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Articulation Possibilities for Community Development Workers

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EXECUTIVE SUMMARY

This research report provides a discussion about articulation possibilities between the Bachelor of Community Development (BComDev) and other related qualifications offered by higher education institutions in South Africa. The need to explore articulation possibilities is significant because it forms part of broader debates related to the professionalization of Community Development (CD); the development of appropriate Recognition of Prior Learning (RPL) policy (inclusive of career advice services); understanding articulation models and barriers to articulation and the development of a qualification matrix which indicates articulation routes.

Community development is a broad and multidisciplinary field of practice that covers different theoretical/philosophical positions and practices which are rooted in the everyday realities and lived experiences of people. Together with community education and community action, it now includes many practices such as social work, youth work, local economic development, community psychology, childcare, health education, adult education and many more. In the South African context, these practices play important roles in responding to the triple challenges of poverty, inequality and unemployment. Given these challenges, the role of community development workers/practitioners in developing knowledge and reflective practices are regarded as an important vehicle to social transformation.

The provision of a variety of formal and non-formal programmes for community development workers has been a focus of government policy, programmes and strategies and these, collectively, contribute to support a relatively new and under-resourced field of practice. To date, through joint partnerships between the state, civil society and the private sector, thousands of community development workers have been trained, but formal employment for most remains precarious. Despite this, community development as a profession remains an important part of the process of deepening and widening knowledge for building CD. This research project contributes to the importance of expanding CD as a practice and suggests the need for the development of academic programmes that strengthen and enhance this multidisciplinary field. CD is regarded as imperative to an intellectual project and praxis concerned with the empowerment and active participation of communities in addressing the prevailing socio-economic problems.

In exploring articulation routes[1] for community development practitioners, this research report commences with an examination of how scholars have conceptualized CD as a multidisciplinary field. This is important because it draws attention to different understandings, philosophies and traditions of CD, which in turn, influence the thinking of curriculum developers, quality assurance authorities and policy makers about the delineation of this field/profession, as well as the conceptualization of academic programmes, qualifications and articulation routes. Moreover, these differences impact on the possibilities and potential

[1]Articulation according to SAQA, 2000 'provide[s] for learners, on successful completion of accredited prerequisites, to move between components of the delivery system'. It is 'the systematic coordination of course and/or program content *within and between* educational institutions to facilitate the continuous and efficient progress of students from grade to grade, school to school, and from school to the working world'(www.education.com).

epistemological barriers which manifest themselves during the articulation process. Scholarship in this area demonstrates the complexity of CD and its implications for building qualification progression systems.

This report includes the variety of CD programmes that currently exist at a number of public higher education institutions in South Africa. The data shows that there are a number of distinct programme offerings with specific reference to, and focus on, CD. These qualification programmes range from diploma programmes to post-graduate programmes and reflect the diversity of CD. They include programmes related to Early Childhood Development, Health Studies, Agriculture, Community Psychology, Community Economics, Social Work, Community Safety and Law and Adult and Community Education. Furthermore, a number of other academic programmes not directly related to CD are available which offer potential articulation and progression routes. As this report will show, some of the diploma and first degree programmes could potentially articulate with those currently offered at the Further Education and Training (FET) level. However, more detailed curriculum analysis would be required to confirm whether articulation is possible.

Given these broad offerings, the report uses a case study of the Nelson Mandela Metropolitan University (NMMU) to show how FET-level CD qualifications articulate with programmes at NMMU. The case study focused on five programmes in order to demonstrate articulation options based on an emerging articulation and progression policy at that university. The report, however, suggests a number of barriers that need to be addressed in order to operationalize such a policy. It suggests that universities may need to develop a number of Higher Certificates as part of the articulation process between FET (NQF level 4) certificates and university programmes. The establishment of a Curriculum Innovation Hub at NMMU provides a useful model for the development of articulation and progression routes. This model is being designed to address a range of barriers inherent in the FE-HET interface.

The report briefly considers the professionalization debate in terms of those who are for and against it, and points to similar debates in related fields such as early childhood development and in adult education, pointing to useful lessons to be learnt. One of the key considerations within the professionalization debate is the precarious nature of formal employment in a number of subfields of community development. Precarious work is now an international phenomenon as seen in the growth of temporary labour and a decline in social protection (Standing, 2011; Brown, Lauder & Ashton, 2011, Marsh, 2011). In the absence of employment opportunities, increased enrolment in CD programmes is highly unlikely unless CD is recognized and positioned as a paid and valued vocation.

The report concludes with recommendations which take into consideration the data collected as part of this research project. It suggests, amongst others, the establishment of pilot articulation units at selected universities where more concentrated work can be undertaken with a specific focus on demonstrations of articulation practices. The work of such units should draw on lessons from international experience where articulation and progression agreements between two-tier institutions are in place.

Part One: Introduction and background

This research report is based on an investigation by the Centre for Post-School Education and Training (CIPSET) into possible Higher Education - Further Education and Training (HE-FET) articulation routes for workers and students in the field of CD. The research, commissioned by SAQA, investigated ways of strengthening a broader CD intervention strategy in South Africa. A focus on CD is viewed as integral to strategies that address significant socio-economic problems, especially those affecting marginalized groups within society. Programmes for community development workers (CDWs) form part of CIPSETs research and development work on academic programmes and is also linked to its broader strategy of engagement. The NMMU is currently expanding its support for capacity building in the Post-School Education and Training (PSET) sector including Technical and Vocational Education and Training (TVET) and programmes for second chance, adult, community and workers' education through the newly enacted Community Colleges.

Researchers working on this project collaborated informally with others working on a related study commissioned by the Education, Training and Development Practices (ETDP) SETA on the Recognition of Prior Learning (RPL). This collaboration has taken the form of sharing ideas, contacts and some academic references. Unfortunately, due to the later completion date for the RPL research, its quantitative and more extensive qualitative field data could not be incorporated into this study.

This report is sequenced as follows. This part of the report provides an introduction and background to the study; the second part outlines the research design; the third part combines a review of literature with data collected; the fourth section presents a model of articulation routes in CD based on the NMMU case study; and the final section puts forward a set of recommendations.

CD is affected by two key imperatives to which government has to respond in order to address the deteriorating socio-economic conditions evident in many communities. The first is the ongoing service delivery protests that have earned South Africa the status of 'protest capital' of the world. The consequences of these developments have brought about a change in the subjective situation or consciousness amongst a significant section of the population. The second is the worsening of the objective conditions of many poor communities within a larger context of intractable and sustained weak economic growth.

Government's response, with specific reference to CD, has been the introduction of a number of different strategies such as the War-on-Poverty, the Local Economic Development Programme; the Integrated Sustainable Rural Development Programme, the Extended Public Works Programme (EPWP) and the provision and delivery of practitioner development programmes for CDWs through Sectoral Education and Training Authorities (SETAs). As stated in the Terms of Reference (ToR) for this research project, these programmes articulate with at least four aspects of CD that could improve the lives of citizens. These are: income; basic needs; social exclusion and sustainable livelihoods. The EPWP, for example, which is based on a framework adopted in 2009, responds specifically to the entrapment of youth in poverty, unemployment, low income jobs, and/or who live on the margins of society in what is referred to as 'the second economy'. The EPWP has since been expanded to the Community Work Programme (CWP) that guarantees a 100 day's work per annum for those targeted in the selected sites. Whilst government has

placed emphasis on skills development and training, the employment base provided through its strategies remains fragmented, short-term and precarious.

The key challenge as stated in the ToR for this project is to provide a CD approach that is inclusive, integrated and coherent. The debate about implementation – together with the first steps taken in structuring community development in South Africa - is also informed by the global debates about community development (Hart, 2012). Therefore approaches to CD should be carefully considered in light of intentions to professionalize CD. Even here, competing discourses can be found. Some critical thinkers, for instance, point to a number of concerns related to professionalization. Professionalization can be seen to be linked to the co-option of radical community work, the elevation of material outputs over critical outcomes, an emphasis on skills, training and managerialism obscuring ideas that provide a critical lens and limits a commitment to act in the interest of the common good (See Ledwith, 2011: 28-29). On the other hand, as CD work has increasingly become professionalized helping local people to decide, plan and act to meet their needs with the assistance of outside help, it now encompasses a much broader spectrum of practitioners including social workers, religious educators, health workers, planners, administrators and other community-based services. Hart points to the need for careful consideration of the complexities inherent in the professionalization of CD, the unique character of its context, including the necessity to incorporate considered approaches to the recognition of prior learning.

A more detailed and careful analysis of the considerable body of literature related to professionalization could yield useful insights towards developing the profession in South Africa. The debate about professionalization remains important and ongoing and one which is familiar to adult educators working across a variety of different contexts including vocational education for in trade unionists. In fact, CD work has always been regarded as part of the broader field of adult education (CD was one of the sub-fields of adult learning of NSB 05). For instance, CDWs are understood as popular educators working in informal educational contexts in communities (Ledwith 2011: 33). Over the last decade, the formalisation of CD has created the need for greater regulation, qualifications, the need for a professional legal framework as well as an organizing body that governs CD practices and CD practitioners. These developments require careful consideration, especially given the regulatory frameworks imposed by accreditation and other requirements.

The above factors are foundational to the development of qualifications for CDWs at NQF levels 4, 5 and 8. The current qualifications for CDWs may further share knowledge/subject content with other related qualifications, thus the need to explore articulation possibilities among the various qualifications including the Further and National Vocational Education and Training Certificates and the Bachelors in Community Development. Furthermore, as part of this process the establishment of an association and ultimately a formalized council needs to be explored.

Part 2: Research design

2.1 Desktop review

A qualitative research design was used including a literature review, documentary analysis of qualifications in CD and related fields, a case study based on NMMU experience of CD work and its emerging articulation possibilities for CDWs. A snowballing approach was used to collect primary data from interviewees, including experts in CD, policymakers and focus group participants working in CD. The research has also drawn on a study into RPL in Early Childhood and Community Development currently in progress.

The literature review includes an examination of debates, theories and conceptual considerations in 'community', 'development', and 'community development' in Africa and South Africa. CD as part of government's strategy in reducing unemployment through interventions such as the EPWP, its various permutations and purposes are discussed. The literature reviewed includes an examination of qualifications and programme delivery, RPL, debates related to the professionalization of CD and the establishment of a professional association or council. Additional literature sections on factors that help or hinder articulation have been reviewed.

2.2 Case study

NMMU is currently one of the institutions that endeavours to make articulation and access routes into its programmes possible. At present NMMU grants access to TVET College students to twenty-four of its academic programmes. CIPSET at NMMU established a Curriculum Innovation Hub (CIH) with a focus on student progression and transfer from TVET Colleges to NMMU programmes. The CIH uses a collaborative model of curriculum innovation which brings academic staff from both TVET Colleges and the university together to conceptualize, design and review curricula. Articulation and transfer agreements form an integral part of the work of the CIH. CD was listed as one area of work of the CIH. Therefore, a case study of the NMMU was undertaken to explore the various qualifications on offer relating to CD, their vertical and horizon articulation routes and other emerging possibilities based on practice. This case study was used to suggest a conceptual model of articulation that could serve as a mechanism to inform curriculum innovation, access and articulation.

2.3 Focus groups

CDWs work across 18 disciplines and fields in various government departments and organizations. Given the broadness of community development work, and for the purposes of this research, it was necessary to narrow down the field of focus to five areas, namely: health; local government, agriculture, forestry and fisheries; early childhood development and adult education. Partly based on convenience, partly because of necessity (the researchers are experienced adult education practitioners, and had contacts in the local government and health related NGOs), CDWs in these areas were prioritized. Primary data was collected from two of the focus areas using focus groups namely: CDWs working in social development and health in a non-government organization and local government CDWs in a local municipality. Eight CDWs and

Community Liaison Officers working in local government participated in the focus group held at Motherwell municipal offices. Eleven participants working in the area of health and social development were drawn from a community-based organization focusing on counselling, testing, care and support of HIV/Aids infected and affected persons, including orphaned and vulnerable children. The focus group discussions were guided by a questionnaire which participants filled in after the focus group discussion (**See Appendix A**).

2.4 Interviews

Interviews were conducted with five 'key informants': three working in higher education and training institutions who are all closely involved in CD. One informant is a member of the Community Development Professionalisation Steering Committee, another is involved in delivering a programme for trade unionists and CDWs from community organizations and NGOs, and the third informant is involved in the TVET and NMMU CD articulation processes. The views of the third informant were incorporated into the Case Study. Outside of the university, a fourth informant from a private provider (accredited in Community Development at Level 5) and a fifth from the Education and Training Development Practices (ETDP) SETA were consulted (See Appendix B for list of Interviewees). Three interviews with key informants were conducted telephonically and two face-to-face. An interview schedule was designed and used to gather qualitative data that explains: (a) institutional policies related to articulation; (b) institutional interests, possibilities and barriers to programme[2] offerings and articulation; and (c) barriers and deterrents to access to HEIs for students (especially those who have completed US-based qualifications offered by the ETDP SETA).

2.5 Limitations and constraints

CD is a multidisciplinary field. In order to develop articulation routes and pathways requires, amongst others, detailed, careful and systematic review and analysis of institutional curricula, access and admission requirements and knowledge about institutional barriers. This requires access to actual curricula beyond that which is merely recorded in institutional course outlines, prospectuses and websites, combined with detailed engagements with academic staff at both institutions. Curricula analysis and mapping requires a longer term study and appropriate resources. Such analysis was, unfortunately, not possible in the absence of the relevant data, the timeframes for the project and resources allocated for it. The main consequence of this has been that detailed data for systematic review was limited and the anticipated field data identified during the proposal writing phase could not be obtained. The research approach and methods had to be adjusted to these circumstances which included, for instance, the fact that two focus group meetings were postponed due to strikes. Of the five institutions identified as being involved in articulation - spanning five provinces, information from only three, based in two provinces, was gathered. Therefore, the main limitations of this research were twofold: (a) a lack of detailed data to conduct curriculum mapping; and

[2]Programmes offerings are specific courses or modules that form part of a programme in e.g. Animal Husbandry that may consist of specific courses in sheep management or poultry production etc.

(b) the lack of more representative field data from both key informants and focus groups. In order to strengthen the data, the researchers have drawn aspects of relevance to articulation and RPL in particular, from the RPL study and from the literature review.

Part 3 - Literature review and data

The literature review consists of eleven sections. The first explores the meaning of 'community' and 'development'. The second discusses conceptual considerations in 'community development'; the third, its history in South Africa and Africa; the fourth looks at CD in the current South African context; the fifth considers the link between community development and unemployment; the sixth reviews 'community development' qualifications; the seventh, possibilities for articulation, the eight with help and hindrances affecting it; section nine focuses on Recognition of Prior Learning and section ten and eleven deal with the debates related to professionalization and the establishment of a professional body respectively.

3.1 The meaning of 'community' and 'development'

A number of scholars (De Beer & Swanepoel, 1998; Tett, 2010; Ledwith, 2011; Purcell, 2005) show that there is no universally accepted definition of 'community'. The DHET (2012) argues that despite the difficulty with different meanings, it "remains an idea that is important because it describes something essential and irreducible about the everyday reality of peoples' lives and the spaces where those lives are lived." DHET (2012) divides its definition into three main areas as set out by Tett (2010): firstly, 'community' as place of locality — a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage. Secondly, 'community' as interest — a social, religious, occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists, such as, (usually preceded by 'the') the business 'community'; the 'community' of scholars, the gay 'community', etc. Thirdly, 'community' as function referring to groups with the same profession, such as teachers; or the same role, such as 'community' representatives, or those who have common interests such as football, which leads them to acquire a common sense of identity through the actions that they engage in together (Tett, 2010: 11).

Maistry, 2011 describes 'community' as a group of people who identify with one another and have a common need and often reside in the same geographic locality. She views 'community' as a particular type of social system distinguished by characteristics such as: a sense and recognition of the relationships and areas of common concerns with other members; the system has longevity, continuity and is expected to persist; its operations depend on voluntary cooperation with a minimal use (or threat) of sanctions or coercion; it is multifunctional; the system is expected to produce many things and to be attuned to many dimensions of interactions; and so on. 'Community' is the most basic building block outside the private sphere of the family from which to plan, produce and distribute to meet society's needs. It seems clear therefore, depending on the type of development paradigm, that planning for production and distribution to

meet society or community needs is based on either market-based approaches or democratic planning and decision-making or a combination of both.

With regard to 'development', Maistry explains it as a concept that could be associated with improvement but suggests that there are no objective measures of what constitutes improvement. She argues that that which constitutes 'development' is a judgment that can only be made by people according to their own values, aspirations and expectations. Bellu, 2011 on the other hand, defines 'development' as an "event constituting a new stage in a changing situation or the process of change *per se"*. He argues that if it is not qualified, 'development' is implicitly intended as something positive or desirable. Thus, when referring to a society or to a socio-economic system 'development' usually means improvement, either in the general situation of the system, or in some of its constituent elements. In his view, 'development' may occur due to some deliberate action carried out by single agents or by some authority pre-ordered to achieve improvement to favourable circumstances, in both these cases (Bellu, 2011:2).

Given this broad definition, "...development is a multi-dimensional concept in its nature, because any improvement of complex systems, as indeed actual socio-economic systems are, can occur in different parts or ways, at different speeds and driven by different forces. Additionally, the development of one part of the system may be detrimental to the development of other parts, giving rise to conflicting objectives (trade-offs) and conflicts. Consequently, measuring development, i.e. determining whether and to what extent a system is developing, is an intrinsically multidimensional exercise" (Bellu, 2011:2).

The 'development' paradigm adopted through the Reconstruction and Development Programme (RDP) at the dawn of South Africa's democracy, prioritized redistribution through growth as one variety of the market-based or capitalist system. Prioritizing growth of the economy at the expense of redistribution also known as the 'trickle down' theory was the mantra of the Washing Consensus that, within two years of experimenting with the RDP, was adopted by the new South African government in the form of the Growth Employment and Redistribution Programme (GEAR) economic policy. This policy promoted measures such as privatizing public utilities, lowering taxes for big business, lowering trade tariffs, reducing public expenditure and commodifying public goods including education amongst others (Bond, 2000). The National Development Plan, the latest strategy to guide South Africa's 'development', has been argued by Cosatu and Numsa in particular as the continuation of the neoliberal GEAR economic policy. As Allais, (Allais, 2014:xxii) comments that while neoliberalism as a theory of economic growth has lost plausibility since the economic crisis of 2008, it seems to remain influential as an ideology that dominates most areas of social policy including education.

Although measuring a country's level of 'development' may be complex and multi-dimensional as Bellu has explained, there are many 'objective' measures such as those used by economists, governments, international financial and development agencies e.g. the World Bank, International Monetary Fund and the United Nations etc. to assess a country's level of improvement or development. The most widely used is the Gross Domestic Product and other lesser known indices such as the Gini Coefficient and the human development index, based on calculating a number of other measures viz. infant mortality rates, life expectancy, school enrolment rates, literacy rates, employment absorption rates, electrification, internet penetration, freedom of expression and other rights that measure the level of 'development' against the past or comparable countries, etc. Although the concepts 'community' and 'development' have been discussed

separately, they are in reality inseparable from each other and form the concept of 'community development' which we now deal with.

3.2 The meaning of 'Community Development'

Maistry (2011) observes that the origin of 'community development' lies in the origin of humankind and collective activity. This is a similar view to that of Polyani (Polyani, 1944) who argued that individual interest was not a dominant trait of humanity or the basis of organizing society for most of human history. One perspective concerning 'community development' relates to the differences about how society should be organized. These differences are today expressed in the debates about market-based, state led and other approaches to 'community development'. The market-led approach (or the 'neoliberal social imaginary' according to Rizvi & Lingard, 2010) has been severely criticized. It is now associated with widening economic and social divisions; accelerating poverty and human misery; deepened inequality, marginalization, social exclusion and violence (Mayo, 2005:19). For 'community development' theorists whose approaches are regarded as 'progressive', market-led approaches to development are largely ineffective and unable to meet the basic needs of communities, especially those in greatest need. People-centred development is contrasted with market-led approaches and emphasizes social justice and inclusive participatory citizenship development. This approach favours 'community development' that privileges meeting basic human needs - including needs for shelter, health, education - on the basis of environmentally sound, sustainable livelihoods. Its philosophical orientation and practices in 'community development' include traditional, ameliorative and radical approaches. Community development is therefore a contested occupation that sits at the interface of reactionary practice and revolutionary practice (Ledwith, 2011:14).

For Hudson (2004), defining the concept of 'community development', its role and relationship to a complex and changing society is a difficult task. She challenges the notion that 'community development' is a concept identifiable with core social justice values and therefore argues that it is necessarily an ambiguous term that can be used within a variety of ideological frames for a broad range of purposes. Moreover, she believes that CD in every situation shapes and is shaped by various influences, or variables found to be particular to the situation. Hudson (2004) argues that there are 'multi-variant' worldviews, philosophies containing social justice values and principles, ideas about economic development, community consultation strategies, methods of programmes and other work based practices and so on, located within definitions of CD. Despite these varieties, she notes that there are core principles and recognizable traits suggested by CD advocates useful in identifying CD as a practice. She cites Twelvetree (1991:1) who describes CD as "the process of assisting ordinary people to improve their own communities by undertaking collective action." And refers to Gilchrist (2003:16) who maintains that "at its most basic, 'community development' is about the development of 'community'—the capacity of local populations to respond collectively to events and issues that affect them."

Hudson comments that core ideas about 'community development' reflect a changing political discourse reflecting the changing political economy of the post-war boom during which the welfare states of Europe and North America came into existence and the period following that when they began to be dismantled. Hudson cites authors (Meekosha & Mowbray, 1990:339) who elaborate how during the 1980s 'community development' was presented increasingly as the organizing of services and the encouragement of consumer participation in the administration of services. She (2004:254) explains how widespread unemployment in

the early 1990s led to the introduction of social programmes based on market-based approaches and argues that "combined with the 'post-Fordist' shift which brought about an emphasis on flexibility, strategic choice, niche markets, multi-skilling and enterprise bargaining" (Harris, 1999, p42), these "changes in social and economic priorities have moved 'community development' away from equity, justice and social redistribution and towards self-help and citizen responsibility" (Hudson, 2004:254). Hudson proposes that in the context of community services, this has often meant changes from a welfare model to a more corporate and competitive one, turning the emphasis to administrative rather than social imperatives. She also points out that this has led to a climate in which services and programmes compete more intensely against other programmes through an expanded grants and funding programme.

In her analysis, Hudson also refers to the work of Salvaris (2002) who notes a significant movement towards indicators and benchmarks in community-based projects to measure social improvement. She further cites two scholars (Gilchrist, 2003 and Cox, 1995) who observe that national and international attention has focused on ideas about building 'social capital' and how these are increasingly linked to 'community development' particularly in relation to how it has become an outcome of community practice. Similarly, continues Hudson, the notion of capacity building to increase the ability of community to respond to its own needs, links firmly to the 'community development' idea of local resourcing and community participation. "Alongside, sit policies of mutual obligation reinforcing the language of individual responsibility and citizenship. In brief, the acceleration of neoliberal principles, the ascendancy of global capital, the entrenchment of high long-term unemployment …tend to place additional burdens on community development workers and alters the context for the practice of community development" (2004:254). She (ibid:263) acknowledges that academic literature may be right in contending that 'community development' has "a core and recognisable form,...but that it is the ambiguous use of the term coupled with equally ambiguous terms like 'social justice', 'leadership' and 'empowerment' that allows it to be co-opted for a multitude of purposes." She argues therefore that it is this kind of ambiguity that can serve to load CD discourse with particular ideological purposes.
One of the ways in which CD is used in such ambiguous ways is described by Boesten et al (2011:42), who argue that the deployment of low-paid or voluntary community-based workers in service delivery projects is a widespread strategy to increase services in communities in under-serviced areas. "Such strategies reside within a contemporary neoliberal logic which seeks to keep state spending on social services low through decentralisation and privatisation", they argue. These authors also suggest that there is a persistent belief amongst international donor agencies that participation of the poor is effective not only for service delivery but also for inclusion, ownership and sustainability. However, these authors claim that there is very little evidence that CD necessarily increases access to services to the poorest. They conclude that the use of CDWs is under-theorized and based largely on untested assumptions about community participation and responsibility. However, the authors recognize that community-based services that engage the poor are vital. They express concern about patchy and ineffective 'service delivery on the cheap' and argue in favour of more sustainable and effective systems.

In her study of outcomes-based qualifications frameworks, Allais (Allais, 2014) describes how this neoliberal logic is extended to the education sphere through mechanisms of regulating and contracting the provision of education. She argues that:

> outcomes based qualification frameworks are premised on the idea that any 'bit' of knowledge can be selected, as long as it leads to the outcomes or competences required by employers, This resonates with much educational thinking, which argues that the selections of curriculum knowledge should primarily be driven by the interests of learners. Knowledge is viewed as information or facts - something that can be broken into bits which can be selected and combined at will. This implicitly rejects or ignores the conceptual relations with and between bodies of knowledge… (Allais, 2014: xx)

Therefore, as Ledwith (2011:34) suggests, practitioners need to understand community as a complex system of interrelationships woven across social difference, diverse histories and cultures, and determined in the present by social and political trends. She further argues that practitioners need to have an incisive analysis of the changing and wider political context and the historical issues that shape the present. Therefore, the type of development model in the broader political economy is also decisive in prioritizing what kind of subject matter or content knowledge should be encouraged in CD education programmes and what articulation routes should be configured and promoted.

The above factors also have to be borne in mind in deciding a development model at the level of the community. For example, should CDWs working in the Expanded Public Works Programme or the Community Work Programme be encouraged to professionalize? If so, what disciplines should be prioritized? Should it be in social development or public infrastructure related fields, like for engineers or social workers or both? Secondly, what policies and plans are in place to absorb these newly-qualified professionals into the profession? Alternatively, should professionalization be limited to certain categories of CDWs such as those already in permanent government employ? How then will possible articulation routes, RPL and the role of professional associations contribute to such developments? Lastly, but critically important, what consideration is there for the thousands of CDWs who work outside the formal professional context of CD? Before any of these questions related to policy and practice can be answered there must be clarity on the conceptual issues. Otherwise, practice is eclectic and under-theorized. In the following section, the wider historical issues that have shaped CD in Africa and South Africa are discussed to bring this understanding to bear on the role of 'community development workers' and their professionalization.

To draw on Allais' approach, CD practitioners should understand their field from an understanding of political economy, as well as from the point-of-view of their subject specialization such as health, agriculture, local government and, for education practitioners especially, the sociology of education.

3.3 History of community development in Africa and South Africa

According to Maistry (2011), the early history of CD was influenced by the policies and practices of colonialists and missionaries who viewed education and the conversion to Christianity as the main development intervention. Maistry traces the official usage of the word 'community development' to an International Missionary Council meeting in 1928 in Jerusalem. She explains that until then CD was referred to by different labels such as 'community consciousness', 'rural betterment' and 'rural reconstruction'. She further describes how, after the independence of countries constituting the British

Indian Empire in the late 1940s, their attention shifted to Africa where CD became a definite feature of their African policy.

The British viewed CD as a function of social development and adopted it in 1948 as an approach to local administration in Africa. Maistry describes how colonial officials adapted their policy to the local context by focusing on the extended African family in their 'civilising' mission of replacing indigenous practices with Western ones. She explains how community practice in rural areas focused on literacy, numeracy, primary healthcare and credit unions in contrast to social work's attention on specific social problems such as caring for orphans, 'juvenile delinquents' and the prevention of sex work in the growing towns and cities. Maistry further outlines how in 1948 the British government began to differentiate more formally between CD and social welfare which was put into effect through the establishment of community centres and halls in towns and villages, accompanied by the training of staff in short courses on CD. She refers to debates about the difference between 'community development' in colonial regimes and those of independence governments where the latter's approaches were argued to have been based on notions of self-help, ownership and participatory democracy, whereas that of the colonial regimes was of social welfare.

