for P Comment
Elective	10135 Work as a project team member	Level 4	8	Reregistered
Elective	110023 Present information in report format	Level 4	6	Registered
Elective	110053 Conduct a basic community needs assessment	Level 4	12	Registered
Elective	114012 Provide a caring environment for youth in conflict with the law	Level 4	6	Registered
Elective	114491 Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)	Level 4	10	Registered
Elective	115209 Participate in the development of a strategic plan for fundraising	Level 4	12	Registered
Elective	115227 Explain and apply basic research methodology and ethics in the field of crime and victimisation	Level 4	8	Registered
Elective	117870 Conduct targeted training and development using given methodologies	Level 4	10	Registered
Elective	120079 Provide support to victims of serious violent crime	Level 4	4	Draft - Prep for P Comment
Elective	120081 Provide support to child victims of abuse and neglect	Level 4	4	Draft - Prep for P Comment
Elective	120085 Discuss the benefits and risks of engaging the media in different social contexts	Level 4	3	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate an understanding of prevention programmes in Victim Empowerment

SAQA US ID	UNIT STANDARD TITLE		
120076	Demonstrate an understanding of prevention programmes in Victim Empowerment		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Define prevention in the context of Victim Empowerment.

SPECIFIC OUTCOME 2

Demonstrate an understanding of prevention strategies for youth violence.

SPECIFIC OUTCOME 3

Describe prevention of child abuse and neglect.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the prevention of gender violence.

SPECIFIC OUTCOME 5

Identify and explain local crime prevention through environment design and planning.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Implement volunteer projects

SAQA US ID	UNIT STANDARD TITLE		
120077	Implement volunteer projects		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the value of volunteerism and describe the potential roles of volunteers in various contexts.

SPECIFIC OUTCOME 2

Recruit, select and appoint volunteers.

SPECIFIC OUTCOME 3

Induct and train volunteers.

SPECIFIC OUTCOME 4

Manage volunteers.

SPECIFIC OUTCOME 5

Co-ordinate volunteer supervision and mentoring.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Implement Victim Empowerment programmes using the public health approach and principles of social justice

SAQA US ID	UNIT STANDARD TITLE		
120078	Implement Victim Empowerment programmes using the public health approach and principles of social justice		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Describe the key concepts, principles and rationale relating to Victim Empowerment.

SPECIFIC OUTCOME 2

Explain the implications of a public health approach for Victim Empowerment service delivery.

SPECIFIC OUTCOME 3

Describe the implications of social justice and restorative justice principles and the developmental approach for Victim Empowerment services.

SPECIFIC OUTCOME 4

Discuss the impact of service provision to victims of crime and violence in South Africa.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Provide support to victims of serious violent crime

SAQA US ID	UNIT STANDARD TITLE		
120079	Provide support to victims of serious violent crime		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Understand the context and impact of serious violent crime in South Africa.

SPECIFIC OUTCOME 2

Interpret and apply relevant legislation and policies in respect of serious violent crime in South Africa.

SPECIFIC OUTCOME 3

Plan, co-ordinate and implement programmes for victims of serious violent crime.

SPECIFIC OUTCOME 4

Provide appropriate support to victims of serious violent crime.

SPECIFIC OUTCOME 5

Understand preventative strategies in relation to serious violent crime in South Africa.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Explain offender rehabilitation and development

SAQA US ID	UNIT STANDARD TITLE		
120080	Explain offender rehabilitation and development		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Define Restorative Justice and its implications for victims and offenders.

SPECIFIC OUTCOME 2

Understand restorative work with offenders and victims as a crime prevention strategy.

SPECIFIC OUTCOME 3

Explore the rights of victims and offenders in South Africa.

SPECIFIC OUTCOME 4

Describe the limitation of the South African Correctional Services Facilities in the rehabilitation of offenders.

SPECIFIC OUTCOME 5

Describe current offender programmes both in and out of prison in South Africa and other countries.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Provide support to child victims of abuse and neglect

SAQA US ID	UNIT STANDARD TITLE		
120081	Provide support to child victims of abuse and neglect		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Contextualise child victimisation within Victim Empowerment in South Africa.

SPECIFIC OUTCOME 2

Interpret and apply relevant legislation, policies and procedures in respect of child abuse, neglect and exploitation.

SPECIFIC OUTCOME 3

Plan, co-ordinate and implement child and youth violence programmes.

SPECIFIC OUTCOME 4

Provide support services to child victims of abuse, neglect and exploitation.