Under apartheid, these differences in approach could be distinguished by means of a continuum, with those on one end of the spectrum working with the state and on the other end, those working outside of, or against the state. The CD approach of the state was influenced by the need to provide immediate food relief, income generation and job creation for poor community members and households. According to Maistry however, for the most part, social services were negligible under apartheid. She points out that although social work officially emerged in the 1930s as the profession of social welfare, it was only in 1984 that the Population Development Programme was launched with the task of stimulating what the state considered to be 'community development' activities at the local level and improving the quality of life of the people. In other words, outside of what remained of the 'civilising' mission of its colonial predecessors, the apartheid state was not overly concerned with 'community development' for the majority of its citizens outside of the mainly curative and punitive measures offered through social work services.

Outside the state, CD initiated by black people took on a variety of forms in efforts to address the challenges they confronted after being dispossessed of the land to become part of the new proletariat after the discovery of gold and diamonds on the Witwatersrand and in Kimberley respectively. Burial societies were established to help fellow members with the increased costs of burial far away from their ancestral homes. These 'societies' later played a much wider role in serving as savings and loans facilities but also more generally as a way of becoming part of a community for new entrants to the rising towns and cities. The most organized forms of CD came through literacy programmes offered by missionaries. Halls near worker compounds in the diamond fields and the Witwatersrand gold mines were used to provide literacy to workers, often taught by their fellow workers with support from missionaries. Mission schools became a major site of schooling for blacks in South Africa, but their impact was on a small minority of the traditional and emerging black elite. Those who acquired secondary education entered Lovedale College in the Eastern Cape where a number of liberation struggle leaders were educated (Prinsloo, 1999).

In contrast to the mission schools, the night school movement of the 1920s, although much smaller in its reach, adopted a more consciously oppositional approach to the regime (Bird, 1984; Prinsloo, 1999). Initiated by the Communist Party of South Africa, the night schools provided a hot bed of political debate and discussion in study circles about how to overcome oppression and exploitation while they

simultaneously served to help workers become literate. Such night schools included the Mayibuye Night School Movement started by a group of students from the University of the Witwatersrand in the 1940s (Bird, 1984; Prinsloo, 1999). This movement, however, followed traditional schooling approaches to literacy and was incorporated into the formal system with the passing of the Bantu Education Act of 1953.

After the banning, imprisonment, exile of leaders and of political organizations from the 1950s, community development efforts began to emerge much more confidently, especially after the 1973 Durban strikes. A number of organizations were formed to support workers during this period, such as those initiated by a few white students in the National Union of Students, members of the young and rising black consciousness movement inspired by, among others, the civil rights movement and the struggles of the black workers themselves. These organizations were all precursors to the re-emergence of the union movement that later gave birth to the Congress of South African Trade Unions and the National Congress of Trade Unions in the mid-1980s. The unions established during this time did not differentiate between the struggles of the workplace and those of the community. Community development and building union organization became part of the mass democratic movement. Always part of this link to CD was adult education or more specifically, adult literacy.

There is some consensus about the nature of the development challenges that confront South Africa today, namely, unemployment, inequality and poverty. Government's response to these has been to implement, among others, the Community Work Programme as a short-term poverty alleviation measure. In our view, for these measures to yield results, a longer term development plan is needed that is fundamentally based on redistributive policies rather than mainly, as the present NDP states "to increase investment in social and economic infrastructure to lower costs, raise productivity and bring more people into the mainstream economy". It is with this understanding that we now consider how CD has been approached in South Africa post-apartheid to identify the gaps that need to be addressed in conceptualizing a model of CD and of its professionalization that respond to the challenges discussed.

3.4 Community development in the current South African context

The CD approach post-apartheid bears little resemblance to that which came into existence at the height of the struggle against apartheid. The democratic government's 'welfarist' approach to CD was institutionalized through the passing of the White Paper on Social Welfare Services in 1997. Its vision was to promote a welfare system which facilitates the development of human capacity and self-reliance within a caring and enabling socio-economic environment. Luka (2011) describes internal and external challenges faced by CD because of the cross-cutting nature of a range of policies and programmes that are not coherent and integrated, lacking an overall policy to guide its impact on service delivery. She identifies inadequate and non-standardised training, a lack of a consistent rounded definition of CD, its scope of practice and standards to ensure an understanding of CD values by practitioners reflected in their work as challenges. She describes how various government policies such as RDP, GEAR, EPWP and others have guided CD and lists four perspectives that have influenced state intervention: *income,* founded on the notion of improving income; *basic needs*, concerned with addressing access to basic services such as clean water, sanitation, shelter, health and education; *social exclusion*, which seeks to reduce deprivation, vulnerability and inequality which continue to plague this country and its citizens and reduce inequality and finally, the

sustainable livelihoods perspective which stresses the requirement for ordinary people and communities to be assisted, through the construction and strengthening of an appropriate "asset base" that enables them to pro-actively identify, define and practice particular strategies for coping with their conditions of poverty, vulnerability and hardships. She argues that many of these state initiatives did not succeed because they reinforced dependency on state support and eroded the self-help attitude that existed in communities.

The approach to CD in South Africa appears to combine a welfare model of delivering services with corporate methods of tendering work for the provision of those services. The Handbook on Community Development Workers (DPSA, et al. 2003) acknowledges that the best solution to a problem comes from the communities that experience challenges. According to this conceptualization "community development emphasizes people's participation, fosters self-reliance and `bottom-up` problem solving. This approach is based on the principle that, through raising awareness, individuals within a community will become motivated to take control and solve their own problems…Once motivated, individuals can develop skills so that they are able to build a collective community response to an issue" (DPSA, et al. 2003). However, many community-based organizations and NGOs that experimented with such approaches were forced into oblivion by the funding crisis and the increasing levels of 'professionalization' of development including through the imposition of standards imposed by the demands of accreditation. Those that survived were compelled by the same pressures into conforming to more market-based approaches including by referring to people with whom they work as their 'clients.'

The Handbook further states that while progress has been widely acknowledged, government is aware of the challenges facing local government regarding the slow delivery of services, particularly in rural areas. This is attributed to a number of factors, some of which relate to a lack of skills at local government level, their lack of integration and co-ordination inadequate information dissemination about government services for the poor and the lack of a voice for the poor in-between elections (DPSA, et al. 2003). At local government level, service delivery protests continue unabated and have significantly increased since 2009. During the economic crisis of 2007/8 over a million jobs were lost. The most recent figures for unemployment based on its narrow definition is 24% (StatsSA) yet over 40% of black households have no direct income from wages and salaries and the poorest 20% of the population receive over half their income in the form of social grants (Calland, 2013). There were over 16 million recipients in 2014 (www.treasury.gov.za). CD, therefore, cannot be considered in isolation from these larger macro-economic problems confronting society nor can it simply adopt remedial/welfarist approaches to structural problems that require a fundamental transformation in the way in which society is organized.

Reducing high levels of unemployment through transforming the work carried out by CDW/Ps has become the focus of government interventions. Increasing the number and quality of jobs, it is suggested, will increase the volume of uptake of CD education programmes and be an incentive to post-school education and training institutions (PSETI) and especially HEIs to support RPL and develop articulation routes that will assist in the professionalization of the CD sector. More importantly, initiatives to expand employment linked to education can also play a significant role in transforming HEIs into entities that work much more closely with the communities through the ties established with PSETIs that are often located in communities.

3.5 Unemployment and community development

Despite GDP growth of between 3%-6% between 2000 and 2006 and the modest gains in employment during that time, both of these were reversed after the 2007/8 world recession when the rate of GDP growth dropped to -1%. (StatsSA). Economic recovery, especially after 2010 has not been able to achieve levels above 5% in GDP growth - a benchmark referred to in some policy documents. Although statistics show no direct correlation between GDP and employment growth -- jobless growth was a feature of the mid 2000 levels of growth -- negative growth in GDP does have a negative impact on employment growth as was seen in 2008/9 when over 1 million jobs were lost[3]. Although social grants have reduced absolute poverty, inequality remains high. A key solution to this problem, most economists would argue, is to reduce unemployment. However, as has been seen in many countries there is a growing phenomenon of the 'working poor' (Standing, 2011). This situation is exacerbated in South Africa where, despite an increase in household and per capita income across all 'races' since 1994, there has also been an increase in formal and informal unemployment rates (Calland, 2013). South Africa's unemployment rate is high for both youth and adults. The unemployment rate among young people aged 15-34 at 35,8% in 2012 suggests that one in every three young people was unemployed. Young people account for 70,9% of the economically active population of South Africa (StatsSA, 2012). Du Toit (2005) recalls the 2003 goal of government to halve unemployment by 2014, which at the time was 28,5% (based on the narrow definition of unemployment). A reduction in the unemployment rate to 14.3% required the creation of 450 000 new jobs every year, whilst the annual job creation rate between 1996 and 2002 was only 120 000 jobs. Du Toit (2005) comments that it has become necessary to explore less orthodox channels for employment creation because of a tendency towards capital intensity and, therefore, for fewer people to be employed in the private sector. She argues that government is well placed to achieve its objective because it has at its disposal a key policy tool which influences the nature of employment creation in certain industries: the direction and procurement of a range of goods and services (Du Toit, 2005:258). Drawing upon international evidence of public works programmes and employment, she suggests that the extent to which public works projects improve the standard of living of the disadvantaged sectors of the population depends on many complex and varied factors arising from the objective design and implementation of projects. In South Africa she describes how public works programmes implemented between 1980 and 1994 and since have failed to create jobs and alleviate poverty because these programmes were hindered by unsystematic and uncoordinated programme design and implementation. She cites McCutcheon (2001) who found that assets in the form of infrastructure constructed were not cost-effective, were of doubtful value, poorly maintained and often the end results have disappeared.

Further reasons named by Du Toit (2005:660) for the failure of these programmes was that national, provincial and local institutional capacity building was limited; internal planning, data collection, monitoring and control and independent evaluations were severely lacking; much of the expenditure failed to reach the main target group, the poor; individual skills were not improved; and training given was not appropriate and focused. One of the main reasons isolated for these failures was the distinct lack of institutional and management capacity to design and implement them effectively. "In the public sector and within communities, the specific key institutional constraints identified include the lack of project management; lack of norms for processes or procedures; inconsistencies between projects (wages, terms of

[3]http://www.bdlive.co.za/national/labour/2014/03/03/president-promises-more-jobs-for-south-africas-youth

employment etc.); duplication of effort by different line ministries; lack of efficiencies of scale; lack of social development expertise; limited community participation; and the lack of credible integrated development plans to guide asset selection. While this analysis does provide insights for what needs improvement in management, education and training of practitioners and development workers, it does not, it should be noted, deal with the more fundamental debate about policy choice relating to marketization and privatization that are at the heart of these issues.

Subsequent plans of EPWP appear to have taken account of some of these institutional weaknesses. It is therefore possible, as suggested by Du Toit (2005), that such programmes, which in the past focused primarily on the infrastructure development sector, can be an important channel for job creation because of its employment creating potential and because government has an important influence on expansion and contraction of the economy. Given the variety of problems characterizing the South African situation in which there is a "dramatic social and economic dislocation, weak community care for children, the aged, the disabled and HIV/Aids sufferers and a dearth of basic services in, among others, waste collecting, education, health and welfare" (Du Toit, 2005:662), she argues for further state intervention by noting that the highest employment multiplier of any industry has been social and personal services, where 47 jobs are generated for every R1 million invested as opposed to nine to 12 jobs in infrastructure. Moreover, she points out that the demand for social services greatly exceeds their provision. This is largely because households cannot afford to pay for them, and state subsidies are inadequate to meet unrealized demand. Hence the continued critical role of NGOs and CBOs despite the huge decline in funding that has bedevilled the sector since the late 1990s.

Du Toit (2005) therefore recommends an expansion of social development services which would not only generate employment services but would begin to bridge the gap between the first and second economy. She acknowledges that considerable work and effort is required to design and develop EPWP social sector plans if the training opportunities are to translate into employment opportunities. She notes that large budgets and concomitant programmes had already been apportioned to infrastructure programmes that, if taken to scale, will require substantial investigation into programme design given the huge unmet demand for these services.

In 2003, and partly in response to these problems, the South African cabinet endorsed the establishment of "a cadre of multi-skilled Community Development Workers at local level to focus on the wide range of issues confronting communities in general and the poor in particular" (DPSA et al. 2003:13). The cabinet agreed to a massive EPWP as a key component of a comprehensive employment strategy together with "a range of supply side interventions which focus primarily on training through SETA based training programmes. The EPWP was launched the following year as a nationwide programme covering all spheres of government and state-owned enterprises. The Programme was believed to provide an important avenue for labour absorption and income transfers to poor households in the short to medium-term.

The largest programme related to job creation is the labour intensive construction sector of the EPWP which aims to create 6 million work opportunities in the third phase of implementation from 2014 to 2019 (Lolwana, 2014). According to Lolwana, this programme is mainly about construction projects that target rehabilitating local infrastructure in rural and urban areas and links with environmental cleanliness projects through which many people are employed to clean up city centres and other public spaces. It also supports

projects such as the repairing of school infrastructure and facilities in schools and has a target of 80% participants to be drawn from unemployed youth as beneficiaries. Lolwana elaborates on a higher level Presidential Infrastructure Co-ordination Committee (PICC) which has set up 18 Strategic Integrated Projects (SIPS) focused on unlocking the potential of the South African economy that has been lagging, despite what is perceived to be the potential to create jobs and grow the economy. These range from minerals and extraction, water and sanitation, energy, information communication technologies and other such areas considered to be constraints to growth in the South African economy (Lolwana, 2014).

On its website, the EPWP[4] is described as a deliberate attempt by public sector bodies to use expenditure on goods and services to create work opportunities for the unemployed. It further states that the EPWP employs workers on a temporary or ongoing basis either by government, contractors, or by other non-governmental organisations under the Ministerial Conditions of Employment for the EPWP or learnership employment conditions. The programme is meant to create work opportunities in four sectors: Infrastructure, Non-State, Environment & Culture and Social Development, through:

- increasing the labour intensity of government-funded infrastructure projects under the Infrastructure sector.
- creating work opportunities through the Non-Profit Organisation Programme (NPO) and Community Work Programme (CWP) under the Non-State sector,
- creating work opportunities in public environment and culture programmes under the Environment and Culture sector.
- increasing job opportunities from 130 000 to 144 056 during the year of inception (Luka, 2005). By 2005, the Departments of Social Development, Education and Housing worked together to align the social sector plan to new targets which aimed to create 167 073 new work opportunities in Home Community Based Care (HCBC) and Community Health Work (CHW) of which 24 000 will be long term CHW posts.
- creating an additional 106 000 ECD work opportunities of which 48 000 would be long term (Luka, 2005).

While it is not clear whether the employment figures presented by government on its website are permanent jobs or work opportunities such as in the EPWP programmes, it does say that South Africa's labour market has recovered from the 2008 global economic downturn through the implementation of targeted interventions to support the economy. It reports that in 2013 employment climbed by 653 000 or 4,5%. According to government estimates, employment now totals 15,2 million, the highest level ever, representing an increase of nearly 1.3 million since 2009. However, this does not automatically translate into higher labour participation rates in the economy since new entrants into the labour market must also be taken into account.

There are a number of limitations to the EPWP. Although its guidelines state that a 'work opportunity' is 100 days, it is counted as such if someone is employed for as little as a week. Moreover, if the same worker leaves their scheme for a week and returns for another week's work a month later then two 'work

[4] EPWP: www.epwp.gov.za

opportunities' are counted. Furthermore, a worker can only be employed for two years over a five year period. Of even greater concern is that the strategy is not even succeeding as a poverty relief measure considering that in 2012 only 10% of the EPWP's R77.5 billon budget reached workers in wages (See McCutcheon & Parker, 2009). Notwithstanding work opportunities (largely precarious) counted as employment, government's target to reduce unemployment to 14.3% remains far off.

The CWP and the EPWP provide opportunities to put into practice the ideas discussed by Du Toit and to use such programmes as a channel for job creation. Given, as she suggests, the multiplier effect of jobs in the social development services and the thousands of CDWs working in government and NGOs there appears to exist a ready 'market' to transform this work into 'decent jobs' through professionalization. A systematic and coherent programme of education and training, assisted by clear routes of articulation and an appropriate model of RPL, may contribute to such processes if articulation is conceptualized in ways that accommodate this multidisciplinary and diverse sector. For example, if professionalization of various disciplines associated with CD in communities is chosen as a model, this could be facilitated by the qualifications that exist through the QCTO processes. In this model, CD would exist as a compulsory core module/subject in all the different occupations and professions. But as key informant (1)[5] observed, the question of how the compulsory core module/subject would progress at the different levels of the occupations and professions would have to be explored.

We need to heed Allais' (Allais, 2014:235) warning that the goals claimed for education in much policy rhetoric today are misguided and unrealistic, and reflect a lack of willingness to tackle structural economic and political problems. She argues that many of the reform attempts in such policies focus on the relationship between education systems and markets by changing aspects of education such as the curriculum and assessment without contemplating what needs to change in the labour market and the economy (ibid:xix). Therefore an approach to CD that embraces the ideas discussed above will necessarily take into account not only the form of the qualifications and their articulation, but also the conceptualisation of the CD qualification itself.

3.6 Community development qualifications and programmes

CDWs work with and assist communities by collaborating with all government departments responsible for the implementation of a variety of projects and programmes at local level. This includes, but is not limited to, Public Works (EPWP); Transport (road infrastructure programmes); Social Development (poverty alleviation programmes); Provincial and Local Government (LED programmes); Department of Agriculture, Forestry and Fisheries; Department of Rural and Land Affairs (agricultural and land reform programmes); Housing (provision of housing and subsidies); Health (primary health care facilities, community health workers and HIV and AIDS programmes); Water Affairs and the Environment; and Trade and Industry (SMME support programmes).What all these programmes have in common is an orientation to work with communities. It is this common element that we use as a basis for exploring the possible articulation routes based on existing qualifications and those that may come into existence through the processes such as the Quality Council for Trades and Occupations (QCTOs).

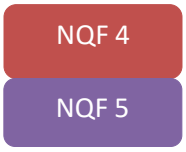
[5]Key informant 1 refers to an, ETDP SETA representative

3.6.1 Certificate and Diploma programmes

The diagram below provides an overview of the variety of FETCs, National Certificates and Higher Certificates that are registered on the NQF. A number (more than fifty) of NQF level 4 & 5 qualifications related to CD with specializations are provided by organizations registered with SETAs such as the ETDP SETA, HWSETA, and LGSETA. The diagram clusters the programmatic areas which these qualifications address. Most of the qualifications are offered at NQF level 4 with a few (national and higher certificates) at NQF level 5. The specializations within these qualifications reflect the broad spectra of issues that CD as a field attempts to address.

With the establishment of the QCTO and a focus on occupational qualifications, these programmes, at both NQF level 4 & 5, will be replaced by QCTO qualifications at NQF level 4 & 5 for Community Development Practitioners. The newly proposed qualifications for Community Development Practitioners thus replace all previously registered qualifications on the NQF. The new qualifications accommodate a broad collection of themes as reflected in Diagram 1.

This research project proposes a few considerations related to the newly proposed qualifications with specific reference to articulation. The considerations are drawn from the data collected by the researchers.



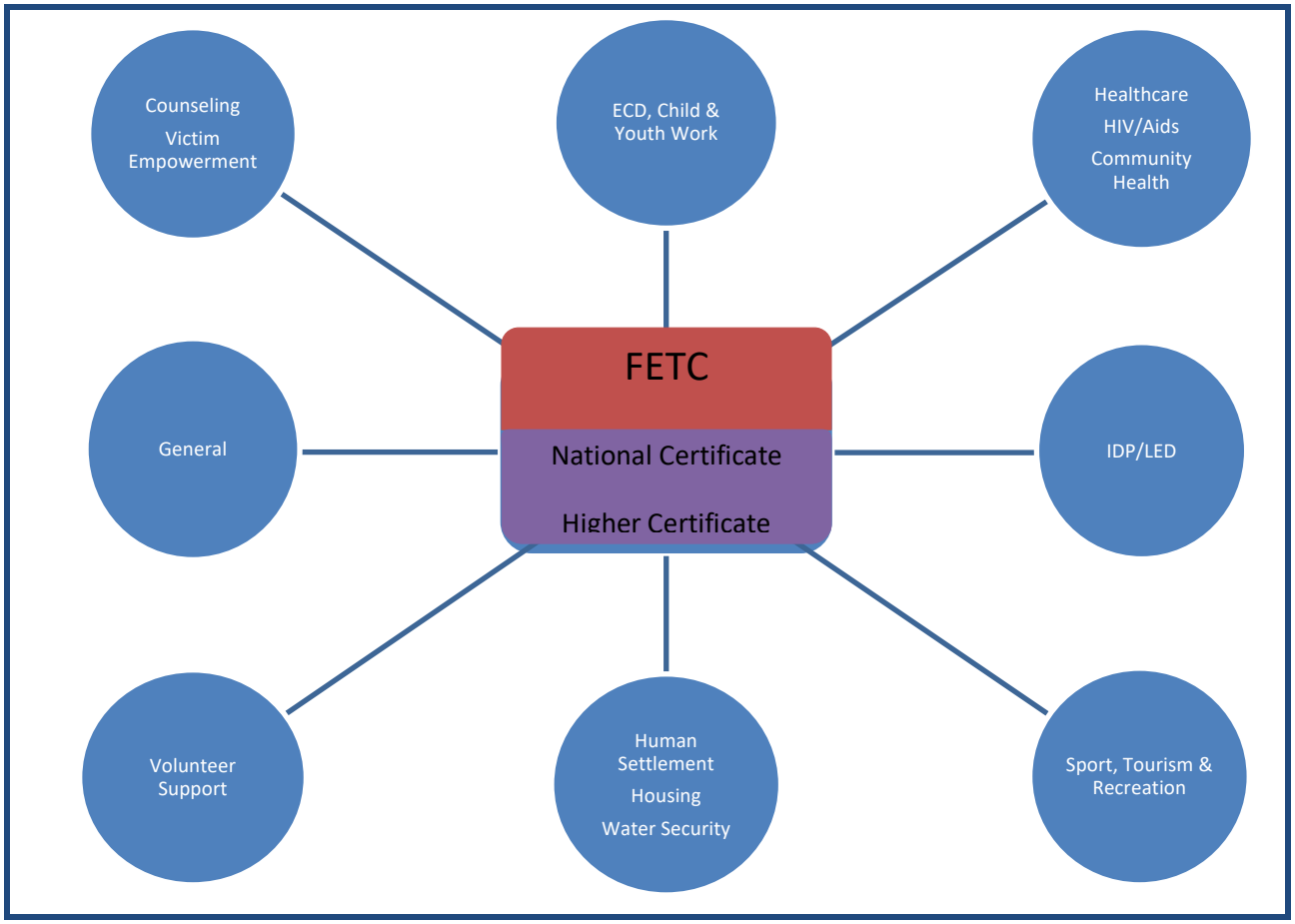


Diagram 1: Cluster of programmatic areas in Community Development

3.6.2 HE-based community development programmes

The scope of this research is to inform the mapping of articulation possibilities between professional CD degrees offered by FET and HE institutions. A number of HE institutions are currently offering qualifications in CD and/or related to CD. Diagram 2 shows that qualifications related to CD can be found at 11 public universities.

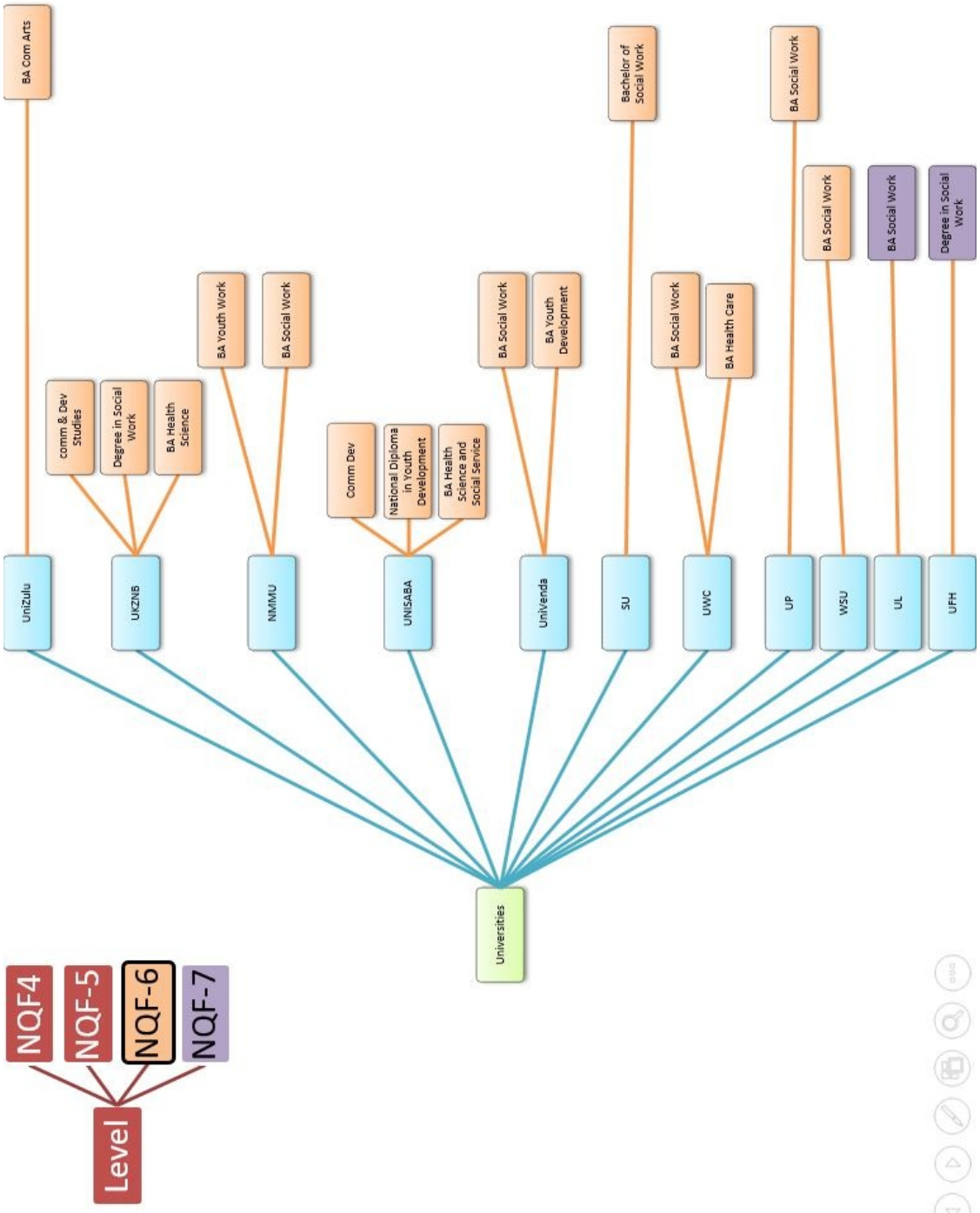

NQF4
NQF-5
NQF-6
NQF-7
Level
Universities
UniZulu
UKZNB
NMMU
UNISABA
Univenda
SU
UWC
UP
WSU
UL
UFH
BA Com Arts
comm & Dev Studies
Degree in Social Work
BA Health Science
BA Youth Work
BA Social Work
Comm Dev
National Diploma in Youth Development
BA Health Science and Social Service
BA Social Work
BA Youth Development
Bachelor of Social Work
BA Social Work
BA Health Care
BA Social Work
BA Social Work
BA Social Work
Degree in Social Work

Diagram 2

The general list of qualifications to be found in Table 1 below provides an overview of the qualifications offered by some of the higher education institutions. Table 2 is an overview of some qualifications offered by some PSET providers and institutions.

Qualification	Institution
Diploma: Youth Development Community and Development Studies	UNISA University of KwaZulu-Natal (UKZN)
Postgraduate Diploma: Community Work	University of Zululand
BA Community Development	UKZN
BA Social Work	University of Venda (UNIVEN) University of Stellenbosch University of the Western Cape Nelson Mandela Metropolitan University (NMMU) University of Pretoria Walter Sisulu University UKZN University of Fort Hare University of Limpopo
BA Youth Work (or Development)	NMMU UNIVEN

Table 1: Qualifications related to Community Development (NQF 5)

The BA: Social Work appears to be the most common and a brief analysis of the course outlines of HE providers suggests great similarities between their programmes. Although one could argue that graduates with a FETC in Community Development should be able to access the BA: Social Work, there may well be barriers that could prevent this. A similar argument could be applied to any other CD related degree such as the BA Community Development. These include no or limited recognition of the FETC; or the HE institution applying access criteria by which HE institutions could [wittingly or unwittingly] exclude applicants. Before focusing on some of these barriers, we focus briefly on qualifications in CD and potential articulation possibilities.

In the scan of qualifications in which community development was used as a keyword in the search field, some 800 qualifications were listed. Below are selected CD related qualifications.

Table 2: Qualifications in Community Development (NQF 4 & 5)

Qual / Prog ID	Qualification Title / Learning Programme Title	NQF Level	Learning Subfield	NQF Sub-Framework	Originator	Field*	Min Credits
67509	Further Education and Training Certificate: Community Development	Level 04	Adult Learning	As per Learning Programmes recorded against this Qual	Task Team - Community Development	005	125
60209	Further Education and Training Certificate: Child and Youth Care Work	Level 04	Promotive health and Development Services	OQSF	SGB Child and Youth Care Work	009	165
64697	Further Education and Training Certificate: Community Health	Level 04	Promotive Health and Development Services	OQSF	SGB Child and Youth Care Work	009	165
23993	Further Education and Training Certificate: Social Auxiliary	Level 04	Promotive Health and Development Services	OQSF	SGB Social Work	009	180
80946	National Certificate: Community Development	Level 05	People/ Human Centred Development	As per Learning Programmes recorded against this Qualification	TT - People/ Human Centred Development	007	147

*Learning Fields: Field 005 - Education, Training and Development, Field 007 - Human and Social Studies, Field 009 - Health Sciences and Social Services

The FETCs for Child and Youth Care; Community Development Community Health Care; Community Development HIV/AIDS Support; Youth Development may have articulation possibilities with a number of other qualification programmes at universities. The range of possibility is almost endless and shows the multidisciplinary nature of CD. The current range includes certificate, diploma and degree programmes in the following areas:

(a) Early Childhood Development
(b) Health Studies
(c) Agriculture

(d) Community psychology
(e) Adult and community education
(f) Community economics
(g) Community safety and law.

In addition to the above, there are National Vocational Certificates at NQF level 4 grouped into 12 organizing fields and their related sub-fields. Most of the organizing fields relate to CD in the way it is practised by those employed as CDWs working in those fields, as also mentioned above. However, since what is being considered here is articulation into the BComDev as opposed to articulation from it into other related degrees and qualifications, what could inform such processes will depend to a large extent on entry and exit criteria and progression rules of individual institutions which appear to be specific to each university.

Staff working at the Centre for Access and Assessment Research (CAAR) at NMMU provided insight into some of the barriers for students with FETCs (including NCVs). They explain that, whilst NMMU is increasingly widening access to students with qualifications in post-schooling, their records show no evidence of students with FETCs (Community Development) or others ever applying for study at NMMU. So, whilst NMMU has made provision for graduates from the FET College sector, no request to accommodate other FETC-type qualifications has yet been made. Secondly, the FETCs, like the NCV, do not reflect the different grading categories used in the National Senior Certificate, thus it is difficult to direct students to programmes (certificate, diploma, degrees) linked to their grades. All NCV students are therefore required to write the access assessment battery (AAB) which is administered by CAAR. The same would apply to any student with a FETC.

A further barrier for graduates with a FETC can be found in some of the verification reports of the ETDP SETA and LGSETA. The verification reports show that programmes in CD violate the notional time allocated to qualifications. The reports suggest that students enrolled in these programmes do not spend sufficient time in class to support the development of disciplinary knowledge. In some cases, students have spent a maximum of 20 days in class. This translates into approximately 180 notional hours (the qualification is 1 200 notional hours). Although these programmes encouraged cognitive apprenticeships (work-based and workplace integrated learning), the amount of contact time is simply inadequate. This raises important questions about the quality of the programmes.

Similar difficulties with access, articulation and progression can be found at a number of universities. As informant 2[6] explained in relation to UCT:

> …although the university has a Social Studies degree for social workers covering some aspects of community development, it has no dedicated qualification in this field. The university draws many people from community-based organisations, NGOs and trade unions for its Diploma in Education, a level 5 qualification and an Advanced Certificate in Education (ACE) at levels 6/7. Both these programmes have as part of their entry requirements, a minimum of two years' work experience in

[6]Informant 2 refers to a UCT representative

> community development, trade unions or other related work. But there is no automatic vertical progression route to higher degrees for these qualifications. The ACE and Diploma participants can gain entry to the Diploma and the Master's programme respectively on the fast track route if they achieve 68% or above this level. If they do not, they are stuck. The university's entry requirements does allow for participants to be RPL'ed.

Therefore a careful analysis of each curriculum of the various CD related qualifications will have to be done to develop articulation routes into BComDev for horizontal and vertical articulation. This is a task that especially HEIs will have to undertake as individual institutions based on their own faculty rules and procedures and curriculum preferences. For example for UCT:

> "…horizontal progression based on transfers from other institutions is also not automatic, for example, a requirement of our Master's programme is that applicants need to have done critical social theory as a basis for developing and applying a broader contextual understanding".

Articulation also relates to debates among academics about the *types of knowledge* that are privileged in academia which, this informant explains, is linked to the historical context in which the FET colleges and HE programmes have evolved with a more procedural logic determining FET programmes and a more conceptual logic underpinning university-based offerings. As part of the case study in Part 4 of the research report, we explore further how articulation could be applied to five academic programmes at a university.

Allais (2014:9) argues that qualifications are traditionally seen as a token of sustained study for a designated period in a designated area which qualifies an individual to do something in the labour force. She observes that qualifications are used when people move between education and the workplace and are seen as mechanisms for translating something obtained in one area to something desired in another. She outlines the different roles that qualifications have come to play in determining, amongst others, the kind of jobs and salaries that people will acquire and the use of qualifications as a screening device in a context of job shortages in an ever-expanding qualifications market. She moots as one of the reasons for the growing interest in qualification frameworks, the perceived mismatch between qualifications and skills. While she has found very little evidence in her research of qualifications frameworks that have substantially improved communication between education systems and labour markets, she found some evidence of its use in the career guidance services and despite its negligible size, some evidence of successes of articulation among some educational providers (Allais, 2014: 23).

With this cautionary note in mind, we scanned[7] qualifications registered on the NQF and found that most of them span both the HEQSF and the OQSF with 'learning programmes' registered against the various qualifications which are quality assured by both the CHE and SETAs (ETDP and HW SETA). None of the qualifications seem to conform to the new structure for occupational qualifications, i.e. they comprise the 'old' elements, i.e. fundamental, core, and elective components. Qualifications developed in terms of the re-engineered OQSF are designed around three discreet components rather than knowledge viz; practical skills and work experience with the foundational learning (fundamentals) residing 'outside' the qualification. In respect of the foundational learning in the OQSF this is a prerequisite for levels 3 and 4,

[7]RPL Project Community Development Qualifications Scan

but falls away from level 5 and upwards. Therefore, none of the qualifications overtly provides for 'part qualifications' which would present some opportunities for more flexible/appropriate RPL particularly where candidates are short in knowledge components and/or fundamental learning that facilitates the 'traditional' assessment of knowledge components, which one could interpret as 'institutional' assessment.

Moreover, according to informant 1[8] there was a lot of debate about the different types of specializations in CD at the time of its development. She points out that prior to the QCTO model of qualification, there were many specializations in the CD qualification - many more than were needed. This informant gave an example of an ECD practitioner in the Free State who had a Level 4 qualification and then wanted to move into CD. The practitioner found that there were a handful of standards required in order to be awarded the CD qualification. The informant further describes how at the time of the development of the CD qualification there was no clear understanding about the standards for the various specializations.

> There were limits in the design of the specializations based on what standards were available and they did not unpack the specialization standards in terms of what was needed in community development. Although CD standards were good and clear, the actual specializations were not and were limited by what was registered at the time. This poses a challenge in terms of the design of the qualifications which hopefully will be addressed when they review these qualifications in terms of the QCTO model.

Bearing these concerns in mind, we explore some scenarios for articulation pathways in CD under 3.7 in this report.

3.7 Articulation possibilities for pathways in community development

3.7.1 Articulation models

According to Blom (Blom, 2012), 'articulation' is described as one of the key tenets of the new national qualifications framework. This concept is defined as a principle of the system that: …"provide[s] for learners, on successful completion of accredited prerequisites, to move between components of the delivery system" (SAQA, 2000:5). She provides a definition of articulation as: "the systematic coordination of course and/or program content *within and between* educational institutions to facilitate the continuous and efficient progress of students from grade to grade, school to school, and from school to the working world" (www.education.com). Blom explains that 'articulation' in its various contexts is multi-dimensional, but regardless of the context, the core concept denotes the meaning of 'clarity', 'jointedness' or 'connectedness', 'coherence', 'coordination', and most of all 'progress' and 'movement'.

She elaborates further that:

[8]ETDP SETA Informant

> the exploration of the different meanings of 'articulation' is not only an exercise in linguistics; rather, in educational terms, it hints at the promise that this concept holds, but also at the possible barriers to seamless movement within and amongst the different component parts of the education and training system. The promise seems to be that we could develop a system with clear links within and between the different components of the education and training system to ensure the effective and efficient movement of learners. The barriers, on the other hand, are associated with those very components of the system, and the various structural, organisational, epistemological and perceptual blockages that may need to be overcome before an articulated system is made possible (Blom, 2012).

Moreover, explains Blom, although articulation simply refers to enabling mobility of learners in order to progress along learning and career pathways, such mobility could certainly be considered to be the *outcome* of articulation. In her view the term does not provide a sense of the work, the deliberate effort, which has to take place prior to achieving an articulated and articulating system.

In her discussion paper commissioned by the South African Qualifications Authority (SAQA) on articulation, Blom, identifies five types of articulation models using as metaphors a: spiral, stairwell, cross road, spirit level and globaliser as possible routes of articulation. She describes articulation as *spiral* as different expressions along a continuum of learning at the one end of which is 'theoretical' learning and at the other, learning through practice. She proposes a holistic curriculum that is jointly conceptualized through collaboration and partnerships between institutions and workplaces, in accordance with the purpose of a programme, reflecting the appropriate mix of theory and practice. She identifies as the most dominant form of articulation emerging in South Africa, that of a *stairwell,* occurring between two or more institutions of learning offering programmes at different levels of the National Qualifications Framework, e.g. at FET and HET levels where articulation would be vertical or diagonal in nature. In this regard, Blom offers as examples of good practice the articulation arrangements between the Cape Peninsula University of Technology and the FET colleges in the southern Cape, the Durban University of Technology and the FET colleges in KwaZulu-Natal and the NMMU and FET colleges in the Eastern Cape (the latter of which is used as a case study to describe this model in more depth). Blom also refers to international models of best practice by referring to the articulation systems already in place in Australia and the United States of America.

3.7.2 Articulation possibilities between CD and other qualifications

As part of the project, we explored articulation possibilities between the BComDev and other qualifications offered at universities. As part of the exploration we looked at the following:

(a) Similarities and differences between the SAQA outcomes of degree programmes in CD, Psychology, Social Sciences and Social Work;

(b) Similarities and differences between additional outcomes set by universities offering degrees in CD, Psychology, Social Sciences and Social Work;

(c) Comparing entry requirements, focus, content and modules of degree programmes offered in the abovementioned programmes including Theology.

Data related to the above was downloaded from various websites (SAQA and universities). The data was organized in table format for easy comparison (**See Appendices E & F**).

Comparing SAQA Outcomes

The table below compares the SAQA outcomes for the Bachelor degree in CD with those set for Psychology, Social Work and Sociology. The SAQA outcome statements for Psychology, Social Work and Sociology are the same. A careful reading of the outcomes listed suggests that there appears to be very little difference between SAQA outcomes statements for CD and those listed for the other three disciplines. All the degree programmes encourage:

(a) Knowledge production/acquisition (philosophies, theories and concepts);
(b) The development of analytical skills;
(c) Understanding the local/contextual issues;
(d) Development of some practical applications; and
(e) Communication skills.

Table 3: Comparing SAQA Outcomes: CD vs Psychology, Sociology and Social Sciences

SAQA OUTCOMES FOR COMMUNITY DEVELOPMENT	SAQA OUTCOMES FOR PSYCHOLOGY, SOCIAL SCIENCES AND SOCIOLOGY
Communicate community development related information verbally and in writing to a range of audiences with due regard for the purpose of the communication and the ethical value system of the specific context	Have the capacity to interact effectively with others, operate in variable and unfamiliar contexts with responsibility, and become increasingly self-directed
Analyze, synthesize, evaluate and review complex community development related information in order to conceptualize a problem and produce an evidence based argument or solution to an authentic community development situation	Demonstrate a systematic and well-rounded knowledge, and the ability to critically question the basic assumptions of the most important theories, scholarly positions and basic methodologies of one or more disciplines (level 6). Write an extended essay/design a minor research project aimed at engaging with a well-defined problem/issue within a particular discipline
Critically analyze philosophies and theories of community development relevant to a specific context	Have a systematic and well-rounded knowledge and understanding of important theories, scholarly positions and basic methodologies

Apply knowledge of the regulatory environment to mobilize a community to operate within the regulatory framework in a local, provincial, national, regional or global context.	Analyze and locate her/his own work in contemporary contexts (such as the South African and African contexts) regarding specific issues and/or problems. Act innovatively and pro-actively within a career
Apply the ethics, principles, values and processes of community development to a specific context	Demonstrate familiarity with and have an informed outline knowledge and understanding of the content, theories, and scholarly positions of the critical core of a number of disciplines at a basic and intermediate level (level 5)
Apply knowledge of the interdependent relationships between individuals, families, groups/organizations; the community, State and society	Interpret topical issues using different perspectives in the disciplines included at level 6
Demonstrate an understanding of the concepts of responsibility and accountability within own scope of practice in a community development context	Interpret, explain and/or develop an argument around and an understanding of newly-encountered material and demonstrate an ability to marshal an approach used in one or more disciplines included at the exit-level (level 6).
Integrate theory and practice	By using his/her critical attitude and communication skills to participate and contribute to the economy and general society

The exit level outcomes are generic and do not contain disciplinary-specific statements. Given that the four disciplines 'belong' to the social sciences, it makes sense to revise the exit level outcomes so that all four disciplines use a common set of outcomes.

Comparing university outcomes

In addition to comparing SAQA outcomes, similarities and differences between additional outcomes defined by universities were looked at. Given that the SAQA outcome statements are generic, it was important to review content-specific outcomes for the different disciplines. Data from seven universities was downloaded. The data available under university outcomes contained overviews of the degree programmes rather than outcome statements (**See Appendix E**). The exercise yielded very little results. Comparisons between discipline-specific outcomes could not be done.

Comparing entry requirements, focus, content and modules

Entry requirements

Universities use similar entry requirements for the four qualifications. These include the following:

(a) A matric exemption or an NSC pass with an APS of between 32-36 points;
(b) In addition to (a) most programmes require a 50% pass mark in mathematics or mathematical literacy (the exception is Social Work);
(c) Candidates with an APS of less than 32 are required to write an access assessment battery (AAB) test; and
(d) An interview is an additional requirement at some universities and for some programmes.

None of the entry requirements make reference to FETCs and how they may be considered by the institutions. The development of FETCs by the QCTO should therefore take into consideration, we suggest: (i) the importance of mathematics as a requirement for entry into qualifications; and (b) the need for grading in line with the APS system used by universities. It would also be necessary for the QCTO to engage with the AAB to ensure that the fundamental learning components of QCTO qualifications develop the requisite levels of knowledge as skills for entry into higher education. For instance, poor performance at university level has often been linked to inadequate language proficiency and/or mathematical literacy. In order to address these issues would require engagement with universities. If these issues are not addressed, students with QCTO qualifications may not be able to enter university programmes.

Focus, content and modules

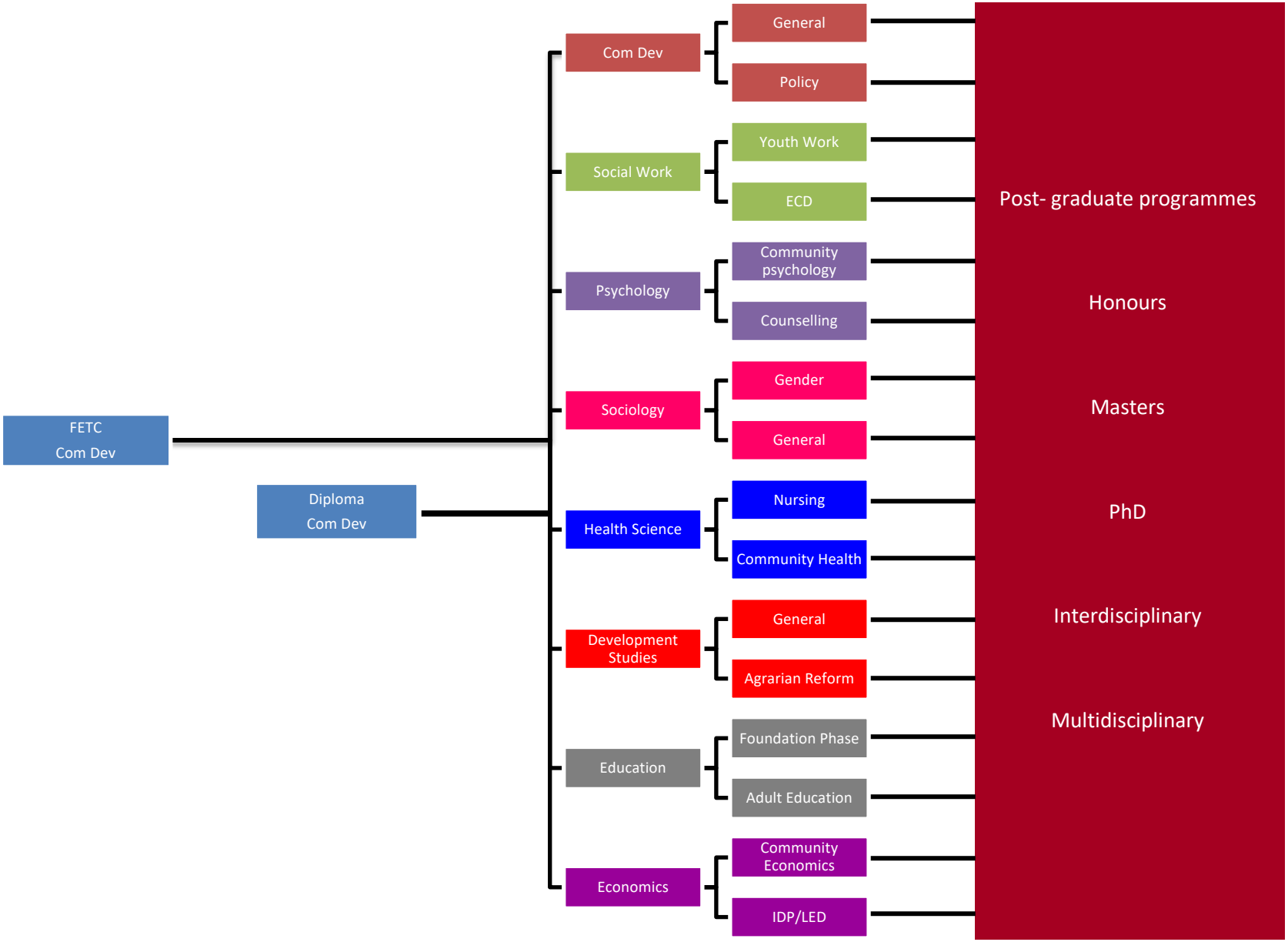
In order to gain an understanding of the curricula in CD, psychology, sociology, social work and theology, data related to the focus, content and modules at different universities were sourced (**See Appendix F**). The intention was to conduct an analysis of the curricula in order to establish potential overlaps in curricula themes. If such analysis would yield sufficient data, one could make a case for degrees of articulation between qualification programmes related to the five disciplines with specific reference to articulation between CD and the other disciplines. Unfortunately, such curriculum analysis was impossible because of the nature and quality of the information provided by university websites. What is required to make such analysis possible are more detailed sets of curricula from universities. Some information provided by universities suggests however that internal mechanisms allow for recognition of modules in one discipline by another discipline. For instance, students who wish to change from a BComDev to Social Work could be granted recognition for BComDev modules as part of the BSW degree. There are limitations to this.

In summary, the exit level outcomes for CD are very similar to those for psychology, sociology and social work. These outcomes are meant to be achieved through different disciplines – some of the content, themes and focus areas in CD may overlap with that of the other disciplines. Articulation between CD and other disciplines in social sciences could potentially overlap if detailed curricula mapping is conducted. This was not possible given the lack of detail curricula across the different disciplines. In the absence of data for articulation between programmes, a model of articulation in the diagram below could be considered for further discussion. This model uses CD as the basis for developing qualification across different disciplines

including Social Science, Psychology, Education, Social Work, Development Studies as well as Economics. The progression into these disciplines has its starting point as the NQF level 4 & 5 occupational qualification for Community Development Practitioners. It assumes that these qualifications would translate into quality learning programmes to would allow the following:

- the development of strong foundational knowledge and skills in languages and mathematics or mathematical literacy;
- the development of good foundational knowledge in community development spanning an integrated selection of themes that provide a general knowledge of the different issues related to community development.

NQF 4	NQF 5	NQF 6	NQF 7- 10



- the qualifications themselves take into consideration a grading system equivalent to that used for the NSC in order to respond to the requirements of the current APS system; and
- a structured learning programme that allow for adequate contract time and a cognitive apprenticeship to enable learning.

- Assuming these key factors are carefully considered in put in place, the argument could be made that candidates with an occupational qualification should be able to access a variety of possible programmes at NQF level 6. For instance, foundational and good interdisciplinary knowledge in community development should allow vertical articulation into various disciplines. The pathway of learning is reflected in diagram 4.

Two Important Scenarios

Based on the literature review, focus group discussions with CD workers and practitioners as well as key informants, there are at least two areas for consideration related to articulation pathways and professionalisation in CD. The first relates to the target group of a professional CD qualifications framework which appears most suited to government officials working in CD and ETD Practitioners specializing in CD in post-school education and training institutions and managers of NGOs. What this seems to suggest is that the demand for the professional CD qualifications is mainly from this group because they inform employment selection criteria, salary grading and promotion prospects within government departments and education institutions.

The second concerns an emerging demand, based on evidence from both quantitative data from the RPL project and focus groups, for specializations related to CD. This demand from potentially thousands of CDWs based in community organizations and/or who work at the interface between government and community in specialized disciplines in a community context would still need CD as core subject or module in programmes related to their specializations. For example, home-based care workers who want training in health or social work-related disciplines, ECD practitioners who want to study to become school teachers because of perceptions of greater security of employment, remuneration and status and CD workers in local government who want to study in fields related to, for example, public administration or politics to secure permanent government jobs. They might still need to complete a certain number of credits or a part qualification in CD but their specialization would be in areas related to CD and not CD per se. Therefore the model of articulation for the vast majority of the CDWs would be through their specializations in their chosen sub-field, or disciplines relevant to their practice.

Linked to the second area are practitioners working in disciplines that specialize in community development for example community nursing, community health and others. However, these qualifications are further specializations related to specific disciplines and are not stand alone qualifications and therefore have built in articulation routes.

In summary, an articulation model in CD may need to respond to two scenarios of CD practice viz; as a specialization in its own right for practitioners in community development, and as a compulsory core subject in a different discipline linked to further specialization. The scenarios below describe these routes further:

Scenario I: CDW/Ps work in more or less fulltime government employment, as NGO managers working in communities and adult educators (college and university lecturers) specialize in community development. Here articulation is a fairly straightforward stairwell model where progression is vertical from one level of complexity to the next. Articulation between education institutions in the HEQSF should be seamless. However, difficulties may arise between different qualifications sub-frameworks in post-school education where e.g. CDW/Ps with an FETC in Community Development may encounter barriers to access to the Bachelors in Community Development at a university. Here the experience described in the of NMMU case study is instructive and confirms the lack of significant successes found by Allais of articulation in most countries where such efforts are driven by education policy reforms. The same issues may arise with QCTO qualifications in CD.

Scenario II: relates to CDW/Ps working in different fields of specialization in the community such as in local government, adult and early education, management in community contexts, health, social work, psychology, human settlements and environmental education, etc. There are two possible routes of articulation within this scenario. The first relates to those level 4 and 5 certificates and diplomas in Community Development who, if the students wish to study further by doing a B-degree in any number of disciplinary fields, such as those mentioned above, should be allowed access to such programmes. As part of their B-degrees these candidates could specialize further in an interdisciplinary field such as community health or community psychology and may be offered credits toward this specialization for the certificate and diploma in Community Development.

The second route would be for a compulsory module or subject to be offered in CD for CDWs specializing in health, social work, psychology etc. that have an affinity to work in community. The compulsory module/subject may or may not differ in degrees of complexity, depending on the level and requirements of the occupational/professional qualification. In this scenario the CD award would be for a number of credits towards the occupational/professional qualification. These credits could also be offered as part qualifications to allow for those who do want to specialize in CD. This scenario could apply to thousands of CDWs working in EPWS, CWPs, volunteers in community organizations and other types of organizations, including e.g. trade unions, faith based organizations etc. As discussed earlier, the majority of focus group participants expressed a desire to study in areas related to their practice in a specific discipline within a community context. In other words, the professionalization of their work would be achieved by studying subjects in disciplines related to specializations in health, education, psychology, social work and so on.

3.8 Articulation, help and hindrances

Lolwana (2006) points to some of these challenges when she argues that National Qualifications Frameworks are not particularly successful in promoting movement from further into higher education

because of, amongst others, a chronic failure to establish clarity about the identity or status of vocational and technical education and for establishing the basis for the various skills. She argues that the importance of general education has been underplayed especially languages, mathematics and science. Lolwana proposes as a solution, the development of 'climbing frameworks' to strengthen the NQFs fundamental principle of progression. She points to the complexity of routes to progression to caution against 'formulaic approaches that attempt to conflate different forms and levels of learning' (2006:4). One of the challenges Lolwana notes relates to the disjuncture between the institutional types and the qualifications types as the framework is built on qualifications outcomes, irrespective of the institutional types which would deliver the curriculum. As a result, she explains, many institutions in the FET band are likely to duplicate each other as the delineation by institution as well as the connection of institutional types and programmes is not made. Furthermore, she says, there has always been an informal link that allowed the qualifications in the different tracks to relate to each other.