SPECIFIC OUTCOME 5

Explain preventative strategies in child and youth violence, including working with perpetrators.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Provide interventions in gender violence

SAQA US ID	UNIT STANDARD TITLE		
120082	Provide interventions in gender violence		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Contextualise gender violence within South Africa.

SPECIFIC OUTCOME 2

Interpret and apply relevant legislation, policies and procedures in respect of gender violence.

SPECIFIC OUTCOME 3

Plan, Co-ordinate and implement gender violence programmes.

SPECIFIC OUTCOME 4

Provide support services to victims of gender violence.

SPECIFIC OUTCOME 5

Explain preventative strategies in relation to gender violence, including working with perpetrators of gender violence.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Provide trauma support under supervision

SAQA US ID	UNIT STANDARD TITLE		
120083	Provide trauma support under supervision		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Describe traumatic exposure and its impact on individuals, families and the community.

SPECIFIC OUTCOME 2

Describe the role and responsibilities of Trauma Support workers.

SPECIFIC OUTCOME 3

Assess people's emotional state and circumstances in the immediate aftermath of traumatic events.

SPECIFIC OUTCOME 4

Provide support under supervision in the immediate aftermath of traumatic events.

SPECIFIC OUTCOME 5

Apply referral skills to facilitate access to other relevant services.

SPECIFIC OUTCOME 6

Apply the principle of "self care" to reduce the incidence of vicarious/secondary trauma.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Establish and maintain strategic partnerships and referral systems in the Victim Empowerment sector

SAQA US ID	UNIT STANDARD TITLE		
120084	Establish and maintain strategic partnerships and referral systems in the Victim Empowerment sector		
SGB NAME		NSB 07	PROVIDER NAME
SGB Victim Empowerment		Human and Social Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	People/Human-Centred Development
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Understand the inter-sectoral and multi-disciplinary co-operation within the framework of the public health approach.

SPECIFIC OUTCOME 2

Conduct a community profile and community safety audit of a specific South African community.

SPECIFIC OUTCOME 3

Establish and maintain strategic partnerships for service delivery.

SPECIFIC OUTCOME 4

Identify relevant resources and refer clients in the Victim Empowerment sector.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Discuss the benefits and risks of engaging the media in different social contexts

SAQA US ID		UNIT STANDARD TITLE	
120085		Discuss the benefits and risks of engaging the media in different social contexts	
SGB NAME		NSB 07	PROVIDER NAME
SGB Victim Empowerment		Human and Social Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	People/Human-Centred Development
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Understand the role of the media in a democratic society.

SPECIFIC OUTCOME 2

Explain the relevance of engaging the media in the South African context.

SPECIFIC OUTCOME 3

Develop media relation's strategies for organisations/divisions/departments.