Lolwana refers to Durkheim's (1961) delineation between two knowledge types i.e. 'sacred' or abstract knowledge and 'profane' knowledge which is directly related to the everyday world. She explains how Bernstein (2000) refers to 'sacred' knowledge as 'vertical discourses' and Gamble (2004) calls 'context independent' knowledge. For Bernstein, 'academic disciplines 'are constituted by vertical discourses and according to Young (2005), because this knowledge is shared by professional disciplines, there is often a clear progression route' (Lolwana, 2006:11). Lolwana suggests that this is the weak or missing link between vocational programmes and higher education.

Lolwana maintains further that 'despite the noble principles that ground the architecture of the South African National Qualifications Framework, it still operates within the three separate tracks of general, vocational/occupational and higher education frameworks and cannot therefore boast achievement in getting vertical articulation right'. She identifies a number of reasons for this challenge: firstly that the NQF cannot easily overcome organizational or institutional cultures or ideologies. She asserts that parity between the general and other learning pathways will always be determined by higher education attitudes. She therefore proposes a climbing framework, or as Blom has elaborated in her different metaphors of articulation as spiral and as stairwell amongst others, that might find greater acceptance with higher education because it is often built from strong sectoral frameworks with clear indications of how progression is to be achieved. A second challenge of the NQF, according to Lolwana, is that it has tried to replace an entire education system instead of trying to build on what exists. She argues that it is unwise to consider a qualification separately from the learning programme through which it can be obtained as it is currently with the NQF. She proposes further that if qualifications are to connect with real learning needs, they must reflect the development of standards, curricula, syllabi and assessment guidelines in respect to particular learner cohorts in appropriate learning institutions or modes of provision. (Lolwana, 2006:13). She says that it is the programmes of curriculum, not the statement of outcomes which will give value to qualifications, and be the basis for articulation with higher education.

In her critique of Lolwana's paper, Griesel (2006) explains that parallel to changes in general and further education and training, vast changes have also taken place in higher education that are not sufficiently recognized. Griesel finds Lolwana's explanation of the missing or weak link between vocational programmes and higher education based on the analytic categories developed by Durkheim, Bernstein and Gamble to be unclear. She identifies a two-fold problem with Lolwana's reference to analytic categories

and the ways in which a standards-based approach to curriculum design tends to put knowledge in the background. "In the first instance, Lolwana seems to suggest that there are different kinds of knowledge that respectively characterize higher education study and vocational education. Secondly, she seems to suggest that a standards based approach to curriculum design too often results in little attention being paid to the nature of knowledge that the curriculum should impart" (Griesel, 2006:23). However, Griesel argues that this theme is not carried through in the way in which Lolwana contrasts the curriculum project focused on developing National Curriculum Statements for Grades 10- 12. While Griesel agrees with Lolwana's critique of the NQF processes to curriculum design, she maintains that Lolwana misses the point made by higher education in relation to the draft national curriculum standards which was that there should be a return to core concepts, issues and ideas embodied in subjects as this approach is at the heart of building a conceptual and skills foundation that will prepare learners for either higher education or via employment for further vocational or occupational education.

The Department of Education, after its review process, has now abandoned outcomes-based education and, after several changes to the school curriculum, has introduced the Revised National Curriculum Policy Statement. However, according to Allais (Allais, 2014:93) the qualifications framework has not been fully abandoned by formal institutions and has increasingly come to dominate organizations providing workplace-based training, short courses for communities, ongoing professional development, as well as any kind of CD work that involves education and training.

Issues relating to articulation have to also be considered against this background, as well as challenges concerning for example the link between the old SAQA qualifications, also known as legacy qualifications, and those that are being developed through the QCTO processes. Moreover, policy related to articulation such as on Assessment and Credit Accumulation and Transfer (CAT) were released for public comment as this research got underway and has provided some guidelines which did not exist before the development of especially the draft CAT Policy. Also the White Paper on Post-Schooling is providing greater policy certainty on key aspects of concern to this research that could be propelled by support for existing processes of articulation underway or in piloting new arrangements between for example the envisaged community colleges and HEIs.

Further deterrents

There are various reasons why students in CD experience blockages in transferring to other institutions. Firstly, many students lack the necessary financial support to continue learning. A significant number of those interested in CD work come from poorer families or low socio-economic backgrounds and are at a clear disadvantage. Whilst there has been an increase in the NSFAS, it is insufficient to support the increasing number of students reliant on state-subsidized loans. Student financial aid has also shifted and an increasing portion of the student aid is now directed to students entering the TVET sector, limiting funds for those in higher education.

Secondly, is the lack of preparedness of students entering both TVET Colleges and universities. TVET Colleges and universities have to pay closer attention to the development and implementation of ongoing

student support services, including those dealing with student preparedness because of the low throughput rate of students enrolled in private TVET programmes.

Thirdly, most (if any) CD qualifications are not recognized by public universities. The entry requirements to university programmes are still largely based on an acceptable matric pass and, in addition, the passing of an entry test which focuses on foundational skills (language proficiency and mathematical literacy). The lack of clear RPL mechanisms for CDW students without a matric is a further obstacle into higher education. Universities also remain skeptical of the quality of current CD programmes at NQF level 4 and 5. The skepticism is, amongst others, related to the amount of contact time (face-to-face) on a 120 credit qualification programme, the perceived quality of tuition, and the quality assurance mechanisms used. There is also very little engagement with the curricula for CDW and their relationship with university-based curricula. Thus, there is a need for more active curriculum innovation work and the development of engagements that could lead to the establishment of articulation agreements between universities and providers of CDW programmes.

Fourthly, the institutional type and environment could also create additional barriers for students. CDW students would access universities mainly from TVET Colleges or private providers (including NGOs) where they have spent approximately 12 to 18 months. In the case of learnership programmes which are designed to strengthen workplace experience and work integrated learning, students spend as much as 70% of their learning in a workplace. Therefore, their experience of institutional cultures and rhythms are restricted. Transfer from one institutional type to another could be difficult unless adequate provision is made to support students to adjust to different environments.

With regard to further examples of challenges in articulation, the UCT informant explained that her institution does not offer diplomas and certificates except in the form of applied programmes. Their diploma in education programme focuses on facilitation and other practical education themes and the Advanced Certificate in Education (ACE) focuses on developing a broader contextual understanding of policy. However both programmes differ in that academics are allowed to design the curriculum based on the needs of participants and their context. Thus for example, the Diploma in Education is offered in partnership with the Ditsela Worker's Education Institute for trade union educators and straddles both aspects of Diploma and ACE programmes. This informant also stated that horizontal progression based on transfers from other institutions is not automatic, for example, a requirement of their Master's programme is that applicants need to have done critical social theory as a basis for developing and applying a broader contextual understanding.

Moreover, there is also cross-pollination that has been important within their programmes at the level of community and workplace-based students participating in joint modules. This has led to a much broader understanding of issues beyond the narrow context of the workplace. There may be a need, therefore, to introduce a part qualification in community development for workplace-based and trade union participants.

Echoing the debate introduced by Lolwana concerning different kinds of knowledge, our informant expressed a similar view related to the historical logic in which the FET colleges and HE programmes have evolved with what she describes "as a more procedural logic determining FET programmes and a more conceptual logic underpinning university based offerings". However she states that there is no reason for

qualifications from FET colleges not to be accepted at universities with the necessary clearly worked out articulation pathways and routes. She says that UCT is keen to collaborate with FET, Community Colleges and other HEIs to develop articulation routes and hopes that this research would reveal possible ways in which the university can intervene at this level. She observed for example that "there is potential for collaboration between the UCT's (CHED) and UWC's (CACE) in building a ladder of articulation together".

3.9 Recognition of Prior Learning

SAQA (2013) defines the recognition of prior learning (RPL) as

> the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

This recognition includes the accumulation of credits on the National Qualifications Framework and its sub-frameworks. Therefore RPL is seen as having application for the accumulation and transfer of credits to facilitate lifelong learning and access to work. Michelson (2014) argues that the issue of 'recognition' is not as simple as some might believe. She refers to the different understandings by different stakeholders of the meaning and purpose of RPL. For example, she notes foundational statements in South African education policy where RPL is viewed as a means to open doors of opportunity for people whose academic or career paths have been needlessly blocked because their prior learning has not been assessed and certified. This can be interpreted as promoting RPL as a mechanism for individual mobility or as a mechanism for collective social transformation.

In many quarters RPL is viewed simply as an alternative assessment strategy. The accepted challenges associated with the low take-up of RPL, including that the entire process can be intimidating to the candidate, together with criticisms that it is elitist, that the language and associated processes are difficult for candidates to navigate and, last but not least, that it is resource-hungry (people and money), suggest that RPL at a practical level is not so simple.

There are more fundamental challenges about RPL similar to those related to outcomes-based qualification frameworks raised by Allais (2014: 105), such as that there is "very little evidence that learning outcomes and qualifications frameworks help people to gain qualifications on the basis of prior learning, and even less evidence that the qualifications thus obtained lead to further learning, jobs, or promotion (ibid). She further cites a report for the OECD which found that recognition of prior learning was not widely implemented and had taken place only in small pockets of the education system. She points to one of the examples of success cited found in Chile that had improved workers' self-esteem:

> They had simply received certificates which did nothing more than prove that they could do what they were already dong. In no country was there any clear evidence that workers who were given certificates benefited from them in terms of promotion, salary, or job security (Allais, 2014: 106).

Allais (ibid: 106) also cites Winch (2011) who observes that "the award of a qualification for an existing workplace ability does not create a new skill but merely assigns a name to the skill an individual already possesses". A one informant lamented, RPL candidates preferred a training course to the process of being RPLed. Therefore, as Allais comments, while policy makers and governments in developing countries are attracted to RPL because it appears to increase qualifications relatively cheaply, they are unlikely to be successful on a large-scale because of the prevalence of informal labour markets where it is less likely that formal qualifications will be required than in more regulated markets. Another reason offered by Allais for why RPL is not a solution in poor countries is that educational levels are generally low. Therefore, workers who may have acquired practical skills at work, but their lack of formal education will continue to be a barrier (Allais, 2014:107).

These challenges are confirmed by the informants who, as mentioned earlier, found that learners preferred to go through the learning programme instead of opting for RPL. They motivate for their choice as serving the purpose of a refresher course. This informant 3[9] uses RPL to accredit CDW/Ps by using the level 5 qualification unit standards and assessment criteria against which learners have to provide evidence in the form of a portfolio. Learners who register for the CD learning programme are informed about RPL and how they can access the process. This demonstrates a desire for continuous professional development on the one hand but also the acquisition of the necessary foundational knowledge and skills upon which their practice is built. The informant also explained that the RPL process can take long because of the ETDP SETA processes to verify the assessment results. In response to a question about possible barriers in the professionalization of CDW/Ps, she referred to a lack of RPL advisors to support learners through the process.

> Instead we have part-time assessors, who come in to assess already prepared Portfolios of Evidence (PoEs). This cripples the RPL process as the learners need upfront support and guidance before collecting evidence and submitting their PoEs.

The informant follows a series of steps based on an instrument she has designed and once the learner has completed the steps and his/her portfolio, she provides feedback to the learner on areas where he/she may have to improve. At this stage she may also suggest additional sources of evidence the learner could present. This informant therefore agrees that learning that is to be recognized through an RPL process is often tacit knowledge, acquired outside a class- or training room, through practical experience and observation. Consequently, assessing this learning using the types of tools and techniques associated with formal learning and training environments in which learning is acquired and organized in a linear fashion, is challenging.

Increasingly RPL is being seen as a learning process in itself – and a complex one. Ralphs in Harris (2013), notes that the starting point for RPL is accepting that knowledge that is not gained through formal learning is different i.e. the candidate organizes his/her knowledge in ways not generally acceptable in a formal learning environment. In light of this, specialized pedagogies are needed to support the RPL through a mediation process which cannot be reduced to a "technical formula for measuring equivalence" and

[9]Informant 3 refers to a Level 5 CD private provider

allocating credit. This means that if RPL is to be successful, candidates need to be supported so that they can begin to make their tacit knowledge overt, organizing it so that they can both share and present it in order to have their knowledge and skills appropriately acknowledged or validated.

Michelson sums up the challenges when she recalls how the different interpretations of the word 'recognition' may have contributed to not only different ways of understanding but also different ways in which it has been applied. Recognition, Michelson reminds us, means to identify something as similar to something or "as already known" or "to grant someone equal human and social status." She raises the question about whether RPL can be viewed as "a specific practice distinct from the struggle against other forms of social inequity and cultural disrespect?" She raises the question about the relationship between the struggle for recognition and of redistribution as part of what should be of concern to policy makers and practitioners with regard to RPL.

SAQA has in the recent period undertaken considerable work in RPL in the form of revising the RPL policy which was based on extensive research and consultation to develop the new Policy for the RPL (SAQA, 2013). SAQA is also assisting with the implementation of RPL in over 20 sectors based on the National Strategy for Implementation of RPL (DHET, 2013) some of which are of relevance to CD e.g. in the Department of Social Development, Public Service and Administration, as well as the Education and Training Labour Relations Council. Most of this work is still underway but there are signs of progress. Notwithstanding the challenges raised by Allais about RPL, the lessons discussed at SAQAs RPL Conference were a demonstration of how some of the concerns and criticisms raised about RPL have been taken on board. There is a much more nuanced way in which the term RPL is now understood and may come to inform practice. There is now greater recognition of the support (both material and human) required when implementing such initiatives, and above all, that RPL is now seen as a form of learning through the reflective processes involved to surface prior learning and experience. Therefore, RPL may have an even bigger role to play in the professionalization of CDW/Ps especially if there is a significant increase in demand from the state and NGOs for services of CD professionals.

3.10 Professionalisation of Community Development Work

The Oxford dictionary defines vocation as a "strong feeling of suitability for a particular career or occupation." Teachers, nurses, doctors and religious leaders are expected to have this attribute. An occupation, according to the Oxford dictionary, is a person's usual or principal work or business, especially as a means of earning a living. Except for religious leaders, these occupations/vocations are also referred to as professions. Perrin (1999) notes the distinction made between professionalization and professionalism as that between a process and a product where the former refers to expertise or credibility as symbolized by a credential and the latter refers to, for example, ongoing participation in staff development. In summary, professionalism refers to a person and professionalization to an occupation. She further illustrates this distinction by example of an adult literacy teacher who displays professionalism in the way she teaches her class but delivers it in a context in which it is not professionalized. She also explains how within a professionalized context of teaching such as in a school, it may not be a sufficient condition for professionalism. For example, a teacher may be deeply committed to his/her students but may lack effective classroom management techniques.

According to Hart (2012), since the 1990s professions have been defined as occupations which are linked with knowledge-based higher education and training, currently known as self-regulated occupations in terms of licencing and work practice. Two routes are available in making the move from an occupation to a profession. 1) The traditional route, relating to prestige, title and high pay, often relating to earlier professions – such as the medical and architectural professions; and 2) the non-traditional route, linked to the development of formal qualifications, the emergence of a regulatory body, some degree of monopoly rights, and the building of trust over an extended period of time (CBE Policy Position Paper n.d., 11, 47 quoted in Hart 2012). South Africa has chosen the second route in the move towards professionalization. The starting point for the recognition of CD as a profession in South Africa is that there is need for it to be recognized as an occupation in accordance with the Organizing Framework for Occupations (OFO)[10] has been addressed by the development Qualifications developed at NQF levels 4, 5 and 8 but are not yet registered at the time of writing.

Wilson (2003) has argued that the professionalization of CDWs has raised similar debates and dilemmas to those found in adult education about 'whether, how, and whom' to certify as CDW/Ps. Wilson explains that it would be the role of professional associations to test, certify and thus control access to a specific occupation. As she suggests in relation to adult education, it is a sector that is unruly and often unrecognizable – similar to what is the experience of CD. Even more importantly suggests Wilson, which also applies to CD, anyone can do it. Perin (1999) has found that professionalization is always construed negatively because of its association with bureaucracy, contracts, and limitations on access to jobs and elimination of volunteers.

Perrin lists advantages of professionalization as such:

- that it instills standardization and structure;
- that it reduces capricious exclusionary hiring requirements;
- makes information available to beneficiaries;
- ensures high quality practice;
- encourages updating of training via licence renewal;
- ensures the hiring and retention of competent practitioners;
- screens out unqualified practitioners;
- ensures administrative competence and that evaluating, co-ordinating and facilitating programmes should not be left to volunteers;
- enhances professional prestige and encourages a reasonable salary; and
- leads to hiring more full-time practitioners and reduces the use of untrained volunteers.

The disadvantages identified are that:

- it is not practical and that it could eliminate the mainstay of literacy work;
- restricts entry;

[10]The Organizing Framework for Occupations (OFO) is a guiding framework that is skills based. It is a coded classification system capturing jobs into skills levels and specialization and grouping them into levels of occupation.

- increases bureaucracy;
- does not necessarily imply competence, expertise; and
- preparing for certification might stifle creativity and innovation and entails government intrusion into local programmes (Perrin, 1999:612).

Wilson (2003) proposes three aspects to consider in creating a professional presence able to contribute significantly to adult learning endeavours that, it is suggested by this research, are similar to what may be of relevance in the context of CD: first, he suggests forming occupational alliances with other professions; second, that technical forms of adult education be expanded to promote more reflective practitioners; and third, the work must be recognized as a cultural practice with specific political and ethical intentions. Wilson proposes forging a stronger professional identity by deliberately connecting adult education expertise with nursing, human resources, extension, radiology, lawyers, architects, and so on rather than identifying themselves as experts in a generic notion of adults and learning. He suggests producing educators in adult education and some other professional contexts. "For example, nurses working with adult learners in patient education or continuing professional education for nursing training and some adult education training. Professional identity thus is constituted by training and practice in a professional field and training and practice in adult education"

As discussed earlier in relation to the scenarios for professionalization of CDW/Ps, similar inferences can be drawn for CD as a profession, that is, that it be linked to the various contexts in which CD takes place and the multiple fields and disciplines to which its practice is linked. For example, CD could form part of an elective or a compulsory module/subject in most fields in which its practice is required from ECD, to youth and adult education, from health to agriculture. However, this does not imply that a full qualification in CD at the various levels of the NQF should be discontinued. Aligning CD to other disciplines and fields means that it could significantly increase the probability for professionalization, which in turn would increase the potential for improving the overall status of this work in terms of working conditions and as an opportunity for job creation.

Despite the diverse views that are implied in definitions of CD, there are core principles that assist in identifying it as an entity, namely; that it is a process of assisting ordinary people to improve their communities by undertaking collective action (Hudson, 2004). Although there are many other CDW/Ps working in communities, those considered as such by the state are either in their direct employ at local, provincial or national government level in departments and institutions or indirectly by being paid by the state through the CBOs or NGOs. A critical element of the work of Community Development Worker/Practitioners (CDW/Ps) is the provision and dissemination of information about how to access social and economic opportunities (DPSA et al, 2003). This role is further elaborated upon in the Handbook for Community Development Workers (CDWs) where they are described as:

> ...community-based resource persons who collaborate with other community activists to help fellow community members to obtain information and resources from service providers with the aim of learning how to progressively meet their needs, achieve goals, realise their aspirations and maintain their well-being. They are cadres of a special type, participatory change agents who work within communities from where they are selected, where they live, and to whom they are

> answerable for their activities. They are supported financially and functionally by a range of government spheres and departments, particularly local government. Although specifically trained and certificated for their roles, they have a shorter training than professional development workers who receive tertiary education. CDWs, unlike professional development workers, are resident in the communities in which they work (DPSA et al, 2003:14).

In the interview, Informant 2's support for professionalization of community development workers was motivated as follows:

> Formalization of workers education and of community development is different. Some parts of workers education can be formalized especially the work done by union officials but for shop stewards elected into those positions it is a problem. Being a shopsteward is a role not a job therefore formalizing a role through a qualification can diminish it in ways that are not intended. But community development is a job for many involved in this work and they are exploited because it is not formalized. Therefore any effort to improve their position and raise their status such as through professionalizing their work through qualifications could be of benefit.

This sentiment was expressed by the overwhelming majority of focus group participants working as home-based care workers located in a community-based organization and community development workers employed through the Departments of Local and Provincial Government, Health and Social Development. CDWs working in local government expressed support for professionalization as a means to improve their effectiveness. Many of them recognize their dual role as intermediaries between the community and government for which they require knowledge and skills. They believe that they lack recognition due to the perceived low status and salary grade of CDWs in the public service and identified the lack of adequate policy governing the work of CDWs as an additional problem.

However, while there was general support expressed by Informant 1, who cautioned against neglecting the constituency for whom it is intended, she referred to the need for CD as critical at the lower levels as well as in the role envisaged for it in the White Paper on PSET, with specific reference to issues of articulation and in the link between non-formal and formal learning and practice. She observed similar issues arising in CD as in adult education and proposed that the formal and how it relates to non-formal has to be more clearly unpacked. Her suggestion was that "there should not be a dichotomy between formal and non-formal –they should rather be seen as serving different purposes".

One of the models proposed to put into practice the professionalization of CD. according to Informant 4 representing ideas of the Community Development Professionalisation Steering Committee, is to follow a similar process to that used in social work where they have introduced a 120 credit honours programme for social workers who did 360 credits or the three-year degree. However, this informant explained that CHE no longer allows for honours programmes except on request by a professional body.

> …UKZN was the first and only university for a very long time that offered the four year community development degree. However, there is no practicum therefore a 120 credit honours programme is proposed for 2 000 students in their system. This will also be offered to students who have studied somewhere else. Social workers experienced a similar process when their three year degree became

a professional degree. They were allowed a period of eight years within which to make up the honours because after that it fell away completely. However, this is a decision for the professional body once it is established. In my personal opinion there should be no time frame in CD because of its multidisciplinary nature. Many people will study and depending on where they end up in the job market, will decide that they want to be a CDP which means they will always need those credits. But others say that if the discipline is there long enough people will automatically go for the qualification.

3.11 Recognising a Professional Body

Hart and Kumeka (2013) describe the overall purpose of Community Development Professionalisation as contributing to the holistic and integrative wellbeing of the community. They list the objectives of professionalization as contributing to: career pathing; generic curriculum migration paths including through RPL; integrating and coordinating stakeholders; establishing a progressive SA Association of Community Development (SAAACD), a SA Professional Board for Community Development (SAPBCD) and the SA Council for Community Development Professionals (SACCDP). They describe issues affecting professionalization of CD as forming part of an international debate concerned with: partnership, ownership and self-regulation; inclusion of all qualifications levels; the fact that community development is not widely understood even with standards; its lack of a professional profile in terms of its contribution to policies; the problem that it is not seen as a stand-alone occupation (anyone can do it); a set of complex skills and knowledge requirements etc; its marginalisation and lack of recognition; its lack of access to continuous professional development; inter-professional partnership as well as clear routes of articulation in CD within and across post-school education and training institutions.

They further identify as the role and function of the Community Development Association to work towards: the professionalization of CD; supporting it as a method of addressing issues of inequality, poverty, discrimination and exclusion; ensuring that it acts as a forum for practitioners and activists; social justice through CD approaches; promote quality education, training, research, practice; support for community workers and activists and encourage contact and cooperation between individuals and institutions concerned with the scientific study of national and international community development matters. According to Cedras (2011), SAQA has started a process of piloting 10 professional bodies that were meant to have been rolled out in 2012, of which CD would form part.

According to Cedras (2011), policy guiding the recognition of professional bodies: discourages the proliferation of professional bodies in the same sector; ensures South African criteria are met despite international recognition; renews membership every five years; prohibits the accreditation of professional bodies as providers. The policy also stipulates: that registration of professional designations be linked to a database of the names of individuals awarded the professional designation; an initial requirement which may include an occupational qualification; experiential learning or practical experience; retention requirements such as CPD and adherence to the code of conduct/ethics; submission by a recognized professional body; developed and awarded in terms of own rules, forms part of a progression pathway and monitored in terms of its own rules.

A Community Development Professionalisation Steering Committee was established in July 2011 with a mandate to further the development in professionalizing the CD sector. In fulfilling this mission, the Steering Committee has developed qualifications in CD that are meant to assist in standardization and career pathing. The Steering Committee is driving the development of a professional council, whilst the QCTO is driving the development of the qualifications. The key objectives of the Steering Committee are to finalise: the migration of the qualifications; scope and profile qualifications; oversee an RPL pilot project; develop a Field Practice Guide; coordinate workplace placements; oversee the HEIs/FETC roll out of qualifications. These processes were still underway at the time this research was conducted.

A key concern about professionalization of CD is its tendency towards exclusion. Informant 4 said that they had looked at international and national models of membership for individuals and groups with different qualifications and status. She was of the view that membership of a professional body will serve to encourage those who may qualify for a certain level of membership to obtain the necessary qualifications and that this could be facilitated and accelerated through RPL. While an application to establish a professional body is being finalized, it is still unclear how assessment, RPL and Work Integrated Learning will be conducted.

> We foresee a demand from at least five government departments where CD posts have been created and then we also sit with a data base of NPOs with volunteers who are the biggest part of the sector. There is a Ministerial Task Team for the NPOs whose task it is to look at their capacity building requirements and through this work, we hope to find out which ones fall into CD so that they don't fall through the cracks.

This informant explained that the work of the Steering Committee was nearing completion of its mandate to spearhead the professionalization of CD through summits, conferences, road shows, a journal - the Africana. The last step is to put in an application to SAQA to register a professional entity. The application includes norms and standards, a code of ethics, constitution, articles of association and name etc. She also said that a national Community Survey was going out during the last week of May 2014. She explained the approach towards registering a professional body as well as the routes towards professionalization, thus: as mentioned earlier, there are two routes to professionalization; a model of professionalizing first or by putting together a qualification and then establishing a professional body. The Community Development Professionalisation Coordinating Committee has followed the latter.

> We put together the qualification framework with SAQA between 2008 and 2011 and then started the process of identifying which universities and colleges would offer such qualifications. This is why this process includes information in the application about the qualification frameworks legislated, which institutions will offer the qualification, how they will deliver, field practice guidelines, the norms and standards, OFOs and so on We have worked through the ETDP Seta because they have levels 4 and 5 with the core and fundamentals. They will champion two qualifications in ECD and CD as priorities because of the demand for these. When we put in the application for an association in July we can attach what we put to the QCTO Board because it would be open for public comment.

Against the background of the earlier discussion about the different scenarios to be considered in CD and its professionalization, Informant 4 explained that a professional body will accommodate CDW/Ps working

in other occupations/professions through dual membership which works through full membership in one council acknowledged by another in the form of MOUs. There are as many SETAs as there are specialisations related to CD and many of the SETAs offer CD as electives at levels 4 and 5.

> It's a lot more tricky at university level because a number of credits need to be obtained in the field of specialization. For example I might start a BComDev degree and in my 2nd year opt for nutrition but I must have enough credits to then enter into an honours in Community Nutrition at the end of four years. That university or another could offer it to me if it has an MOU with the university which acknowledges qualifications that I bring. This is another challenge that the Minister of Higher Education is trying to change through policy but it is a tough one.

This informant further explained that although the QCTO is the professional quality assurer for Level 1 – 10 occupations and professions, degrees have to be quality assured in collaboration with a council. For example, the South African Council for Social Service professions will work in collaboration with the QCTO for qualifications in social work. However, because the level 4 and 5 qualifications were developed in partnership with the ETDP SETA, it has worked with the QCTO. But the level 8, 9 and 10 will work differently because the MA and PhD qualifications in CD cannot be offered at this time because CHE regulations stipulate that an institution must first offer a degree and if itis a four year degree it must run for at least five years before it can be offered as an MA. Therefore it will come later and by then, the informant believes, there will be a council and the universities will quality assure in collaboration with this council.

> …because level 8 works through a different route to the QCTO we have to first start offering the new qualifications framework through a university. Out of the 25 universities in the country, 11 allow for this qualification framework in their programme qualification mix and of those, five have indicated a willingness to offer it. As of their last senate meetings, three will be ready for student intake in 2015 and another two in 2016. When we conducted a preliminary investigation to find out which universities we could approach that would be interested in Community Development, UJ in 2011 already had one of the first BAs in Community Development. UJ is now working very closely with the Steering Committee to convert the BA degree into a four year professional degree. There are other universities such as UWC which had four-year BA Human Ecology in Community Development. They have now phased out the degree and will be ready to take in new students for the new degree - BComDev. UFS have funds but there was a delay because of a building upgrade at QwaQwa Campus where they want to roll out the degree. The UNW is also interested and are looking at their Mafikeng Campus as a site of delivery but they are still at Senate level which means their process can only begin in 2015 or later. UNISA is going to offer the degree but has to follow a different process with CHE as they are a correspondence university. Their application process will take two years and requires that their full curriculum, all their tests, study guides and other material must be included in the application.

Part 4: Career Paths for Community Development Workers: A Case Study

NMMU has recognised the need to strengthen relationships between institutions, especially the TVET Colleges and Community Colleges with a focus on curriculum renewal and innovation that enables student progression and transfer between these institutional types. One of the key focus areas of NMMUs work is

on partnership and collaboration with TVET Colleges which could enhance the transfer rate between these institutions through formulating articulation policy and agreements, and in the process, address barriers, facilitate transition between the two tiers through its newly established Centre for Integrated Post-School Education and Training (CIPSET). The collaboration between the university and the TVET Colleges in particular forms part of NMMU's strategic goals in opening up access to Higher Education for marginalised youth and adults in South Africa.

As a comprehensive university, NMMU already enjoys a reputation for its work in respect of providing admission routes and learning pathways (vertical or stairwell articulation) for learners who have obtained a TVET qualification (NC(V)) and fulfil NMMU admissions criteria to pursue career-oriented university qualifications in knowledge and skills areas such as Engineering, ICT, and Accounting. To date, NMMU has made access possible to 24 academic programmes. An increasing number of NMMU staff members from various faculties are involved in projects and curriculum work with TVET Colleges.

In addition to this, NMMU has fifteen Centres (See Appendix E) that are involved in community engagement and many students are involved in community outreach programmes. CIPSET was established in 2012 as a Centre of social action concerned with broadening and strengthening civic agency approaches of NMMU with specific focus on other post-school institutions such as TVET Colleges, Community Colleges (CCs) and civil society organisations. Its Curriculum Innovation Project (CIP) aims to encourage greater collaboration between university and TVET College staff in curriculum development work that enhances the quality of and articulation between programmes offered by TVET Colleges and NMMU. The CIP is linked to four areas of work namely:

(a) curriculum renewal and support to TVET and Community Colleges;

(b) the development of new curricula (formal and non-formal) in response to socio-economic needs;

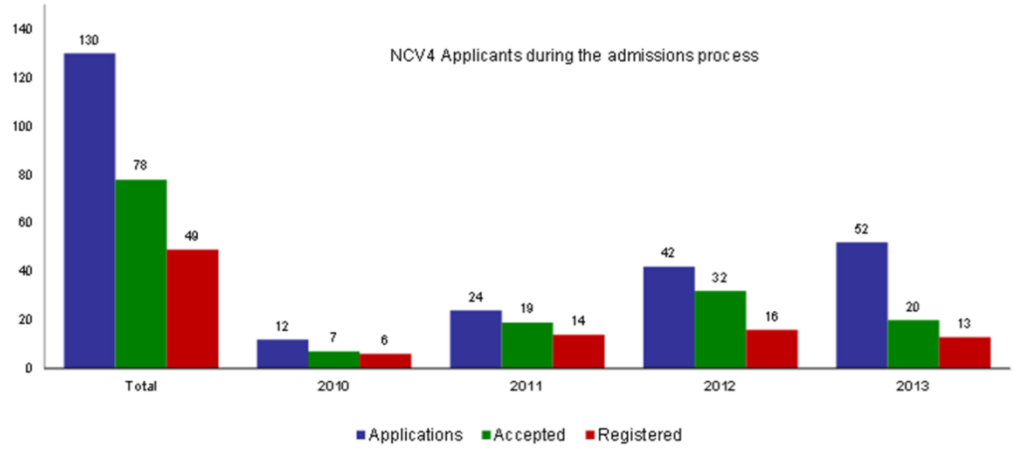
(c) the development of capabilities to support the provision and delivery of new curricula and programmes; and

(d) research that strengthens, monitors and evaluates the CIP.

CIPSETs focus on articulation comes at a time when the transfer of TVET students into higher education has been slow, inconsistent or nonexistent. In the case of TVET Colleges the involvement of academic staff would support curriculum development and innovation in a range of subject/learning field areas (e.g., Early Childhood Development, Travel and Tourism, Mathematics and Science, Agricultural Management, Energy and Water, Oil and Gas, and Arts and Culture and Maritime Studies). For instance, CIPSET has conducted curriculum analyses for Mechanical Engineering, ICT and Financial Planning programmes by looking at NC(V) Programmes at the TVET Colleges and similar cognate fields of study at NMMU. These analyses surfaced the incredibly complex system and curriculum issues that face the development of 'seamless' transition and articulation between TVET Colleges and Higher Education Institutions. To date NMMU has made progression and transfer possible into 24 academic programmes and recognises that further work is required. Articulation is becoming increasingly complex as curricula changes within different parts of the education system take place and multidimensional student movement calls for a range of transfer services including RPL.

Whilst NMMU has witnessed a steady growth in applications from and registration of TVET graduates, (see Figure 1), transferability of career and vocational courses requires further attention especially for those students interested in earning undergraduate qualifications including degrees.

Fig 1. National Certificate (Vocational) Admissions at NMMU (2010-2013)



Source: Centre for Access and Assessment Research

NMMU is currently conducting further work on articulation and RPL that would inform the broadening and expansion of access into its academic programmes. Current indications related to articulation points to the development of i.e. Higher Certificates in selected areas as a means to facilitate student transfer from TVET Colleges into NMMUs programmes. Some of these programmes could potentially be offered at a TVET College. In the process of formulating and evaluating articulation, NMMU considers the following five principles as essential:

1. *Parity of Institutions*: Student transfer through articulation policy and agreements should affirm that TVET Colleges and universities are equal partners in their conceptualisation, design and implementation;
2. *Parity of Students*: Students from TVET Colleges should be treated in the same way as those enrolled in the university;
3. *Expert Participation*: Academic staff with expertise in the course, programme, subject and discipline areas should participate in the development of articulation policy and agreements;
4. *Wider institutional Involvement*: Articulation policy and agreements should be expanded to include other providers of TVET programmes; and
5. *Data-driven Review and Evaluation*: An institutional and national systematic research-driven evaluation system should be designed to review student transition and articulation agreements between institutions.

On the basis of these principles, NMMU encourages a cooperative and collaborative arrangement in the development of articulation policy formulation in order to make seamless transition possible. As part of the formulation process, the following elements form part of its collaborative procedure:

(a) Top-level involvement: Ensuring high-level involvement through institutional leadership and management participation in the formulation, design and promotion of articulation policy and agreements.
(b) Sufficient data: Developing and maintaining strong relationships with TVET Colleges and understanding its organisational culture, curricula frameworks and institutional capabilities;
(c) Mechanisms of engagement: Establishing mechanisms of effective and ongoing engagements between the institutions in order to develop successful programmes, articulation policy and agreements;
(d) Faculty involvement: Reinforcing and promoting policy on articulation and student transfer through the active involvement of the Deans of Faculties and staff across the institutions;
(e) Counselling system: Establishing an effective counselling system that advises students about the articulation policy and agreements;
(f) Marketing strategy: Developing a comprehensive marketing strategy including brochures, bulletins, posters, and bursaries and scholarships; and
(g) Communication strategy: Developing an efficient communication strategy and strengthening collaboration.

Curricula of the two public institutions require attention since the articulation of programmes is not aligned and is inconsistent. Attention also shifts to the large number of SETA-accredited programmes that are offered by private FET Colleges and NGOs. As part of CIPSETs work, NMMU continues to consider the following:

(a) an exploration and improvement of an articulation policy and student transferability system;
(b) the development and enhancement of transfer partnerships with TVET Colleges and other institutional forms including NGOs and CBOs;
(c) enhancing transfer alliances to ensure a seamless transition for students;
(d) increasing the number of short learning programmes that could stimulate increased participation;
(e) informing financial aid packages required by students for completion of undergraduate programmes;
(f) reviewing, monitoring and evaluating transfer activities and student success;
(g) increasing outreach and student support services in an effort to recruit and attract student transfer and progression; and
(h) improving cooperative admissions programmes that direct students to appropriate programmes available in post-schooling using a Central Admission System.

The project anticipates further engagement with possible curriculum development that informs formal and non-formal educational programmes offered at Community Colleges and workplaces. Emphasis will be placed on curriculum development that also supports rural development, sustainable livelihoods, socially useful work and the development of local economies. The development of the curricula is further enriched by NMMUs humanising pedagogical approach to learning and teaching and by a progressive approach to curriculum development and innovation underpinned by a democratic learning framework. The CIP will

further contribute to the Faculty of Education's TVET and Adult Education Programmes which will be developed over the next five years.

Articulation model for Community Development Workers

The NMMU has a keen interest in community development workers because of its increasing focus on civic engagement and civic science. NMMUs community engagement work is seeing a gradual expansion as the various Faculties and Centres increase their teaching and research into more disadvantaged communities. For instance, through CIPSET, NMMU has established a Socially Engaged Scholarship Forum which focuses on the mobilisation of academic staff into forms of scholarship and research concerned with the immediate socio-economic problems experienced by poor communities in Port Elizabeth and the surrounding area. Whilst NMMU recognises the importance of qualification programmes, it values the importance of ideas, intellectualism and praxis rather than a narrow focus on competencies and skills. The approach to community development in general is informed by the view that development should be measured in terms of a society's success in meeting the basic needs of its entire people, including their needs for education and health, on the basis of environmentally sound, sustainable livelihoods (Mayo, 1997:21). 'People-Centered' and 'sustainability' approaches to community development become imperative in response to persistent and deepening of poverty, deprivation, unemployment, inequality, discrimination and social exclusion. The role of the university becomes critical as a social and cultural institution which needs to ensure that its teaching and learning and research become most relevant and responsive to meeting the basic needs of communities. It is in this context that a focus on community development becomes imperative.

The development of community development workers in South Africa is relatively new. It should therefore be viewed as a critical focus area and integral in addressing a wide variety of problems in communities. In the context of a developing country with a number of social issues which still require redress -- notably due to an apartheid system which legalised the unequal access to among other things, social services -- it is important to realise the significance of these programmes in addressing these issues. With the proper training, guidance, support systems and funding, these CDWs are able to deal with these social problems at community level which would otherwise remain unaddressed and thereby perpetuate this cycle. These social workers are part of the community they service and are therefore able to identify particular problems most pertinent to their community. A number of studies have pointed to the problem of HIV/AIDS within poor communities, the lack of access to information about this and other diseases, the stigma associated with HIV/AIDS and the consequent reluctance (often unwillingness) to disclose one's status, acknowledge infection or even receive treatment. This is an issue which affects community development throughout the country and with which CDWs struggle. HBCs are often faced with instances where the disclosure of their patients' HIV/AIDS status would assist in the kind of care they are able to offer or suggest but as previously mentioned, the stigma associated with the disease prevents this and valuable assistance is forfeited (Taylor & Kvalsvig, 2008).

CDWs are often their communities' only means of access to information regarding food and health as poor communities are often uneducated and have limited access to resources beyond their immediate environment. It is therefore of vital importance that CDWs have the proper training and insights into the dietary requirements of children, the sick and the community at large (for proper development; the taking of medication and healing and for general well-being respectively). ECD practitioners need to be able to

advise pregnant and breastfeeding mothers on the most nutritious food for their developing children, while also needing to advise on the most nutritious food for mothers infected with HIV/AIDS (Taylor & Kvalsvig, 2008).

This is a key area in which post-school institutions of learning such as TVET colleges and universities could offer assistance in terms of courses offered in how to deal with these kinds of issues or similarly assist in the articulation of HBCs into courses which could deepen their understanding of this area; thereby assisting these people in providing quality care to their community - thus truly developing these communities - while 'upskilling' the HBCs and contributing towards the prospect of better future employment. Likewise ECD practitioners are also implicated in these formerly mentioned issues pertaining to HIV/AIDS; parents of children who do not want to get tested, refuse treatment or are in denial about their status place their children at great risk. In addition to the symptomatic problems associated with the disease, these children are further at risk of cognitive, emotional and psychological difficulties as the death of their parents often translates into them having to head their household and deal with the stigma and ridicule associated with the disease (Taylor & Kvalsvig, 2008). This is another area in which TVET colleges and universities could play an important role.

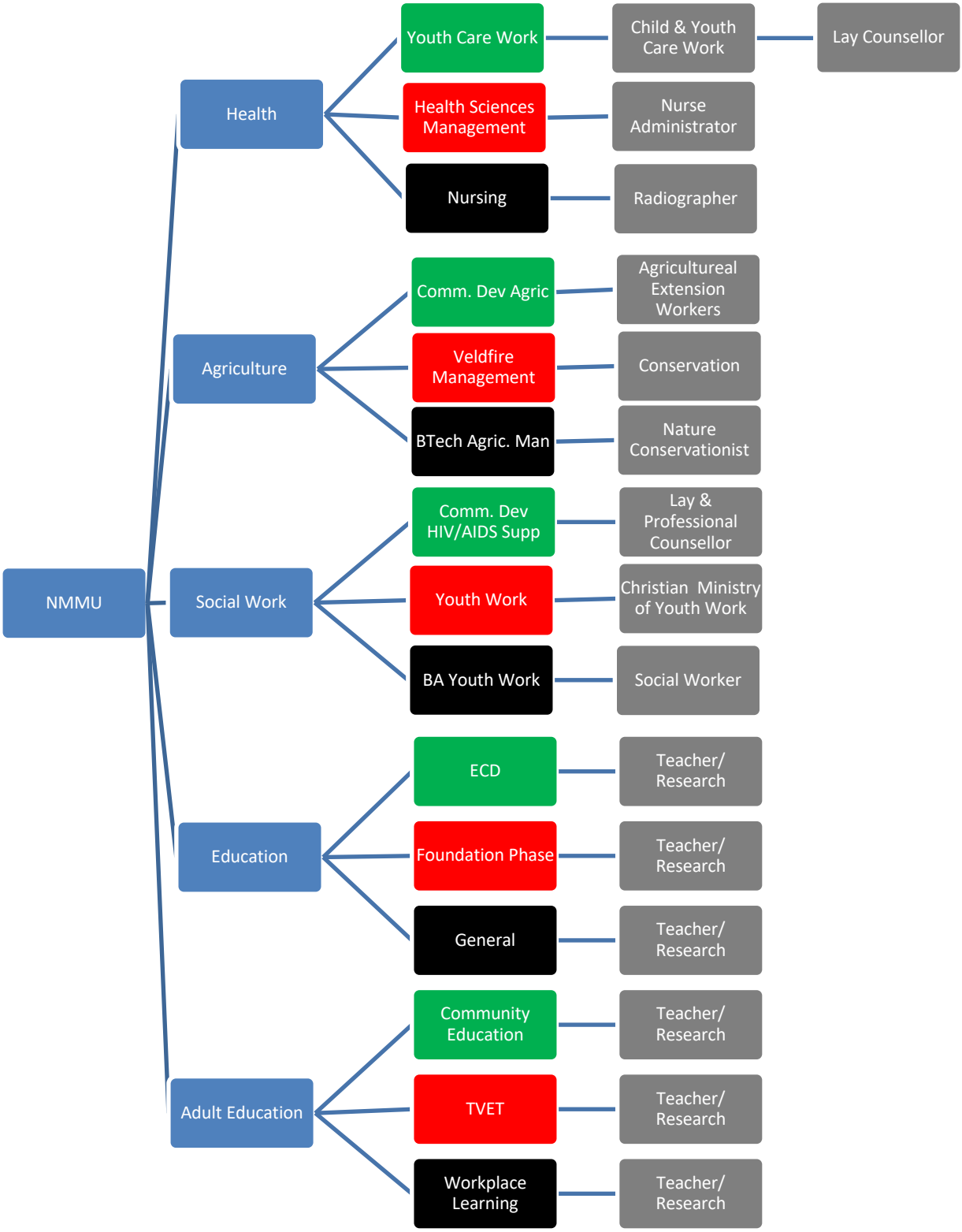
It is also worth noting the issues of un/employment and employability. There are a number of issues which prevent CDW's from securing long term employment; one such issue is the lack of funding by government[11] (Thabethe, 2011). With the proper training, guidance, support systems and funding, CDWs would be able to assist in truly developing and uplifting communities by providing quality social services and information which would otherwise be inaccessible to these communities. Government has noted through the Expanded Public Works Programme, the need to invest in the social services sector (including ECD, CHBC, land and water resources) in order to address the basic needs of the community as well as provide a large number of jobs for unskilled and/or low-skilled people (du Toit, 2005). Long-term employment for CDWs through the EPWP remains highly unlikely. It currently provides short-term employment, and whilst this might make an important contribution to the household's well-being, it does not take the household out of poverty (Muhangizi 2008: 177). The maps of poverty and unemployment are beginning to mirror each other and this suggests that community development work is a crucial community-based intervention whilst longer term solutions to the structural nature of poverty are required.

Articulation possibilities into NMMU Programme

The development of CDWs and their transfer and progression into a variety of possible programmes of NMMU is significant. In order to demonstrate the articulation possibilities, progression and transfer, this case study suggests entry routes into at least five sub-sectors related to community development. The proposed model of articulation is largely vertical which encourages mobility and progression from a provider or college into the university. Community development workers perform a great variety of roles and work in a number of different subsectors.

[11] An in depth discussion of these issues extend beyond the scope of this paper but for a fuller discussion please see Thabethe's (2011) study on community home-based caregivers conducted in three communities in KZN.

Diagram 5: Articulation routes for Community Development Workers


NMMU
Health
Youth Care Work
Child & Youth Care Work
Lay Counsellor
Health Sciences Management
Nurse Administrator
Nursing
Radiographer
Agriculture
Comm. Dev Agric
Agricultureal Extension Workers
Veldfire Management
Conservation
BTech Agric. Man
Nature Conservationist
Social Work
Comm. Dev HIV/AIDS Supp
Lay & Professional Counsellor
Youth Work
Christian Ministry of Youth Work
BA Youth Work
Social Worker
Education
ECD
Teacher/ Research
Foundation Phase
Teacher/ Research
General
Teacher/ Research
Adult Education
Community Education
Teacher/ Research
TVET
Teacher/ Research
Workplace Learning
Teacher/ Research

Based on the institutional capability of NMMU, CDWs could possibly enter a number of possible programmes of five different fields of learning as shown in Appendix H. The model of stairwell articulation is vertical or diagonal and includes community development in the:

- health sector;
- agriculture, forestry and fisheries;
- community development;
- early childhood development and
- adult and community education.

NMMUs current admission requirements may not allow CDWs who hold an FETC directly into its programmes. A Higher Certificate programme may have to be developed in order to facilitate access and to overcome current epistemological barriers that may exists between the institutional types. The development of a higher certificate programme would use curriculum analysis as part of the process.

1. Health Sector

Health is a critical focus area as there are many CDWs who work in the health sector. CDWs in this sector usually hold Certificates (NQF 4 or 5) in Youth Care Work or Community Development in Health. They work or could work in various government departments such as the Department of Social Development and municipalities (clinics, etc.), In addition to this, health workers could also be employed through civil society organisations such as gender equality and women's empowerment organisations and ancillary health care services. Community Home Based Care (which includes health and social services) by formal and informal caregivers is widespread and occurs at a particular individual's place of residence as opposed to care received at an institution[12] (Thabethe, 2011; du Toit, 2005). Community Home Based Caregivers have been trained to visit the homes of people within their community but studies suggest that the number of individuals requiring such attention far supersedes the number CHBCs (Taylor & Kvalsvig, 2008; Thabethe, 2011). The role of CDWs in health is largely to integrate a range of awareness and competences to practise the roles of Health Promoter, Health Provider and Health Networker within a community development context. These CDWs' main focus is to provide a service that will assist communities to better manage their own health and wellness. They are required to have the skills to work as team members and as providers of support services within a multidisciplinary health care team. They are often Auxiliary Nurses, Health workers, Health Promoter, Lay Counsellors within these multidisciplinary health teams.

There are some health-related qualifications offered by NMMU that contain aspects of community development which provide possible articulation pathways for CDWs. The Diploma in Community Nursing is one such programme offered by NMMU and admission into the programme requires at least Grade 12. Students who want to pursue further studies may proceed to a Bachelor's Degree in Nursing (BCur). Students that have completed the Diploma can become primary health care nurses and progress further

[12]It is noted that within this definition, institutional care may also be enhanced or supplemented by CHBC.

depending on their career interest within the health sector. NMMU also offers a Diploma in Nursing Administration (1-year) for professional nurses which focuses on management of human resources, development of nursing curricula, leadership development as well as health care legislations and structures. Other health and community development related qualifications that are available at NMMU, include the following:

(a) Diploma in Radiography (Diagnostic);
(b) Diploma in Biomedical Technology;
(c) Bachelor of Technology in Biomedical Technology;
(d) Bachelor of Technology in Environmental Health;
(e) Bachelor of Technology in Radiography: Diagnostic;
(f) Bachelor of Emergence Medical Care; and
(g) Bachelor of Nursing Education and Nursing Management.

Community development workers who have interests in environmental health, environment and lead campaigns and environmental health awareness could transfer into the Diploma in Environmental Health. NMMU further offers a Postgraduate Diploma in Health and Welfare should the student want to progress further.

2. Early Childhood Development and Foundation Phase

CDWs also work as child caregivers in the local Department of Health. The basic requirement for employment is the Higher Certificate Educare: Early Childhood Development NQF level 5. This programme is offered by a number of private and public FET Colleges. ECD Programmes are crafted to progress the physical, cognitive, emotional and social advancement of children (generally from birth to about nine years of age at a minimum) (du Toit, 2005). ECD practitioners generally have basic training in child development but in order to address and deal with the many social and emotional problems that children in communities face, they would require more training in order to refer these children to practitioners more suitable to deal with their difficulties (Taylor &Kvalsvig, 2008). These social workers share the desire to help people within their community and often express a satisfaction associated with the work that they do, despite often themselves being trapped within poor social and living conditions. They often enter these programmes through 'deployment' by locally elected ward councillors or by applying for the posts as advertised in newspapers as noted by Westoby and van Blerk (2012) in a study conducted in the Free State and Western Cape. Indeed these community care programmes are seen as an important means of minimising public expenditure on social services (Thabethe, 2011). Community Development Workers often apply for these posts in the hope of gaining permanent and long-term employment but lack of proper infrastructure, funding and a myriad of other issues prevent this from being realised.

CDWs in educare could potentially transfer into the Bachelor of Education (Foundation Phase: Grade R to Grade 3) of NMMU if the necessary mechanisms are put in place. At present, the general entry requirements to the BEd at NMMU prohibit access. The general requirements uses a matric pass with a set APS or the acceptable pass mark on foundational knowledge and skills (Language proficiency and mathematics) within a set range. Students may also be granted access based on the age-exemption policy of the institution.

The Faculty of Education has recognised the need to explore articulation, transfer and progression into its BEd (Foundation Phase). This work is still in exploratory phase and considers qualifications related to ECD

at NQF levels 4 & 5. Students from both public and private FET Colleges could transit into the BEd programme through a Higher Certificate in ECD. Curriculum analysis needs to be undertaken to streamline the programmes and to enable credit transfer between future programmes.

3. Agricultural, forestry and fisheries sector

There are also CDWs who are deployed to work in communities in agricultural related projects or programmes. They may also work in the Department of Agriculture, Forestry and Fisheries as well as Water Affairs. CDWs placed in this sector must empower communities to manage their natural resources for integrated, sustainable development and poverty alleviation.

Many of the CDWs that work within the agricultural sector are Agricultural Extension Workers now referred to as Community Development Co-ordinators following new qualification requirements for such workers. Within NMMU, there are possible articulation routes that are available to CDWs. There is a Higher Certificate in Veldfire Management offered at NMMU. This qualification has courses related to this sector as the issue of veld fires is a critical one to the sector. Those qualified are tasked to be the interface between government and affected communities.

The CDWs in this sector deal with agrarian, forestry, fishery and water affairs matters, therefore a sound understanding and grounding in animal and plant biology, ecology and resource management of South African ecosystems is critical. NMMU offers a National Diploma in Nature Conservation that deals with community programmes such as community conservation and environmental education, which is a clear possible articulation route for CDWs in this sector. This programme also entails conservation development; life skills; animal studies; plant studies; resource management and conservation ecology. The university offers other related agriculture qualifications such as the

(a) National Diploma in Forestry;

(b) National Diploma in Game Ranch Management;

(c) National Diploma in Agricultural Management; and

(d) National Diploma in Wood Technology.

The degree courses that are offered by NMMU include:

(a) Bachelor of Technology in Agricultural Management;

(b) Bachelor of Technology in Forestry;

(c) Bachelor of Technology in Game Ranch Management;

(d) Bachelor of Technology in Nature Conservation; as well as

(e) Bachelor of Technology in Wood Technology.

At the modular level there are no clear linkages with community development, but an analysis of the curriculum might reveal that within the curriculum aspects of community development within an agricultural context are covered.

4. Community Development (Social Work)

The genesis of CDW programmes is the EPWP which is based in the provincial Local Government and Traditional Affairs, Transport Department as well as Roads and Public Works departments. In order to address the issue of unemployment, those who have a Grade 12 who are not working are the main beneficiaries of this programme. The intention of the EPWP is to address poverty and provide relief and employment to those most affected which are the poor and the working class, and in the main women and youth.

CDWs in this programme should be competent regarding professional conduct, protocol, networking, process facilitation, coaching and mentoring, lay-counselling, facilitating learning, managing projects, facilitating entry into the labour market, research, communication and various other areas of specialisation.

They have a role in facilitating the learning of and supporting the youth during the work experience that they undertake in communities, government and various organisations. They usually possess the Certificate in Community Development which, according to SAQA, was designed for those who are interested or involved in planning and implementing a variety of community development initiatives and processes across a variety of social and economic contexts. It also forms part of a learning and career pathway in community development and provides access to further learning within the current regulatory framework. People with this qualification may work across sectors of community development including, but not limited to, traditional and local government affairs and public works department. There is also a National Certificate that one can acquire in Local Employment and Skills Development Practices. The CDWs at this level are responsible for skills development programmes and can rise within the ranks of government departments and work for the Department of Labour. These CDWs liaise closely with companies and private providers of skills programme and persons who are individually willing to update their knowledge and skills to enhance their employability in the economic sector. This kind of qualification is diverse in content and encompasses a broad range of knowledge and skills required for the multi-faceted role of local economic development and local employment and skills development practitioners.

At NMMU there are various programmes that offer possible articulation routes to CDWs for further study. These programmes are not limited to formal programmes but also encompass non-formal programmes. The non-formal programmes are spearheaded by the Community Development Unit (CDU) which focuses on (i) Training (ii) Project Management and (iii) Research. These training programmes are tailored to suit the CDWs across various specialisations and cover the following:

- An Introduction to Developmental Local Government & Participation in Local Government (Effective Ward Committees)
- An Introduction to Asset-based Community Development (ABCD)
- An Introduction to Establishing and Managing an Effective Co-operative
- An Introduction to the Theory and Principles of Community Mobilisation/Social Mobilisation
- An Introduction to Participatory Methods and PRA
- Handbook Training for Effective HIV/Aids Support Groups
- Building Effective Community Health Committees
- Basic Project Management for Community Projects.