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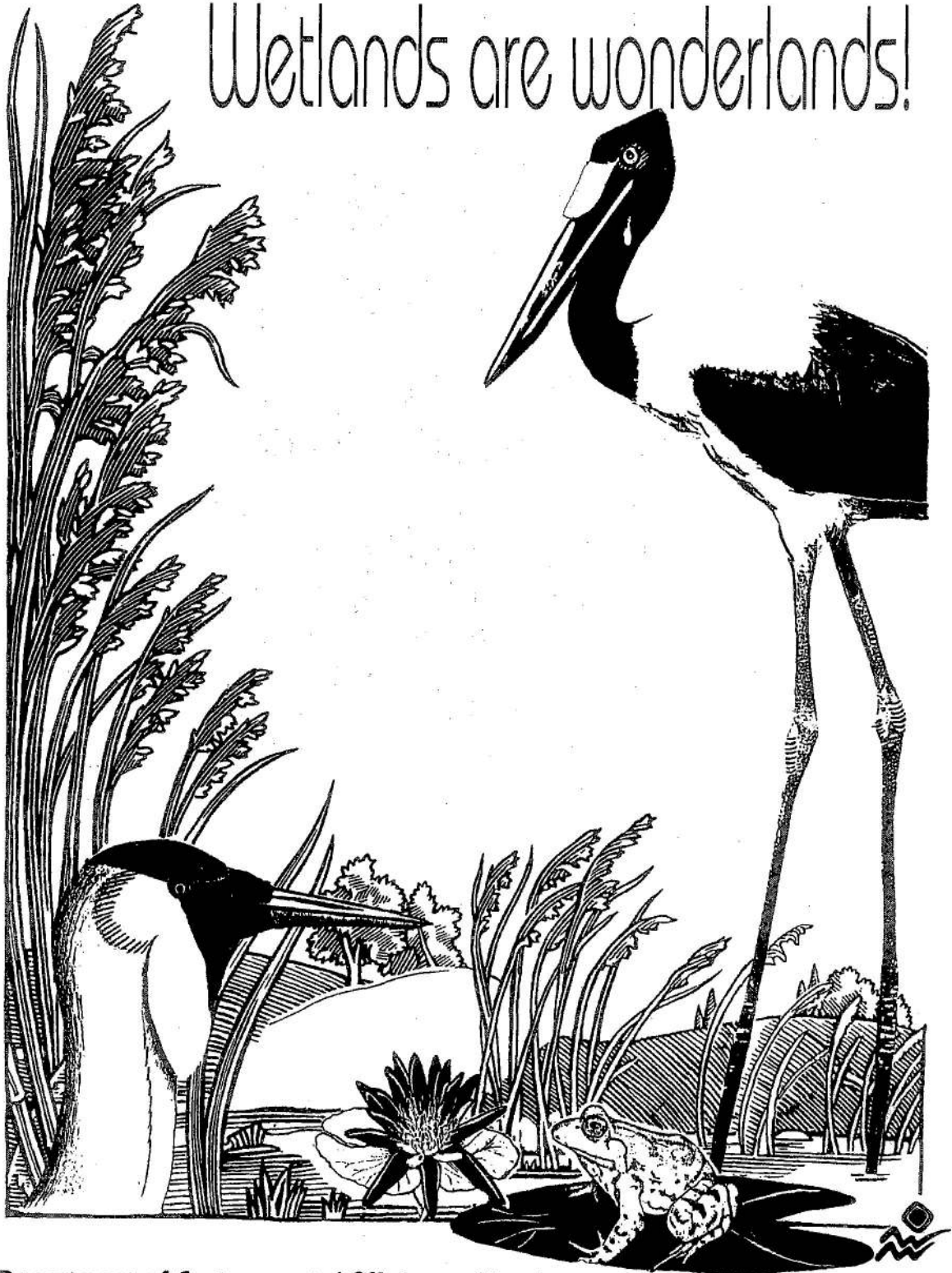
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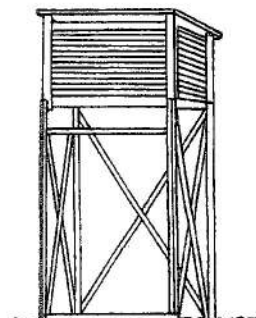
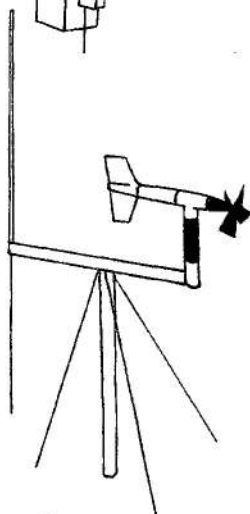
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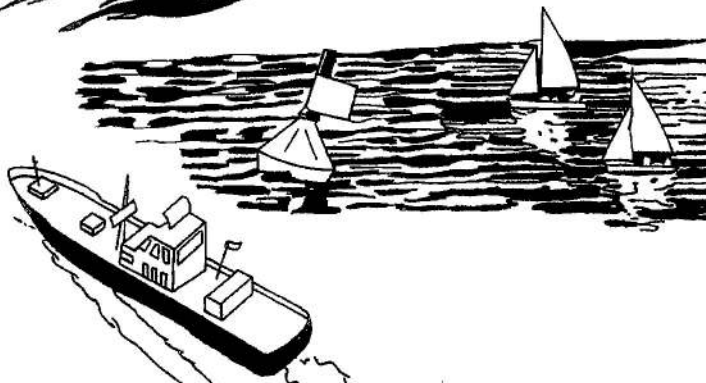
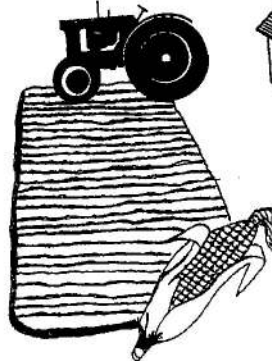
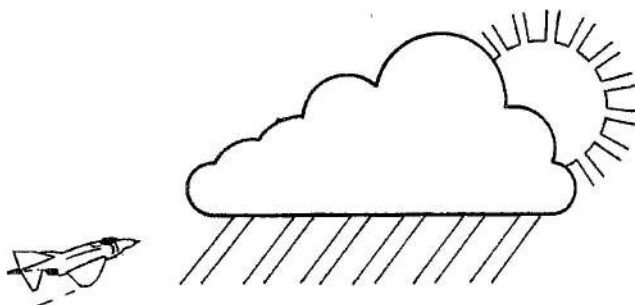


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