The CDU also offers the services of project management, where it manages corporate social investment projects on behalf of companies to the benefit of communities. It also assists researchers when embarking on research studies within communities and the training of community investigators.

The main formal undergraduate degree programmes that are related to community development that the university offers is the Bachelor of Administration; BA Youth Work; BA Development Studies and the Bachelor of Social Work. The university, through the Department of Social Work and CDU, has been part of discussions initiated by the Department of Social Development for universities to develop the Bachelor of Community Development. The proposed approach on developing this new programme is that the research must be conducted to ascertain the feasibility of offering this programme. The prevailing thinking is that it might be necessary to first develop a Higher Certificate in Community Development which would enable current Auxiliary Social Workers to articulate into degree programmes. Students that have completed this Higher Certificate will serve as a pipeline for this proposed new programme. Another key question that has emerged is how the university would consolidate its community development programmes so as to avoid duplication and wastage of resources. This question and many others can only be adequately answered through researching the feasibility of this new programme.

5. Adult and Community Education

There is a longstanding relationship between adult education and community development (Rogers 1992; Youngman, 2000; Beck & Purcell; 2010; Tett; 2011). As Rogers argues, "just as Development should lie at the heart of all programmes of adult education, so at the heart of every true Development programme there lies a process of educating and training adults" (Rogers 1992:3). Rogers further argued that a proper definition of Development will call for putting the education and training of adults at the heart of the Development process itself. Without the full process of education and training of adults, there can be no true Development; without a properly understood concept of Development, adult education will continue to be marginalized; and the equation applies to all parts of the 'one world' which we jointly inhabit"(Rogers 1992:4).

Historically a number of CDWs have accessed adult education programmes at various universities such as UWC and UKZN. At present the Walter Sisulu University also highlights community development as a preferred requirement to their adult education programme. Similarly UKZN has trained a large number of adult educators who work across various community development programmes and projects, as well as those actively involved in civil society organizations including social movements in KwaZulu-Natal. Most CDWs enrolled for certificate or diploma courses which provided them with knowledge and skills related to pedagogy and curriculum development. At present NMMU does not provide any adult education qualifications but plans are in place to develop a number of academic programmes in line with the proposed policy on qualifications for adult and TVET educators. As these qualifications will be educator qualifications, they could support CDWs across a range of the spectrum with the pedagogical capabilities required to teach adult learners enrolled in both formal and non-formal programmes. CIPSET research into the establishment of CCs includes the role of CDWs in a wide variety of community development projects including environmental health, recycling, urban and rural gardens, renewable energy, community psychology, ECD and so forth. These areas are emerging as curricula content for youth and adults with lower levels of education and who would require adult educators who could mediate the requisite knowledge and vocational skills.

At present NMMU does not provide career paths for community development workers into its current academic programmes. The case study, however, shows that vertical articulation is possible into at least five possible areas of studies. The barriers to make articulation possible are captured in an earlier section above.

Summary

The development and provision of formal and non-formal programmes in community development remains an important aspect of education in South African society. The provision of such programmes has been the ongoing focus of government. Today community development covers a broad and multidisciplinary set of practices related to social work, youth work, local economic development, childcare, health and many more. In order to address these wide ranging issues — the triple challenge of poverty, inequality and unemployment — in South African society requires a dedicated cadre of community development workers with the requisite knowledge and skills needed to provide the necessary support. The focus on developing pathways of learning for community development workers forms a critical component. This research report contributes to potential articulation possibilities between community development programs and a selection of programs in related disciplines. Whilst articulation between the BComDev and other qualifications was the main focus of the project, the report draws attention the complexity of community development as well as debates related to RPL and the professionalisation of the field.

Community development is a broad and complex multidisciplinary field and the research report draws attention to an important practice that has been and continues to be a contested field characterized by varying definitions, competing theoretical traditions, aims and objectives. It was therefore regarded as important to introduce, as part of the research report, some discussion about community development given that debates about community development have relevance to the current policy context. One such policy is the White Paper on Post-school Education and Training. The introductory section of the report is therefore intended to generate further discussion about the relationship between philosophical orientations, traditions and approaches to community development and approaches to curriculum development as well as the development of qualifications. The first section of the report therefore highlights some of the pertinent contextual themes related to community development.

Articulation between community development and other disciplines is an equally complex task. The research attempted to develop concrete proposals for articulation between the BCom Dev and other qualifications including Psychology, Social Work, Theology and Sociology. In order to map such articulation, the researcher required detailed data about university curricula related to these disciplines. The data required included outcomes statements, assessment criteria and curricula. The research project could not achieve this objective because the data required to make such analysis possible was limited. It is therefore recommended that a more systematic approach be considered in the gathering and analysis of such data. A case study of NMMU is provided as a model which suggests how such a process could be designed. The researchers do however, provide some suggestions for articulation between the proposed qualifications for Community Development Practitioners and degree programmes at university. The research report further highlights barriers to articulation.

Based on the discussion and analysis provided, this research report concludes with a few recommendations.

Part 5: Recommendations

Articulation is a complex process and requires careful consideration. Community development is a multidisciplinary, informed by different philosophical orientations, traditions and values. The multidisciplinary nature of community development, its philosophical orientations, traditions and values pose significant challenges for the development of qualifications, especially challenges associated with the epistemology. The conditions of success in education cannot easily be isolated from broader aspects of any society and economy and further that, focusing on the organisation of institutions or the organization of qualifications is insufficient for the success of the system. We concur with the view (Allais, 2014) that without developing quality curriculum, programmes and learning materials, to training educators and improving facilities there is little chance of improving quality provision. Notwithstanding this qualification, on the basis of this fundamental issue, we propose the following recommendations:

A: On Curriculum

There is a need to develop an agreed standards and quality assurance methods between the FET/HEI interface. This should be done through the appointment of curriculum specialists with disciplinary knowledge and insight into curriculum analysis, curriculum mapping and sequencing of syllabi. In addition to this, such a team could provide a set of guidelines for the development of learning programmes at both FET and HE levels. This could be a first step towards ensuring that curriculum and quality assurance processes are of an acceptable standard across institutions in the PSET sector.

B: On Articulation

International experience has shown that effective integration is derived largely from a clearer division of functions and purposes of the different institutional types. We agree with Lolwana 2012 that we have to accept that progression is not always going to be linear and therefore the NQF may not be enough to work through the question of the FET/HE interface. Therefore we need to consider the location, role and purpose of various institutions that participate at second level provisions for FETs.

(a) Articulation policy requires cooperative and collaborative roles between the various institutional forms involved in programme planning, design and delivery. For instance, FET Colleges, CBOs, NGOs need to play a more prominent role in articulation policy enhancement. An interventionist role should be played by them and cooperative models of work with HEs must be pursued. The design of all new programmes should involve all institutional tiers in the curriculum development process right from the start in order to eliminate barriers.

(b) An articulation policy should be in support of the concrete initiatives and programmes that stimulate the demand for such systems and mechanisms. This could be through directly linking state led initiatives in job creation to learnerships, apprenticeships and internships in the public sector to clearly defined articulation pathways that would facilitate credit transfers and access to higher learning for learners in such programmes. Linking public programmes or other state led initiatives that support workers in the informal economy or in survival activities to education and training initiatives would stimulate the demand for such systems and at same time act as an incubator to lay the pathways for those in the private sector to follow.

(c) The establishment of Articulation and Progression Units at some institutions are required as part of a strategy to address barriers to articulation, transfer and progression. These units could play an important role in the development of systems required to address articulation, transfer and progression. RPL needs to be an integral aspect of this work. This work should be linked to the work of SAIVCET.

(d) Establishment of articulation and transfer hubs/centres that provide for CDW support, transfer and progression. Each comprehensive university should establish an Articulation Centre that deals with a variety of research and education programmes related to articulation. These Centres should work with a number of providers of education in order to support and facilitate articulation. For example, SAQA, DHET and the quality councils for trades and occupations and further and higher education could use the opportunity to pilot articulation pathways and agreements with those five universities that are ready to deliver the professional degree in Community Development.

(e) A conference should be convened at the end of five years following the implementation of the pilot to share the lessons. Leading up to the conference institutions involved should be encouraged to document their experience in peer reviewed journal articles, popular media including radio talk shows and newspapers.

(f) The need for articulation policy and agreements. HE-FE articulation policy should be developed based on research and curriculum innovation work including pilots as those mooted above. Mathematics and Science should not be serving as key decision-making criteria to access.

C On Qualifications

Qualifications that are developed by the QCTO need to consider:

(a) Entry requirements of universities with specific reference to APS scores and additional requirements such as grades in mathematics and/or mathematical literacy are important issues. The APS is derived from the grading system for the NSC. Qualifications developed by the QCTO need to consider ways of using an APS or an equivalent that meet the requirements for entry into programmes at higher education.

(b) The proposed qualifications for CDPs could provide vertical articulation into a variety of Bdegrees in social sciences including a BComDev, BA (Social Sciences) including Social Work, Youth Work, Development Studies, etc. as well as Psychology. It is suggested that the programmes derived from these qualifications take into account two important aspects: (a) the development of strong foundational skills (language and mathematics) at NQF 4 & 5; and (b) the importance of collaborative work between developers/providers of the proposed occupational programmes and academic staff in universities. These two aspects are vital to the development of good articulation and would assist in addressing current barriers that currently exist.

(c) Articulation between the BComDev and other degree programmes require further investigation and would involve careful curriculum analysis and mapping. Whilst the general outcomes (SAQA outcomes) for BComDev and other programmes in the social sciences may be similar, articulation between different disciplines may be limited or simply impossible. Therefore only a component

of the BComDev might overlap with other disciplines given the multidisciplinary nature of CD. We recommend that CD should therefore be encouraged as both a distinct discipline as well as integrated into other social science programmes. The same logic should apply to horizontal articulation with programmes such as adult education, ECD, Environmental education, etc.

C: On Recognition of Prior Learning

RPL candidates prefer participating in structured learning programmes in the hope of filling the gaps in their knowledge given the context of poor education levels and still high levels of illiteracy. We recommend therefore, that RPL should be encouraged where it can lead to access to further learning and that the RPL process must act as a bridge to support such learning as appears to be the emerging practice. Moreover, RPL does promote greater transparency about entry requirements from education institutions which is to be encouraged.

D: Professionalization

Professional Associations or a Council for Community Development Workers need to be established with a focus on building and advancing a professional identity for community development workers. A council should play a critical role, amongst others, in addressing critical issues related to the professionalization of community development work.

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Legislation

Republic of South Africa. Social Work Act (110 of 1978)

Republic of South Africa. Social Service Professions Act (110 of 1978)

Appendix A: Biographical Details of CLO/CDWs

CLO/CDWs Biographical Information Sheet

Instructions: The following questions are related to your biographical and general information, please answer in the space provided or tick the appropriate block.

1	Today's Date: (dd:mm:yyyy) (Please specify):			
2	Gender	Male	Female	
3	Age	17-24	25-35	36+

4	Home Language	English	Afrikaans	isiXhosa	Other: (Please specify)	
5	Ethnic Group	African/ Black	Coloured	White	Indian/Asian	Do not wish to say
6	Marital Status	Single	Married	Living with partner	Widowed	Separated/ Divorced
7	Do you have dependents to look after at home?	Yes		No		
16	Do you have a job?	Yes		No		
17	Are you working and /or studying?	Please list reason/s why:				
18	How many hours do you spend at this job in a week?	0-8	9-16	17-24	25-32	32+
19	List three (3) personal goals you hope to achieve by completing a qualification at Nelson Mandela Metropolitan University? 1) 2) 3)					

Thank you

Appendix B: Names of Informants

Linda Cooper, UCT

Josie Singaram, ETDP SETA

Dave Jenkins, Andrea Watson & Caroline Davies (NMMU)

Ivor Baatjes, NMMU

Phindi Sigodi, Private Provider

Bernadette Perumal, Private Provider

Cornel Hart, UWC

Zoleka Soji, NMMU

Appendix C: Interview Schedule

Background Information

Name of Interviewee:

Name of Interviewer:

Position at institution:

Date of Interview:

Duration of interview:

Questions

1. What, if any, programmes are offered in community development at your institution?

a. What are the levels at which these programmes are pitched?

b. How are these programmes offered e.g. do they form part of learnerships?

How are they delivered? E.g. Face-to-face, distance or a combination of both?

c. What if any, is the breakdown between theory and practical work on the learning programme?

2. How many students enroll onto these programmes each year?

a. What is the throughput rate of students enrolled on the programmes?

b. What is the background of these students?

c. What proportion of them is working in community development as opposed to other non-working students?

d. What if any anecdotal feedback is there about the impact of the programme?

3. What if any articulation agreements or frameworks exist in community development within your institution?

a. What if any policies, procedures or mechanisms exist around RPL at your institution?

4. What articulation agreements exist between your and other institutions in community development?

5. What issues have emerged around articulation and RPL at your institution?

What potential is there for articulation and RPL for the programme on offer at your institution?

Appendix D: Qualifications Analysis

QUALIFICATIONS ANALYSIS-IDENTIFICATION OF INSTITUTIONS THAT OFFERS COMMUNITY DEVELOPMENT RELATED PROGRAMMES FROM NQF LEVEL 4 TO LEVEL 6.

Through SAQA documents we have found these programmes, together with institutions that are offering them, from Level 4 which is offered at FETC sector and NQF Level 5 being offered at Higher Education institutions. These are formal recognition of achievement of the required number and range of credits and other requirements at specific levels of the NQF as determined by the relevant bodies registered by SAQA.

Even though NQF Level 4 programmes are offered by the FETC band in the main, some of the institutions that are offering these programmes are not mentioned in the SAQA documents. You will find the programme code, the course itself and the credits that need to be accumulated and NQF Level 4 will be specified by the institution offering the programme would not me mention, under the column for the institution its written "Not Written". These qualifications center on community development workers themselves that work in Health or Agriculture or even in the EPWP Programme; they are about community development. Also in the main, some of these institutions are privately owned, and they offer community development programmes from NQF Level 4.

The table below displays the code, course, credits and NQF Level as well as the institution that is offering the programme according to SAQA documents.

Program Code	Programme/Course	Credits	Institution	NQF Level
48884	FETC: Community Facilitation in Society and Environment Interactions	159	Not written	4
65831	FETC: Accommodation operations and service	120	City Guilds International	4
49093	FETC: Child & Youth care work	165	Not written	4
67509	FETC: Community Development	125	Not written	4
76990	FETC:Community Development Management	125	Generic Provider-Field 03	4
76984	FETC:CD-Early Child Development	125	Generic Provider-Field 05	4

76985	FETC: Community Development-Gender	125	Generic Provider field 07	4
769856	FETC:CD-HIV/AIDS	125	Generic Provider field 09	4
76991	FETC:CD-Life skills	125	Generic Provider-field 07	4
76989	FETC:CD-LED	125	Generic Provider- field 03	4
76992	FETC:Community Development-sport	125	Generic Provider- field 02	4
76998	FETC:CD-Victim empowerment	125	Generic provider- field 07	4
76983	FETC:CD-Volunteerism	125	Generic provider-field 02	4
76987	FETC:CD-Youth	125	Generic provider-field 05	4
64697	FETC: Community health work	156	Not written	4
58462	Community recreation	156	Not written	4
61669	Community water, health and sanitation facilitation	148	Not written	4
49256	Counseling	140	Not written	4
23094	Development Practice	120	Not written	4

23993	Further Education and Training Certificate: Social Security Administration	180	Not written	4
49197	Social housing supervision	146	Not written	4
48960	Social security administration	140	Not written	4
49872	Further Education and Training Certificate: Victim Empowerment Co-ordination	146	Not written	4
61609	Further Education and Training Certificate: Volunteer Support	138		
64111	Further Education and Training Certificate: Volunteer Support: Community Recreation	138	Generic provider field 02	4
60189	Further Education and Training Certificate: Wastewater and Water Reticulation Services	135	Not written	4
64110	FETC:Volunteer support- sport operations	138	Generic provider-field 02	4
57428	FETC: youth development	146		4
48665	National Certificate: Community Development-HIV/AIDS Support	135	Not written	4
23116	NC: Early childhood development	120	Not written	4
15982	NC: ECD-Preschool phase	120	Not written	4
20152	NC: Ladies Hairdressing	177	Not written	4

23976	NC: Local employment and skills development practices	164	Not written	4
86466	Higher Certificate: Early Childhood Development	120	Centurion Akademie (Pty)Ltd	5
23117	Higher Certificate: Early Childhood Development	120	Generic Provider - Field 05	5
15952	Higher Certificate: Educare: Early Childhood Development	150	Intec College	5
84207	Higher Certificate: Emergency Care	120	Mediclinic (Pty) Ltd	5
79315	HC:Healthcare services Management	120	Regent Business School (Pty) Ltd t/a Regent Business School	5
84106	HC: Human and Social Development	140	Fernwood Business College (Pty) Ltd	5
88663	HC: Youth Work	120	AFM Theological College t/a Auckland Park Theological Seminary	5
83387	National Certificate: Community Development: Community Health	147	Generic Provider - Field 07	5
83388	NC: Community Development-Early childhood Development Relations	147	Generic Provider - Field 07	5
83389	NC: Community Development-environment relations	147	Generic Provider - Field 07	5

83390	NC: Community Development: Gender studies	147	Generic Provider - Field 07	5
83386	NC: Community Development General	147	Generic Provider - Field 07	5
83391	NC :Community Development-Human Settlement	147	Generic Provider - Field 07	5
83392	NC:CD-IDP	147	Generic Provider - Field 07	5
83393	NC:CD-LED	147	Generic Provider - Field 07	5
83394	NC:CD-Project Management	147	Generic Provider - Field 07	5
83395	NC:CD-Sport	147	Generic Provider - Field 07	5
83396	NC:CD-Tourism	147	Generic Provider - Field 07	5
83397	NC:CD-Victim empowerment	147	Generic Provider - Field 07	5
83398	NC:CD-Volunteerism	147	Generic Provider - Field 07	5
83399	NC:CD-Youth Development	147	Generic Provider - Field 07	5
66893	NC :N4 Clothing Production	60	Department of Education	5
66883	NC:N4-Educare	60	Department of Education	5
16488	Advanced Diploma: Child Psychiatric Nursing	120	UFS	5
19730	Advanced Diploma: Health Service Management	240	UFS	5
62468	Bachelor of Arts: Community arts	360	University of Zululand	6
21545	BA: Health Care Studies	360	UWC	6

15934	BA: Health sciences and Social Services	360	UNISA	6
81757	BA: Human Science	384	UKZN	6
15936	BA:Human-Social Studies	360	UNISA	6
80355	BA: Social and Market Research	360	UJ	6
72832	BA: Social Work	512	UKZN	6
87241	BA: Social Work	360	NMMU	6
79115	Bachelor of Arts: Social Work	480	University of Limpopo	6
80200	Bachelor of Arts: Social Work	360	Walter Sisulu University	6
73033	Bachelor of Arts: Social Work	360	University of Pretoria	6
71650	Bachelor of Arts: Socio-informatics	360	University of Stellenbosch	6
80356	Bachelor of Arts: Sociology	360	University of Johannesburg	6
62484	Bachelor of Arts: Sociology	360	University of Zululand	6
21002	Bachelor of Arts: Youth Development	490	University of Venda	6
87242	Bachelor of Arts: Youth Work	360	Nelson Mandela Metropolitan University	6
71755	Bachelor of Clinical Medical Practice	432	University of Witwatersrand	6
72834	Bachelor of Community and Development Studies	384	University of KwaZulu-Natal	
49915	Bachelor of Health Sciences	360	University of Witwatersrand	6
12131	Bachelor of Heritage and Culture Sciences	360	University of Pretoria	6

19056	Bachelor of Nursing: General: Psychiatric: Community Health and Midwifery	480	University of Fort Hare	6

Most level four programs are offered by private institutions with the exception of the University of Stellenbosch that offers one program related to community development.

There are programs in level four of which the institutions that offer them are not specified. I did not capture such programs as there are no institutions offering them.

The scope of service as envisioned by SAQA is to map the articulation possibilities between professional community development degrees, FET related and HET qualifications. We must also surface the information on articulation possibilities between related degrees and the Bachelor of Community Development Degree, as well as look at the articulation pathways between the FETC band and the Bachelor of Community Development. Below are institutions that offer Community Development qualifications as well as those that are identified as being related to the Community Development Programme itself. Some institutions, mostly of higher learning, offer qualifications (through SAQA documents) that we have identified as related, but there are no details with regards to the qualifications identified as being related to Community Development programme. Most of these programs that have Community Development programs, other than BA Community Development itself which is offered by UNISA, are embedded into community issues and activism programmes as well as community projects starting from BA Social work, BA Youth Work, as well as Certificates in Community Development, Diploma in Youth Development, which is also offered by UNISA and also centers around youth participation and youth emancipation for youth development. With most certainty these community development related qualifications, such as BA Social Work, have an element of community development in their curriculum content and the value, service and purpose it serves is the same; which is the intention to serve the public for a noble cause.

NQF	**LEVEL 4**
Qualification Code	**49093**
Qualification Title	**Further Education and training: Child and Youth care work**

This qualification is an entry-level qualification for those who want to enter the field of Child & Youth Care Work as a potential career. It builds on practical experience and community based learning, and equips people for their role as an auxiliary worker. As such the qualification will also be valuable for those who may have been practicing within the field, but without formal recognition. In particular, this qualification will be useful for:

- Auxiliary child and youth care workers
- Students working towards a professional qualification in C&YCW
- Persons who work in related fields where knowledge and skill of C&YCW is an advantage

It is also assumed that practitioners are already competent in Communications at NQF level 3 upon commencement of this qualification and hold a GETC or equivalent.

FUNDAMENTAL

1. **Communication**

Candidates are required to achieve 20 credits for Communications from the available 25 credits.

In terms of the requirements for an FETC, candidates are required to achieve 20 credits obtained in a second official language at a minimum of level 3.

2. **Mathematical Literacy**

Candidates are required to demonstrate achievement of the 16 credits for the Mathematics unit standards within the context of education, training and development situations.

Note: Mathematical Literacy is defined as the ability to apply basic mathematics within a variety of real life contexts. The applications may vary in complexity from NQF 1 - 4, even though the level of mathematics may be at level 1.

Because the complexity of applications within education, training and development range from NQF 1 to NQF 4, achievement of the mathematics standards, within the context of the education, training and development, is considered to be equivalent to NQF 4.

Accommodate audience and context needs in oral communication(L3)

- Interpret and use information from texts(L3)
- Use language and communication in occupational learning programmes(L3)
- Apply comprehension skills to engage oral texts in a business environment(L4)
- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems(L4)
- Read analyse and respond to a variety of texts(L4)
- mathematics to investigate and monitor the financial aspects of personal, business, national and international issues(L4)

CORE:

Candidates must achieve all 89 CORE credits listed in Exit Level Outcomes.

- Basic communication skill in interaction with children and youth at risk (L3)
- Demonstrate basic understanding of the fundamentals of child and youth care work(L3)
- Demonstrate basic caring skills for children and youth at risk (L3)
- Promote and uphold the rights of children and youth(L3)
- Demonstrate basic interpersonal skills with children and youth at risk, and their families(L4)

- Observe, record and report as an auxiliary child and youth care worker in child and youth care work context(L4)
- Participate in a developmental assessment(L4)
- Work as part of a team, under supervision, with children and youth at risk(L4)

ELECTIVE:

Candidates must achieve at least 10 credits of their choice from any of the available ELECTIVE credits in Exit Level Outcomes.

- Perform basic first aid(L2)
- Apply knowledge of community issues in relation to development projects(L3)
- Apply knowledge of HIV/AIDS to a specific business sector and a workplace(L3)
- Describe how to manage substance abuse and addiction in the workplace(L3)
- Demonstrate knowledge of lifespan development theories for application in child and youth care work(L5)
- Establish a community resource project(L5)
- Monitor budgets related to community projects(L5)

NQF	**LEVEL 4**
CODE	**67509**
Qualification title	**FETC: Community Development**

This Further Education and Training Certificate Qualification has been designed for people who are interested or involved in planning and implementing a variety of community development initiatives and processes across a variety of social and economic contexts. This Qualification forms part of a learning and career pathway in community development and provides access to further learning within the current regulatory framework. This Qualification facilitates the development of people who may be fulfilling the role of community development workers towards empowering communities to manage their own integrated, sustainable development and the alleviation of poverty. The Qualification ultimately aims to provide community development workers with the necessary skills and competencies to create a better life for all.

The learners credited with this Qualification would include people interested or involved in community development practice and/or initiatives in one or more of the following sectors:

- Traditional, Local, Provincial and Central Government. Social Development. Youth Development.
- Early Childhood Development (ECD).
- Health. Education (Formal, informal and non-formal).
- Public Works. Agriculture.

- Water Affairs and Forestry.
- Gender Equality and Women's Empowerment.
- Victim Empowerment. Conflict Management.
- Civil Society Organisations (CBOs, NGOs and FBOs, Foundations and Trusts).
- Corporate Social Responsibility.
- Co-operatives.

This Qualification will help learners improve their understanding of their role and responsibilities as community development workers and it will provide them with the knowledge, skills and attitudes to operate in an effective and efficient manner within the community arena.

The successful learner will be able to:

- Apply theories/approaches of community development in a specific context.
- Facilitate a community initiative/process.
- Build and maintain relationships in a specific community context.
- Plan and manage an integrated community development project in a specific context.
- Demonstrate understanding of the holistic and integrated regulatory framework impacting on community development in a specific context.

This Qualification is an important step forward in South Africa's developmental agenda as it provides some of the fundamental building blocks of public service and attempts to create a better life for all South African citizens, especially poor and marginalized communities.

The Qualification begins to bridge the gap between the government and those in greatest need of the services provided by the state. As South Africa's developmental agenda evolves in line with the country's broader social and economic imperatives, so does the Qualification. This Qualification is a valuable tool in the community development work environment and in helping South African people enjoy a better life. In short it will help to:

- Improve social equity and justice.
- Enhance service delivery by all organisations.
- Deepen the country's democracy.
- Contribute to citizen education and development.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

- Mathematical Literacy at NQF Level 3.

- Communication at NQF Level 3.

The above can be achieved either through previous Qualifications, or through the process of Recognition of Prior Learning (RPL), which assesses workplace-based experiential learning.

The Qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totaling a minimum of 125 Credits.

FUNDAMENTAL COMPONENT:

All Unit Standards in the Fundamental Component (56 Credits) are Compulsory.

The Fundamental Component consists of the following, which is compulsory for all learners:

- Unit standards at Level 4, totaling 16 Credits in Mathematical Literacy.
- Unit standards at Level 4, totaling 20 Credits in Communication in a First South African Language.
- Unit standards at Level 3, totaling 20 Credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at Level 4 and the other at Level 3.

CORE COMPONENT:

All unit standards to the value of 56 Credits are compulsory.

ELECTIVE COMPONENT

Learners are to choose a specialization area and complete a minimum of 13 Credits from the Unit standards listed hereunder and are required to attain a minimum of 125 Credits required for certification purposes.

The specialization areas are as follows**:**

Volunteerism

Early Childhood Development

Gender

HIV/AIDS

Youth

Victim empowerment

Local Economic Development

Community Development Management

Life skills

Sports

EXIT LEVEL OUTCOMES

On achieving this Qualification, the learner will be able to:

1. Apply theories/approaches of community development in a specific context.

2. Facilitate a community initiative/process.

3. Build and maintain relationships in a specific community context.

4. Plan and manage an integrated community development project in a specific context.

5. Demonstrate understanding of the holistic and integrated regulatory framework impacting on community development in a specific context.

NQF	**Level 4**
Code	**64697**
Qualification title	**Further Education and Training Certificate: Community Health Work**

This Qualification is for any individual who is, or wishes to be, involved in Ancillary Health Care services. A learner who has achieved this qualification will integrate a range of awareness and competencies to practice the roles of health promoter, health provider and health networker within a community development context.

Qualified learners in this field will provide a service that will assist communities to better manage their own health and wellness. They will have the skills to work as team members and as providers of support services within a multidisciplinary health care team.

In addition, individuals will be able perform some of the following according to their choice of electives:

- Facilitate and administrate community health activities/center via supervision of a team of health care workers.
- Provide community health care.
- Provide care for persons with intellectual and physical disabilities.
- Assist in planning advocacy campaigns to support primary health care initiatives.
- Assist in facilitating and implementing primary health care projects within the community.
- Engage in inclusive communication with the Deaf in South Africa.
- Practitioners will generally carry out their roles within the context of:
    - The client's home.
    - A community care centre.
    - The broader community.

FUNDAMENTAL COMPONENT:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.

It is therefore compulsory for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3. All Unit Standards in the Fundamental Component are compulsory.

- Accommodate audience and context needs in oral/signed communication.
- Interpret and use information from texts.
- Use language and communication in occupational learning programmes.
- Write/present/sign texts for a range of communicative contexts.
- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems.
- Engage in sustained oral/signed communication and evaluate spoken/signed texts.
- Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

CORE COMPONENT:

The Core Component consists of Unit Standards to the value of 84 credits, all of which are compulsory.

- Assist in facilitating and implementing primary health care projects within the community.
- Assist with planning and implementing advocacy campaigns for primary health care.
- Conduct a basic community needs assessment.
- Conduct targeted training and development using given methodologies.
- Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place.
- Plan and promote nutritional programmes to improve health.

The Unit standards in the Core Component will equip the learner with the essential skills and knowledge required to effectively perform the Ancillary Health Care function. The Core Unit Standards consists of competencies relevant to managing individual and team performance to achieve health care objectives, examining the effects of fatigue in the workplace, assisting with the facilitation and implementation of primary health care projects within a community, including conducting a needs assessment and advocating campaigns to support these projects.

ELECTIVE COMPONENT:

The Elective Component consists of a number of Unit Standards. Learners are to choose a combination of Unit Standards to the minimum value of 16 credits.

- Apply leadership skills to relationship management.
- Apply palliative care principles when assisting and supporting the child and family to manage life threatening diseases.
- Assist and support learners to manage their learning experiences.
- Deliver a monologue for a known audience on a familiar topic using South African Sign Language.
- Demonstrate knowledge of Deaf culture, the Deaf community and technology, services and education for the Deaf in South Africa.
- Develop and implement a community based rehabilitation programme.
- Educate and support parents in childcare.
- Explain and apply the concept, principles and theories of motivation in a leadership context.
- Facilitate the optimal functioning of the client with intellectual disability.
- Give and ask for directions to places and locations, using South African Sign Language.

NQF	**Level 4**
CODE	**48665**
QULIFICATION TITLE	**National Certificate:Community Development-HIV/AIDS Support**

This qualification is intended for lay counselors who will educate and counsel communities about the HIV/AIDS pandemic. Its purpose is to equip qualifying learners with:

- Knowledge and understanding of the communities within which those living with life-threatening conditions such as HIV/AIDS find themselves confined and the ability to communicate with all members of these communities.
- Knowledge and understanding of the processes of adult learning and the ability to successfully communicate new information so that a change in behaviour is brought about.
- Knowledge of human behaviour and the ability to provide a means to achieve emotional and physical support for those in distress.
- Knowledge and understanding of the principles of personal and community sanitation and the ability to initiate improvements in this area.
- Knowledge and understanding of the cause and effect of life threatening conditions especially HIV/AIDS.

- The skills to work as a team member and as a provider of support services within a multidisciplinary health care team.

CORE COMPONENT

- Demonstrate knowledge of community sanitation.
- Conduct a basic community needs assessment.
- Conduct basic lay counseling in a structured environment.
- Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS).
- Facilitate participatory community development processes.
- Identify and apply strategies to deal with risky behaviour to promote psychological health and wellness.
- Promote an awareness of nutritional principles.

FUNDUMENTAL COMPONENT

- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems.
- Engage in sustained oral communication and evaluate spoken texts.
- Represent analyze and calculate shape and motion in 2-and 3-dimensional space in different contexts.
- Use language and communication in occupational learning programmes.
- Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.
- Write for a wide range of contexts.

ELECTIVE

- Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations.
- Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development.

NQF	**Level 4**
CODE	**23116**

QUALIFICATION TITLE	National Certificate: Early Childhood Development

This qualification enables learners to facilitate the all-round development of young children in a manner that is sensitive to individual needs (including special needs) and culture within a specific phase of development and with specialization in a particular setting or role.

It also provides further education and training opportunities for those with a NQF Level 1 qualification (or equivalent) as well as a basis for further professional development in the higher education and training band for many experienced practitioners in the field who have had limited or difficult access to further career development opportunities.

Develop ECD educators with a sound practical qualification to provide quality early childhood development services for children in community-based services.

This qualification provides an opportunity for:

- Existing learners/educators who have acquired a Level 1 ECD qualification to further their career path in ECD;
- Potential learners/educators who have acquired a GETC qualification or its equivalent to embark on a career in ECD (entry point).

FUNDUMENTAL COMPONENT

- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems.
- Engage in sustained oral communication and evaluate spoken texts.
- Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

CORE COMPONENT

- Facilitate active learning in ECD programmes.
- Facilitate healthy development in ECD programmes.
- Manage the ECD learning programme.

ELECTIVE COMPONENT

- Care for babies and toddlers in ECD settings.
- Making ECD Learning Resources.
- Compile a portfolio in ECD practice.
- Create an inclusive, anti-bias learning environment in ECD settings.
- Facilitate the learning and development of babies (0-24 months) in ECD settings.

- Facilitate the learning and development of toddlers (18-36 months) in ECD settings.
- Facilitating Creative Art Activities in ECD Programmes.
- Include children experiencing barriers to learning and development in ECD settings.
- Involve family members in ECD programmes.
- Support children and adults living with HIV/AIDS in ECD settings.
- Facilitate an inclusive educational environment in ECD settings.
- Facilitating a Life Skills Learning Programme in the Reception Year.

EXIT LEVEL OUTCOMES

1. Provide a wide variety of developmentally appropriate learning activities that support and extend learning.

2. A range of skills and techniques is used appropriately to mediate children`s learning on an individual basis, in small and large groups.

3. Demonstrate inclusive anti-bias attitudes, values and practices in all aspects of the learning programme.

4. Protect the safety of children and adults and support good health practices.

5. Support each child`s emotional and social development in ways that help them learn to manage their own behavior.

6. Establish positive and supportive relationships with co-workers, families and community.

7. Manage a well-run, purposeful learning programme responsive to children`s interests and developmental needs.

8. Demonstrate commitment to the development of high quality ECD services.

NQF	**Level 4**
CODE	**57428**
QUALIFICATION TITLE	**Further Education and Training Certificate: Youth Development**

The purpose of the qualification is to prepare practitioners who are responsible for the development of young adults in initiatives designed to develop the youth and to integrate them into the working economy and society.

Youth development practitioners/workers must be competent regarding professional conduct, protocol, networking, process facilitation, coaching and mentoring, lay-counselling, facilitating learning, managing projects, facilitating entry into the labour market, research, communication and various other areas of specialisation.

They have a role in facilitating the learning of the youth and in supporting them during the work experience that they undertake in communities, government and various organisations.

This FETC offers competent development workers the opportunity to have their learning achievements formally recognised through a qualification registered on the NQF. This recognition will facilitate access to and mobility and progression within youth and general development practice education, training and career paths.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners are assumed to be competent in:

- Communication at NQF Level 3.
- Mathematic literacy at NQF Level 3.
- Life skills at NQF Level 3.

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

To be awarded the Qualification, learners are required to obtain a minimum of 146 credits as detailed below.

Fundamental component:

The Fundamental Component consists of Unit Standards in:

Mathematical Literacy at NQF Level 4 to the value of 16 credits.

Communication at NQF Level 4 in a First South African Language to the value of 20 credits.

Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core component:

The Core Component consists of Unit Standards to the value of 80 credits all of which are compulsory.

Elective component:

The Elective Component consists of Unit Standards in a number of specializations each with its own set of Unit Standards. Learners are to choose a specialization area and Elective Unit Standards at least to the value of 10 credits.

FUNDUMENTAL

- Accommodate audience and context needs in oral/signed communication.
- Interpret and use information from texts.
- Use language and communication in occupational learning programmes.
- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems.

- Engage in sustained oral/signed communication and evaluate spoken/signed texts.
- Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

CORE

- Guide learners about their learning, assessment and recognition opportunities.
- Devise and apply strategies to establish and maintain relationships.
- Work as a project team member.
- Plan, organise and support project meetings and workshops.
- Describe youth development paradigms.
- Describe the relevance of human rights and democratic practices in South African society.
- Demonstrate and apply knowledge of role and responsibility of national government in South Africa.
- Conduct advocacy campaigns and workshops in development practice.
- Conduct a self-evaluation of own progress and development.
- Collect and present community needs information.
- Apply a range of project management tools and techniques.

ELECTIVES

- Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression.
- Design ways in which individuals in a community can contribute towards creating a caring environment for people who are vulnerable.
- Apply facilitation processes to deal with an environmental risk in a local community.
- Apply personal development strategies and skills to enhance effective service delivery in child and youth development.
- Apply the principles of situational leadership to a business unit.
- Apply Transformational Leadership by Interacting with Key Stakeholders.
- Assist and support learners to manage their learning experiences.
- Conduct basic lay counselling in a structured environment.
- Conduct targeted training and development using given methodologies.

- Demonstrate a knowledge and understanding of a range of research methodologies to undertake local economic development research.
- Demonstrate and apply knowledge and understanding of the roles, function 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.
- Describe the use of relationships for developmental and therapeutic ends in child and youth care work.
- Design aspects for performances. Develop craft production processes and schedules.
- Develop heritage education learning programmes.
- Develop products for heritage tourism purposes.
- Perform arts administration functions. Provide a caring environment for youth in conflict with the law.
- Understand and apply theories and principles of transformative development practice.
- Work as part of a team, under supervision, with children and youth at risk.

EXIT LEVEL OUTCOMES

After completing the course you must be able to:

1. Develop and empower self for youth development practice.

Range: Development includes self-awareness and own economic and social development, as individual, and development as individual as part of development processes, within the South African national context.

2. Assess specific community needs and develop processes for youth development interventions.

3. Build and maintain relationships with all relevant stakeholders for youth development purposes.

Range: This includes entry into communities, collaboration, buy-in, support, etc., relationships include strategic partnerships, networks, youth development resources, etc.

4. Facilitate the development of young people to realise their potential.

Range: Development includes identifying and linking opportunities for individuals and communities, and includes social and economic development of individuals, development as individuals in relation to communities, within the South African national context.

5. Facilitate youth processes for various purposes.

Range: Processes include learning, meetings, workshops, advocacy, awareness, gathering information, etc.

6. Contribute effectively to national youth development initiatives.

Range: Initiatives include legislation, policies, programmes, etc.

7. Implement youth development projects for sustainability.

NQF	**Level 5**
CODE	**23976**
QUALIFICATION TITLE	**National Certificate: Local Employment and Skills Development Practices**

The purpose of this Qualification is to ensure that the Local Employment and Skills Development Practitioners who are responsible for such skills development programmes and who enroll for this Qualification are competent to deliver the range of services required of someone appointed to their position in the Department of Labour.

These practitioners who will be employed in the Regional Offices of the Department of Labour will have to liaise closely with companies and private providers of skills programmes as well as with individual workers who are seeking to update their knowledge and skills so as to enhance their employability in the economic sector of their choice.

The Practitioner needs therefore to be a skilled communicator and be able to interpret workers' training needs and relate them to the various skills programmes being offered. The Practitioner will also need to be able to understand the skill requirements of employers and be able to relate them to the potential workforce. In addition, the practitioner will try to get various organisations, employers and private providers to offer the skills development programmes that are required by workers.

The Qualification is diverse in content, encompassing the broad range of knowledge and skills required in the multi-faceted role of a Local Employment and Skills Development Practitioner.

Learners should be competent in:

- Communication in the language chosen as the First Language for the purposes of this Qualification at NQF Level 3.
- Mathematics Literacy at NQF Level 3.
- Communication in the language chosen as the Second language for the purposes of this qualification at NQF Level 2.

FUNDAMENTAL

- Accommodate audience and context needs in oral communication.
- Interpret and use information from texts.
- Use language and communication in occupational learning programmes.
- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems.
- 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.

CORE

- Apply knowledge of community issues in relation to development projects.
- Advise and refer learners.
- Advise customers on the roles and functions of the institutions participating in skills development.
- Advise on the management of a skills development programme.
- Advise customers on the roles and functions of the institutions participating in skills development.
- Analyse the skills development legislation and apply it in the workplace.
- Apply an understanding of the characteristics of the South African Labour Market.
- Conduct elementary field research in education, training and development or occupation.
- Contract service providers. Demonstrate an understanding of societal values and ethics.
- Handle a range of customer complaints. Instill in myself a personal marketing culture.
- Liaise with a range of customers of a business. Monitor, evaluate and communicate project schedules.
- Plan, organise and support project meetings and workshops.
- Recruit and select candidates to fill defined positions.

ELECTIVE

- Co-ordinate meetings, minor events and travel arrangements.
- Monitor and control office supplies.
- Plan and prepare meeting communications.
- Provide assistance in implementing and assuring project work is conducted in accordance with the project quality plan.
- Apply the principles of situational leadership to a business unit.
- Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit.
- Edit, Code and Capture data. Interpret basic financial statements.
- Plan and conduct research. Develop and implement a business plan.
- Manage workplace relations. Lead and manage teams of people.
- Supervise a project team of a developmental project to deliver project objectives.

NQF	**LEVEL 5**
CODE	**15952**

QUALIFICATION TITLE	Higher Certificate: Educare: Early Childhood Development

The qualification is to provide knowledge and skills to qualifying learners with the ability to work effectively as a child caregiver.

Learners who register for this qualification should demonstrate:

- The ability to express themselves clearly and correctly both orally and in writing in English.
- The ability to apply numeric skills, including basic arithmetic (add, subtract, divide, multiply) at least NQF 2.
- A basic interest or experience in the nature, role and practice of childcare; and
- Competence at Grade 12 or equivalent level or RPL, or alternatively older than 16 years.

This qualification recognizes, through the submission of portfolios of evidence, the formal/non-formal/informal prior learning that learners, who register for the programme leading to the award of the qualification, bring to the learning situation.

This qualification may be achieved in whole or in part through the recognition of prior learning.

NQF	LEVEL 5
CODE	84106
QUALIFICATION TITLE	Higher Certificate: Human and Social Development

The purpose of the Higher Certificate: Human and Social Development is to provide learners with basic introductory knowledge in the specific field of development studies. As an entry level higher education qualification, the higher certificate provides learners with the necessary cognitive and conceptual tools to enable them to proceed with advanced studies or to use the acquired knowledge and skills in a chosen field. The qualification will also provide opportunities for practical application of theories learnt.

Candidates who successfully complete the Higher Certificate: Human and Social Development will find the qualification useful for:

- Religious accompaniment and formation.
- Work in Non-Governmental Organisations, Faith-Based Organisations, Care Centres dealing with HIV/AIDS, orphans and elderly persons.
- Work in hospices and other caring facilities.
- Work in local government and community development projects.
- Chaplaincy work.

The qualification is directed at people who need specific training in working with others in the areas of human and social development (formation programmes), leadership skills training and social advocacy ministry.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

- Communication and Mathematical Literacy at NQF Level 4.

Prior learning may include:

Courses/modules done at recognised private or public educational institutions, professional bodies or associations, work or other forms of practical experience as well as life experience.

Fundamental Modules

- Development Theory and Practice I; NQF Level 5; 12 Credits.
- Psychology I; NQF Level 5; 8 Credits.
- Psychology II; NQF Level 5; 8 Credits.
- Sociology I; NQF Level 5; 8 Credits.
- Ethics I (General and Applied Ethics); NQF Level 5; 12 Credits.
- Ethics II (African Ethics); NQF Level 5; 12 Credits.
- Anthropology; NQF Level 5; 12 Credits.
- Introduction to Administration; NQF Level 5; 8 Credits.
- African History; NQF Level 5; 12 Credits.
- Introduction to Biblical Studies; NQF Level 5; 8 Credits.
- Spiritual Direction; NQF Level 5; 8 Credits.
- Christian Spirituality; NQF Level 5; 8 Credits.
- Religion: Theory and Practice; NQF Level 5; 8 Credits.
- Challenges to Development; NQF Level 5; 8 Credits.

Core Modules

- Project Management; NQF Level 5; 8 Credits.
- Social Development; NQF Level 5; 8 Credits.
- Demographics and Population Studies; NQF Level 5; 8 Credits.
- Statistics; NQF Level 5; 8 Credits.
- Poverty Studies; NQF Level 5; 8 Credits.

- HIV/AIDS and Development; NQF Level 5; 8 Credits.
- African Religious Heritage; NQF Level 5; 8 Credits.
- Faith and Development; NQF Level 5; 8 Credits.
- Counselling; NQF Level 5; 8 Credits.
- Youth Ministry; NQF Level 5; 8 Credits

EXIT LEVEL OUTCOMES

Upon the successful completion of the programme students will be able to:

1. Demonstrate understanding of the main concepts and theories of human and social development.

2. Demonstrate understanding of how societies develop and function.

3. Analyse features of the development context.

4. Analyse and understand people's meaning-giving context within social functioning

NQF	**LEVEL 5**
CODE	**88663**
QUALIFICATION TITLE	**Higher Certificate: Youth work**

This qualification aims to provide qualifying learners with a basic level of knowledge and competence that will allow them to effectively function within the Christian ministry of youth work.

Learners successfully completing this qualification will:

- Be able to apply personal, intellectual and practical skills to function as effective leaders within the youth ministry of the Church.
- Have practical insight into the theological and ethical issues related to youth ministry work.

The qualification content maintains a balance between theoretical, practical and experiential knowledge and skills.

Learners who do not met the minimum admission requirements may be admitted through Recognition of Prior Learning.

Access to the Qualification:

Learners must be in possession of a National Senior Certificate granting admission to Higher Certificate study or an NQF registered NQF Level 4 qualification.

All Modules are compulsory, are at NQF Level 5 and each worth 15 Credits.

Total credits for the qualification: 120.

Modules:

- Introduction to youth work.
- Counselling youth in crisis.
- Cross-cultural communication.
- Youth ministry management.
- Holistic youth development.
- Holistic youth ministry development.
- Liturgy and music within youth ministry.
- Youth leader development.

EXIT LEVEL OUTCOMES

1. Apply the principles related to cross-cultural communication in various situations when dealing with the youth.

2. Apply various youth ministry principles in the field.

3. Encourage the holistic development of the participants within youth ministry.

4. Apply relevant counselling strategies to assist youth in crisis.

NQF	**LEVEL 5**
CODE	**19730**
QUALIFICATION TITLE	**Advanced University Diploma: Health Services Management**
HIGHER EDUCATION INSTITUTION	**UNIVERSITY OF FREE STATE**

This qualification applies educational knowledge, skills, principles and methods as professional medical practitioners and health service managers and to manage a medical practice effectively and efficiently. Qualifiers will demonstrate knowledge, skills and applied comeptence in the field of study that provide opportunities for continued personal growth, gainful economic activity and rewarding contributions to society.

Learners who register for this qualification can:

- Learn from predominantly written material.
- Communicate what they have learnt comprehensively in the medium of instruction.
- Learn and take responsibility for their own progress.

A candidate must be possession of a bachelor's degree in Medicine and a bachelor's in Surgery (M. B., Ch. B.), or its equivalent, for at least 2 years. Candidates must be registered with the HPCSA as medical practitioner.

The academic staff of the University of the Free State complies with standards set by Senate and will exercise their assessment within the approved quality assurance system of the University. Assessors will also meet all criteria as stipulated by the relevant ETQA.

Assessors are:

- Subject matter specialists.
- Registered with the awarding body.
- Accredited by the awarding body after achieving competency against Unit Standards of competence for Assessors.
- To be administrated, advised and coached by an Internal Verifier.

NQF	**LEVEL 6**
CODE	**62468**
QUALIFICATION TITLE	**Bachelor of Arts: Community Arts**
INSTITUTION	**UNIVERSITY OF ZULULAND**

University of Zululand offers BA: Comm Arts Level 6 amount to 360 credits. In terms of SAQA documents it does not specify what course content that the university offers through the qualification, there are no core, fundamentals and electives specified in SAQA documents.

NQF	**LEVEL 6**
CODE	**21545**
QUALIFICATION TITLE	**Bachelor of Arts: Health Care Studies**
INSTITUTION	**UNIVERSITY OF WESTERN CAPE**

No details have been found on SAQA documents about this course offered at University of Western Cape.

NQF	**LEVEL 6**
CODE	**15934**
QUALIFICATION TITLE	**Bachelor of Arts: Health Sciences and Social Services**
INSTITUTION	**UNIVERSITY OF SOUTH AFRICA**

The course is offered at UNISA, but no more details around modules content is found on SAQA documents.

NQF	**LEVEL 6**
CODE	**81757**
QUALIFICATION TITLE	**Bachelor of Arts: Health sciences**
INSTITUTION	**UNIVERSITY OF KWAZULU-NATAL**

No more details around modules content is found on SAQA documents**.**

NQF	**LEVEL 6**
CODE	**80355**
QUALIFICATION TITLE	**Bachelor of Arts: Social and Market Research**
INSTITUTION	**UNIVERSITY OF JOHANNERSBURG**

No more details around modules content is found on SAQA documents.

NQF	**LEVEL 6**
CODE	**72832**
QUALIFICATION TITLE	**Bachelor of Arts: Social Work**
INSTITUTION	**UNIVERSITY OF KWAZZULU NATAL**

No more details around modules content is found on SAQA documents.

NQF	**LEVEL 6**	
CODE	**87241**	
QUALIFICATION TITLE	**Bachelor of Arts: Social Work**	
INSTITUTION	**NMMU**	

No content of modules is found on SAQA documents

NQF	**LEVEL 6 Pre-2009**	**Now LEVEL 7**
CODE	**79155**	

QUALIFICATION TITLE	**Bachelor of Arts: Social Work**
INSTITUTION	**UNIVERSITY OF LIMPOPO**

No documents relating to module content was found**.**

NQF	**LEVEL 6 Pre-2009**	**Now LEVEL 7**
CODE	**80200**	
QUALIFICATION TITLE	**Bachelor of Arts: Social Work**	
INSTITUTION	**WALTER SISULU UNIVERSITY**	

NQF	**LEVEL 6**
CODE	**73033**
QUALIFICATION TITLE	**Bachelor of Arts: Social Work**
INSTITUTION	**UNIVERSITY OF PRETORIA**

No module content is found from SAQA documents.

NQF	**LEVEL 6**
CODE	**21002**
QUALIFICATION TITLE	**Bachelor of Arts: Youth Development**
INSTITUTION	**UNIVERSITY OF VENDA**

NQF	**LEVEL 6**
CODE	**87242**
QUALIFICATION TITLE	**Bachelor of Arts: Youth Work**
INSTITUTION	**NMMU**

Nelson Mandela Metropolitan University appears to be the only one institution that has structured qualifications that they offer. The module content may not appear from SAQA documents like any other institution but through its website, you will find the module content of the qualification.

Core: Modules

- Youth studies and Youth work intervention
- Introduction to Social service
- The Professional Helping Process and Intervention
- Groups and Organizations
- Recreation I
- Understanding Cultural Diversity A
- Introductory Psychology
- Computer Literacy
- Child and Adolescent Development
- Professional Relationship and Communication Skills
- Integrated Personal and Professional Development

Recommended electives:

- Introduction to Organizational Behavior
- Sport and Exercise Psychology
- Kommunikasie in Afrikaans 1 (Afr. T2) (both modules)

OR

- Practical English (Eng. L2) (both modules)
- Approaches to Poetry
- Approaches to Narrative
- Approaches to Drama
- Introduction to Communication Studies (a)
- Introduction to Communication Studies (b)
- Introduction to Media Studies
- Xhosa for Beginners 1 (both modules)

- Practical Xhosa (both modules)
- Understanding Cultural Diversity B
- Stratification in Human Culture and Society
- Introduction to Xhosa Culture
- Adult Development and Ageing
- Psychology in Education and Training
- Psychology: African Perspectives
- Sociology: An Introduction

Second Year

- Youth Studies and Youth Work 2
- Group Work Theory and Intervention
- Community Development Theory and Intervention
- Community Development Theory and Intervention
- Coping Skills
- Health Psychology
- Project Management
- Recreation II
- Youth and Health
- Social and Environmental Issues
- Group Work Practice Skills (1)
- Community Development Practice and Process Skills
- Community Development Practice
- Entrepreneurship

Third Year

- Youth Studies and Youth Work 3
- Leadership and Leadership Development
- Community Development and the Youth

- Intervention with Youth
- Child and Family Care 1 &2
- Drug Abuse
- Crime in Society
- Intervention with Special Populations
- Advanced Youth Work Practice

NB: This course as offered at NMMU has community development related modules as from level 2 and level three and some course are also offered in social work in other institutions.

NQF	**LEVEL 6**
CODE	**72834**
QUALIFICATION TITLE	**BACHELOR OF COMMUNITY AND DEVELOPMENT STUDIES**
INSTITUTION	**UNIVERSITY OF KWAZULU NATAL**

The primary purpose of the Bachelors programme in Community and Development Studies is to prepare learners for the following taught Masters programmes:

- Housing
- Social development
- Economic Development
- Urban and Regional Planning
- Environmental Planning
- Development Planning
- Population Studies
- Development Studies
- Childhood and Youth Development

Despite its emphasis on preparation for postgraduate study, graduates who exit at the bachelors, certificate of diploma level will be equipped with a wide range marketable, employment-orientated competencies and skills.

The programme has both academic and vocational elements at all levels. It aims to equip learners with the necessary understanding and skills to pursue a range of careers in applied social sciences like those listed above.

It also provides learners with basic research, computer and statistical skills, and it incorporates a number of credit-bearing service-learning components that involve placement of learners in community organisations as part of their training.

A programme of this nature, oriented towards careers in the applied social sciences, is crucial if South Africa is to produce innovative thinkers who are able to assist in the process of addressing the multiplicity of social, infrastructural, economic and environmental problems that this country faces.

EXIT LEVEL OUTCOMES

On completion of this level of the programme, students should be able to demonstrate:

1. An understanding of cultural diversity and the causes of inequality in society.

2. An understanding of development processes and critiques of them.

3. An understanding of the necessity to balance social needs with environmental preservation.

4. An ability to appraise the merits and demerits of development projects.

5. A critical and holistic approach to applied and theoretical problem solving.

6. An ability to work effectively within organisations dedicated to community development.

7. An ability to present arguments and perspectives in both written and oral form.

8. Competence in use of computing technology.

9. The skills necessary to initiate, design and conduct basic social research.

UNIVERSIY OF SOUTH AFRICA

Course: National Diploma in Youth Development

Core modules

- Commonwealth Values In Youth In Development
- Young People And Society
- Principles And Practices Of Youth In Development Work
- Working With People In Their Communities
- Gender And Development
- Learning Processes
- Management Skills
- Youth And Health

Second Year Level

- Project Planning, Monitoring And Evaluation
- Policy, Planning And Implementation
- Conflict Resolution Strategies And Skills
- Promoting Enterprise And Economic Development
- Sustainable Development And Environmental Issues

Electives (choose 2 modules)

- Introduction To Development Studies
- Development Problems And Institutions
- Psychosocial Support Of Orphans And Vulnerable Children
- Orphans And Vulnerable Children (Ovc) Programme Management And Policy Development
- HIV/Aids Care And Counseling

UNIVERSITY OF SOUTH AFRICA: BA COMM DEV

First Year Modules

- The Anthropological Study of Culture in A Multicutural context
- Communication Contexts and applications
- Introduction to development studies
- Development Problems and Institutions
- Business Management IA
- Business Management IB

Selective modules

- English for academic purpose
- Ethical information and communication technologies for development solutions
- Financial accounting principles, concepts and procedure

Or

- Language through an African lens

- African language and culture in practice
- Culture as human resource in African context
- Comprehensive primary health care I & II
- Fundamentals of communication
- Psychology in society
- Welfare policy
- Introduction to social work and helping process

Second Year Level

- Introduction to entrepreneurship and small business management
- General management

Electives

- Qualitative research methodology: anthropological strategy
- Research in social science

Or (Select five)

- Anthropological theory in practice
- Anthropology and health care
- Sociocultural solutions to problems of human adaptation
- Health in communities
- Intercultural, development and health communication
- Essentials of marketing
- Adulthood and maturity
- HIV/Aids care and counseling

Third Year Level

- Themes in anthropology :tourism and pilgrimage
- Projects and programmmes as instruments of development
- Community development and the basic needs approach
- Development theories

- Rural and urban development
- Development policy and strategies
- Development planning
- Empowerment and popular initiatives
- Entrepreneurship and small business management

Selective (3 of the following)

- Applied archaeology : heritage conservation, cultural resource management and archeotourism
- Applied anthropology: contemporary human issues and the practice of anthropology
- Christian action for anti-racism and reconciliation
- The bible and human development in posy colonial Africa
- Social psychology
- Transformative counseling encounters
- Community work
- Practical work: community work

Group dynamics

UNIVERSITY OF VENDA

Course: BA: Social work

Modules

First Year Modules

- Introduction to social work
- Core elements of social work
- Practical work; self & social awareness

Second year

- Introduction to social work methods of intervention
- Assessment in social work
- Human behavior & the social environment
- Legislation and social functioning

- Practical work in social work (integrated methods)
- Practical work in social work (Course work)

Third Year Level

- Intermediate Social Work Intervention
- Specialized Areas In Social Work
- Social Work Related Policies, Legislation & Practice
- Introduction to Research in Social Work
- Practical Work: Group Work
- Practical Work: Community Work
- Advanced SW: Marriage Counseling & Family Guidance
- Special Problems Areas in Social Work
- Social Work Management & Supervision
- Social Work Research Project
- Advanced Practical: Casework
- Advanced Practical: Community Work

BA: Youth in Development: the course is also offered in UniVen but it's not clear in terms of course content, its only course code that appears in the website under the programme

NB: almost every course or module offered at UniVen in the social work degree has an element of community development from first year to the final year.

UNIVERSITY OF STELLENBOSCH

Course: Bachelor of Social Work

(Theory)

- Introduction and value base of social work and social welfare.
- System functioning from a developmental perspective.
- The professional relationship with client systems in social work.
- Introduction to family and child care.

Practice Education

- Tutorials: Group supervision.
- Involvement as student volunteer at an approved welfare-related institution

Methodology of Social work (Theory)

- Casework, group work and community work.
- Social work administration in a welfare organization.

Methodology of Social Work (Practice Education)

Tutorials:

- Group or individual supervision.
- Concurrent practice education in casework, group work, community work and social work administration.
- Weekly group and individual supervision sessions.

Intervention in Social Work (Theory)

- Perspectives, theories and models in social work with reference to individuals, families, Groups, communities.
- Intervention regarding family violence and substance abuse.
- Welfare law. Substance dependence.

Intervention in Social Work (Practice Education)

- Tutorials: group or individual supervision.
- Concurrent practice education in individual work,
- Group work, community work and administration.

Options

Psychology or

Sociology or

Social Anthropology

Integrated Social Work (Theory)

- Social work in the area of health care, family counseling, poverty and social security,
- Social welfare policy.
- Social work supervision and management.
- Social work research.

Integrated Social Work (Practice Education)

- Tutorials: group or individual supervision.
- Concurrent practice education.
- Research project.

The institution through its faculty of Medicine and Health Science and various departments within the faculty has what it calls Community Interaction.

This community interaction has the following pillars

- Community Based education
- The need for rural healthcare

Community services and other pillars which are not related to Community development.

UNIVERSITY OF WESTERN CAPE:

BA Social work

First year level

Core Modules

- Introduction to the philosophy of Care
- Health, Development & Primary health Care
- EED
- Computer Literacy

Social work:

- Introduction to the Fieldwork Education
- Introduction to the Field of Social Work 113
- Introduction to the Social Work process
- Introduction to the Philosophy of Professional Social Work Values and Ethics
- Introduction to the Field of Social Work 124

Psychology:

- Introduction to psychology
- Brain and behaviour

- Psychology of child development
- Intro to Research Methods

Second Year

- Health Promotion
- The Social work process at Macro level
- The Social work Process at Meso Level
- The Social work Process at Micro Level
- Basic fieldwork education
- Anthropology 222
- Qualitative Research Methods & Health Science

Electives

- Students must choose either four modules of Psychology and two of social sciences or vice versa

Social Sciences:

- Anthropology 211
- Sociology 221
- Sociology 231
- Sociology 232

Psychology:

- Study of Human Development
- Introduction to Psychological Intervention
- Introduction Psychopathology
- Community Psychology
- Health Psychology

Third Year Level

Core

- Intervention: Child and Youth Well-being

- Intervention: Family Well-being
- Intervention: Social inclusion
- Intervention: HIV/AIDS
- Intermediate Field Work Education
- Gender Studies 311
- Gender Studies 321
- Welfare Law

Electives

Students who have chosen four in their second year of study in Social Sciences OR Psychology will study the following modules in that subjects in their third year:

- Social Sciences:
- Anthropology 312
- Anthropology 322

OR

- Psychology:
- Introduction to personality theory
- The Psychology of Social Identity & Oppression

Fourth Year Level

Students must take all Social work modules:

- Advanced Fieldwork Education
- Social Work Research Project
- Social Work Research Methodology
- Advanced Social Work Ethics
- Advanced Social Policy and Planning
- Advanced Study of Specific Fields of Care
- Advanced Social Work Intervention

NELSON MANDELA METROPOLITAN UNIVERSITY

Course: Bachelor of Social Work: FULL-TIME

NQF: LEVEL: 7

First Year Level

Core

- Introduction to Social Services
- The Professional Helping Process and Intervention
- Youth Studies and Youth Work Intervention
- Professional Relationship and Communication Skills
- Integrated Personal and Professional Development

Fundamental Modules

Computer Literacy

Recommended Electives

Kommunikasie in Afrikaans 1

Kommunikasie in Afrikaans 2

OR

- Professional English
- Xhosa for Beginners 1 and 2
- Understanding Cultural Diversity
- Human Origins
- Stratification in Human Culture and Society
- Introduction to Xhosa Culture
- Introductory Psychology
- Child and Adolescent Development
- Adult Development and Ageing
- Applied Child and Adolescent Development
- Psychology in Education and Training
- Psychology as a Profession
- Psychology: African Perspectives

- Sociology: An Introduction
- Groups and Organizations
- Social Structure and Change

Second Year Level

- Group Work Theory and Intervention
- Community Development Theory and Intervention
- Studies and Youth Work 2
- Group Work Practice Skills (1) *
- Group Work Practice and Process Skills
- Community Development Practice and Process Skills
- Community Development Practice

Recommended electives (at second year level)

- Social Psychology
- Coping Skills
- Health Psychology
- Psychopathology
- Stereotype and Prejudice Reduction
- Applied Health Psychology
- An Introduction to the Psychology of Change
- Conflict Resolution
- Organization and Group Dynamics
- Women in Africa
- Social and Environmental Issues
- Contemporary Labour Studies
- Cultural Dynamics
- Managing Cultural Diversity
- Health and Healing in Cross Cultural Perspective

- Marriage, Family and Kinship in Cross-cultural Perspective
- Leadership and Leadership Development
- Entrepreneurship

Third Year Level

Compulsory modules:

- Child and Family Care
- Child and Family Care
- Drug Abuse
- Crime in Society
- Intervention with Special Populations
- Social Work Practice **

Recommended electives: (Third year level)

- Psychometrics
- Psychological Research Methods
- Cognitive and Clinical Neuropsychology
- Personality Psychology
- Applied Psychological Measurement
- Advanced Social and Market Research
- Sociology of Development
- Transformation of Work
- Human Resources: Information Systems
- Crime and Society
- Human Rights Term
- Applying Cultural Knowledge
- Evaluation of Development Programmes
- The Development of Anthropology
- Youth Studies and Youth Work

- Intervention with Youth Semester
- Family Law
- Project Management
- Statistical Methods in Behavioural Sciences

Fourth Year (Advanced)

Compulsory modules:

- Core module
- Research Methodology
- Administration of Human Services
- Macro Strategies for Social Development
- Clinical Social Work Intervention
- Social Welfare, Law and Policy
- Child Justice System
- Research Treatise
- Social Work Practice

UNIVERSITY OF PRETORIA

NB: The institution does offer BA: Social work but it does not specify which modules are offered under this program.

WALTER SISULU UNIVERSITY

NB: it also offers BA: Social work but through its website there is no information regarding the curriculum content

UNIVERSITY OF LIMPOPO

NB: it also offers BA: Social work but through its website there is no information regarding the curriculum content

UNIVERSITY OF KWA-ZULU NATAL

NB: it also offers the degree in Social work but no relevant information about the modules that make up the course.

UNIVERSITY OF FORT HARE

NB: it also offers Social work, what I gather through its website is that a learner must have done Social work and social work practice level. Nothing more than this information in its website

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Appendix E: Comparing Qualifications: Outcomes

UNIVERSITY	ENTRY REQUIREMENTS			
	Community Development	**B A Psychology**	**BA Sociology**	**B Social Work**
UKZN	NSC-Deg with Engl & LO 4 & one of: Bus Stud; Cons Stud; Dram Arts; Econ; Geo; Hist; Info Tech; Life Sci,; Maths Lit; Music; Religion Stud; Vis Arts Any lang HL/FAL 5 Points: 48-28 Duration: 3 yrs	**Note** that Psychology is offered under B Soc Sci, not BA, and the entry requirements are those of BA or B Soc Sci General: NSC-Deg with Engl & LO 4 & one of: Bus Stud, Cons Stud, Dram Arts, Econ, Geog, Hist, Info Tech, Life Sci, Maths Lit, Music, Religion Stud, Vis Arts, any lang HL/FAL 5 Points: 48-28 Duration: 3 yrs	**Note** that Sociology is offered as a major, not a degree. It is a major for Bachelor of Social Science. Entry requirements are therefore those of BA or B Soc Sci General.	Minimum of 30 matric points NSC-Deg with Eng and LO 4 and one of: Bus Stud; Cons Stud; Drama Arts; Econ; Geo; Hist; Info Tech; Life Sci; Maths Lit; Music; Religion Stud; Vis Arts Any lang HL/FAL 5
UNIZUL	**(Higher Diploma in Community Work)** a) A Bachelor of Arts degree or a Bachelor of Social Science degree or an approved diploma in Social Work	The National Senior Certificate (NSC) as certified by Umalusi, with an achievement rating of four or higher in the following subjects: Mathematical Literacy; Life Orientation; Life Sciences, and English Language; i.e. in addition to two other subjects of your choice.	The National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 4 (Adequate achievement, 50-59%) or better in four subjects chosen from the following recognized 20-credit NSC subjects (known as the	NSC-Deg with Engl HL 4, FAL 3 and LO 3, and Maths/Maths Lit 3; or Matric Exemption.

	AND b) A pass mark of at least 55% in one of the major subjects offered by the candidate for the undergraduate degree.		'designated subject list')	
UJ	**COMMUNITY DEVELOPMENT AND LEADERSHIP BA0096** 25 with Mathematics OR 26 with Mathematical Literacy **AND** **DEVELOPMENT** **STUDIES BA0098** 25 with Mathematics OR 26 with Mathematical Literacy. 5 points for language of teaching and learning 4 points for other recognised language 3 for mathematics and 4 points for mathematical literacy 4 points for life orientation.	25 points with Mathematics and 26 Points with Mathematical Literacy 5 points for language of teaching and learning 4 points for other recognised language 3 for mathematics and 4 points for mathematical literacy 4 points for life orientation. (other subjects =4 points for 2 subjects and 3 points for remaining subjects).	At UJ the degree of BA Sociology is not offered. Sociology is offered as a major subject at undergraduate level in various BA degrees. It is only at postgraduate level where Sociology is offered as a degree. Therefore the entry requirements are those for all degrees in Humanities: 25 points with Maths or 26 points with Maths Lit. 5 points for Languages of Teaching and Learning; 4 points for other recognized language; 3 points for Maths or 4 points for Maths Lit; (other subjects =4 points for 2 subjects and 3 points for remaining subjects).	25 points with Mathematics and 26 Points with Mathematical Literacy 5 points for language of teaching and learning 4 points for other recognised language 3 for mathematics and 4 points for mathematical literacy 4 points for life orientation. (other subjects =4 points for 2 subjects and 3 points for remaining subjects).

NMMU	NMMU does not offer BA in Community Development Studies but offers BA in Development Studies. Minimum admission requirements for this qualification are: A National Senior Certificate (NSC). An **Admission Point Score (APS)** of at least 32 points or more on our rating system. Compliance with the following requirements with regards to languages as well as Maths or Mathematical Literacy:	Minimum NSC requirements for degree entry must be met: English, Afrikaans or isiXhosa (home language or first additional language) on at least level 3 (40-49%). NSC achievement rating of at least 2 (30-39%) for Mathematics or 4 (50-59%) for Mathematical Literacy. Applicants with an Admission Points Score between 26 and 35 may be referred to write the Access Assessment Battery before a decision is made on whether or not to admit the applicant to the course. OR Matriculation exemption/endorsement; Learners must score at least 31 points on the university's SPS rating scale; Applicants who do not meet the requirements for direct admission, and who have an SPS of 18 or higher, may be referred to write the Access Assessment Battery before a decision is made on whether or	The Nelson Mandela Metropolitan University does not offer Sociology as a degree, but does offer Sociology as a subject, and also offers some postgrad studies in sociology. Minimum Admission Requirements are therefore the BA ones: Admission Points Score of 32. Minimum NSC requirements for degree entry must be met. English, Afrikaans or isiXhosa (home language or first additional language) on at least level 3 (40-49%). NSC achievement rating of at least 2 (30-39%) for Mathematics or 4 (50-59%) for Mathematical Literacy. Applicants with an Admission Points Score between 22 and 31 may be referred to write the Access Assessment Battery before a decision is made on whether or not to admit the applicant to the course.	Minimum NSC requirements for degree entry must be met: English, Afrikaans or isiXhosa (home language or first additional language) on at least level 3 (40-49%). NSC achievement rating of at least 2 (30-39%) for Mathematics or 4 (50-59%) for Mathematical Literacy. Applicants with an Admission Points Score between 26 and 35 may be referred to write the Access Assessment Battery before a decision is made on whether or not to admit the applicant to the course. OR Matriculation exemption/endorsement; Learners must score at least 31 points on the university's SPS rating scale; Applicants who do not meet the requirements for direct admission, and who have an SPS of 18 or higher, may be referred to write the Access Assessment Battery before a decision is made on whether or not to admit the applicant to the course.

		not to admit the applicant to the course.		
Stellenbosch University	BA In Community development is not offered.	The following programmes offer Psychology as a major: BA in the Humanities BA in Music (Route: General) BA in Social Dynamics B of Social Work BA in Sport Science BSc in Human Life Sciences (see Faculty of Science). Entry Requirements: • Write the National Benchmark Tests AQL (see page 4) • For the NSC an aggregate of at least 60% • Home Language 4 • First Additional Language 3 If Socio-Informatics is taken as a university subject, then also:	**Sociology is not offered as a degree. It is offered under:** BA in Social Dynamics Admission requirements Write the National Benchmark Tests AQL; For the NSC an aggregate of at least 60% ; Home Language 4; First Additional Language 3. If Socio-Informatics is taken as a university subject, then also: Mathematics 4 or Mathematical Literacy 6. If Economics is taken as a university subject, then also: • Mathematics 5	Write the National Benchmark Tests AQL For the NSC an aggregate of at least 60%; Home Language 4; First Additional Language 3. Specific Admission Requirements: A National Senior Certificate (NSC) as certified by Umalusi with a mark of at least 4 (50%) in each of the four school subjects from the list of designated university admission subjects. Home Language: code 4 (50%) First Additional Language: code 3 (40%). Mainstream admission requirement (four-year): An average NSC percentage (excluding Life Orientation) of 60%. Extended degree programme admission requirement (five-year): An average NSC percentage (excluding Life Orientation) of 57 - 59% (The NBT results may be taken

		• Mathematics 4 or Mathematical Literacy 6 • Write the National Benchmark Tests AQL and MAT		into consideration for placing in the extended degree programme.)
University of Pretoria				The first year social work theory and practice modules are open to any student studying in a related field. **Departmental selection of students for the BSW Programme:** All students who wish to proceed with the second year of study for the BSW programme are subjected to a selection process during the second semester of the first year of study. A student must have obtained the prescribed number of credits for social work modules, as determined by the Department of Social Work and Criminology, in order to be selected for the BSW Programme. The steps followed during the three phases of this process are the following: a) Academic achievement b) Psychometric tests

				c) Personal interview As these selection phases all carry the same weight, the result obtained for each phase contributes one third towards the final selection outcome. Selection begins in August of each year and also applies to students from other universities who wish to continue their social work studies at UP.
University of Venda				NSC 26 + adequate achievement in 4 years English + selection test
APS/SPS	**32**	**32-36**	**32**	**30-36**
Outcomes	**SAQA Outcomes:** 1. Communicate community development related information verbally and in writing to a range of audiences with due regard for the purpose of the communication and the ethical value system of the	**SAQA Outcomes: (BA SOCIOLOGY; SOCIAL WORK AND PSYCHOLOGY):** Typically, a programme leading to the award of a Bachelor of Arts Degree in the Humanities and Social Sciences aims to develop learners who will: • Have a systematic and well-rounded knowledge and understanding of important theories, scholarly positions and basic methodologies; • Act innovatively and pro-actively within a career; • Be using his/her critical attitude and communication skills to participate and contribute to the economy and general society; and		

	specific context. 2. Analyze, synthesize, evaluate and review complex community development related information in order to conceptualize a problem and produce an evidence based argument or solution to an authentic community development situation. 3. Critically analyze philosophies and theories of community development relevant to a specific context. 4. Apply knowledge of the regulatory environment to mobilize a community to operate within the regulatory framework in a local, provincial, national, regional or global context. 5. Apply the ethics, principles, values and processes of community development to a specific context. Range: Principles of community development practice include, but are not limited	• Have the capacity to interact effectively with others, operate in variable and unfamiliar contexts with responsibility, and become increasingly self-directed. Learners who have a Bachelor of Arts Degree in the Humanities and Social Sciences can: 1. Demonstrate familiarity with and have an informed outline knowledge and understanding of the content, theories, and scholarly positions of the critical core of a number of disciplines at a basic and intermediate level (level 5). Range: The critical core of a number of disciplines should be appropriately represented in the learning programme. 2. Demonstrate a systematic and well-rounded knowledge, and the ability to critically question the basic assumptions of the most important theories, scholarly positions and basic methodologies of one or more disciplines (level 6). Range: The one or more disciplines presented at level 6 should not exceed 60% of the learning for the programme across the full duration thereof. 3. Show competence with the basic and elementary modes of inquiry of at least one or more core disciplines to specified, less complex problems (both concrete and abstract). 4. Analyze and locate her/his own work in contemporary contexts (such as the South African and African contexts) regarding specific issues and/or problems. 5. Interpret topical issues using different perspectives in the disciplines included at level 6.

	to, inclusion, respect, building shared leadership and capacity, and participation. 6. Apply knowledge of the interdependent relationships between individuals, families, groups/organizations; the community, State and society to facilitate processes to build interdependent relationships in an authentic community development context and within own scope of practice. 7. Demonstrate an understanding of the concepts of responsibility and accountability within own scope of practice in a community development context. 8. Integrate theory and practice in an authentic community development context in order to build collective capacity. Criteria for the Critical Cross-Field Outcomes:	6. Interpret, explain and/or develop an argument around and an understanding of newly-encountered material and demonstrate an ability to marshal an approach used in one or more disciplines included at the exit-level (level 6). 7. Write an extended essay/design a minor research project aimed at engaging with a well-defined problem/issue within a particular discipline.

	Use a range of specialized skills to identify, analyze and address complex, complicated and/or abstract problems drawing systematically on the body of knowledge and methods appropriate to community development. Work effectively with others as a member of a team, group, organization or community. Community Development by its very nature requires learners to do practical work in groups and communities. Organize and manage him/herself and his/her activities responsibly and effectively in completing tasks timeously. Collect, organize and critically evaluate information. Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. This is	

	integrated throughout the qualification in that sound communication skills are essential in working with communities. Use science and technology effectively and critically in using technology appropriate to a particular programme and managing information. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation. In addition this Qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of: Reflecting on and exploring a variety of strategies to learn more effectively.	

	Being cultural sensitivity across a range of social contexts in dealing with diverse people, communities and co-workers in engaging in practical work in a Community Development context.	
	Criteria for the Critical Cross-Field Outcomes: 1. Use a range of specialized skills to identify, analyze and address complex, complicated and/or abstract problems drawing systematically on the body of knowledge and methods appropriate to community development. 2. Work effectively with others as a member of a team, group, organization or community. Community Development by its very nature requires learners to do practical work in groups and communities. 3. Organize and manage him/herself and his/her activities responsibly and effectively in completing tasks timeously. 4. Collect, organize and critically evaluate information. 5. Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. This is integrated throughout the qualification in that sound communication skills are essential in working with communities. 6. Use science and technology effectively and critically in using technology appropriate to a particular programme and managing information.	

	7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation. In addition this Qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of: a. Reflecting on and exploring a variety of strategies to learn more effectively. b. Being cultural sensitivity across a range of social contexts in dealing with diverse people, communities and co-workers in engaging in practical work in a Community Development context.	
Articulation Options	**SAQA: ARTICULATION OPTIONS**	**SAQA: ARTICULATION OPTIONS** **Early exit:** This will be possible through a Diploma in Arts/Social Science that requires 240 credits at least 120 of them at Level 5, subject to the availability of such an exit level qualification at provider institutions. Horizontal:

	Horizontal articulation: ID 19572: Bachelor of Arts: Social Work, Old NQF Level 7, New NQF level 8, Professional Qualification, 480 credits. ID 23994: Bachelor of Social Work, Old NQF Level 7, New NQF Level 8, 510 credits. Vertical articulation: As this is a qualification with a minimum of 96 credits at Level 8 it may meet the minimum requirements for admission to a Masters degree in Community Development in an area of specialization depending on the rules of the selected Higher Education Institution.	Completion of a Bachelor of Arts Degree in the Humanities and Social Sciences will allow access to Level 7 specific area-focused programmes of learning in the career-focused track, subject always to institutional discretionary entrance requirements having been met. Diagonal: Completion of a specific disciplinary-focused programme leading to a Post learner Certificate or Post learner Diploma at Level 7 allows access thereafter to specific area-focused programmes of study in the Career-focused Track, subject always to institutional discretionary entrance requirements having been met. Vertical: Completion of a Bachelor of Arts Degree in the Humanities and Social Sciences will allow access to Level 7 programmes of study towards a Bachelor's Honours Degree, usually in the discipline forming the major substance of the programme, or entry to a related Post learner Diploma in a new area of study in either track, and subject always to institutional discretionary entrance requirements having been met. Moderation Options: As band ETQA for higher education the HEQC has primary responsibility for all higher education qualification functions. The HEQC programme accreditation framework is currently in a developmental phase and is expected to make provision for ongoing accreditation through a process of programme evaluation. This BA/BSocSci qualification (not based on unit standards) will have to comply with the HEQC framework and regulations. Moderation of learners' achievements and the overall award of the

		qualification at the exit level must be based on the well-established procedures of moderation (including, for example, the use of accredited/registered external examiners (external to the provider).		
Outcomes per University	**For UKZN:** Young people, even those who are still attending high school, are often keen in doing volunteer work, or finding ways of contributing to the welfare of their communities. Many teenagers and young adults come to university with a desire to combine theory with practice. They are not only interested in understanding the world in which they live; they are also keen to use their knowledge to bring about positive change. These young people with a social conscience and a curious mind are ideal candidates for the Community Development Programme. The Community Development Programme seeks out school students who achieve good grades at school and are keen to do be	**For NMMU:** This programme provides training for students who want to develop psychological knowledge and people skills for use in people-oriented careers. It also provides the foundation from which a professional qualification in psychology can be built. Students who wish to gain a professional qualification will undergo a selection process for the BPsych (Counseling) programme after the second year of the BA in Psychology. The core modules cover the following broad areas: development psychology, health psychology, social psychology, psychopathology, psychological evaluation, assessment & research,	**University of Zululand:** Sociology offers two stream programmes i.e. Sociology and Industrial Sociology. Sociology is concerned with the way we live in the world, along with people and other species. Aspects of human social behavior are studied within the political, economic, social, cultural and religious context as they influence and affect the societal change at micro and macro structural levels. Sociology encourages critical and independent thinking and urges students to critique existing theoretical frameworks.	**For University of Pretoria:** Social work is a multi-skill profession and requires general knowledge and skills as well as highly specialized skills. A degree in social work will qualify you to be a generalist social worker. There are, however, a wide scope of specialist areas of social work, for example adoption, marital and family counseling, health care, occupational social work, community development, social planning, social development, social policy and poverty alleviation and reduction. After finishing your BSW degree, you can decide to embark on a specialist career or training. The Baccalaureus in Social Work (BSW) has 27 learning outcomes, covering a number of learning areas. It will provide learners with

	actively involved in community development work. A structured degree programme caters for those who enter UKZN with the aim of becoming professional community development specialists. The Bachelor of Community Development studies (BCMDST) is an undergraduate programme designed to equip graduates with skills in community organizing; project design, planning and management; leadership and management of NGOs and CBOs; corporate social responsibility and public affairs management; local economic development; training and development and managing change. The programme is intended for a wide range of practitioners, especially those wanting to work in the different areas of community upliftment in Local Government, with NGOs and CBOs and corporations with corporate social responsibility programmess or training and development.	psychological intervention, and personality psychology. Applied or practical psychology modules are built onto this foundation. Subjects from disciplines such as social development computer science and information systems, statistics, and languages are also part of the curriculum. **For University of Johannesburg:** The primary purpose of this qualification is to provide qualifying students with: a broad-based, strong and cohesive knowledge foundation for further studies in Psychology; a knowledge foundation for applied and fundamental research in Psychology; analytical, interpretive and integrative skills that have practical value for society as a whole; and the ability to reflect on Psychology and have a holistic view of Psychology and its applications in various contexts.	A general overview of Industrial Sociology is presented in introductory sociology at first year level, and specific modules in this field are dealt with at second and third levels. This is particularly relevant for students who are interested in labor relations, human resource management, training and development.	the **knowledge, skills and attitude** to: a) promote, restore, maintain and enhance the social functioning of individuals, families, groups, and communities; challenge structural sources of poverty, inequality, oppression, discrimination and social exclusion; b) help to empower individuals, families, groups, organizations and communities to enhance their social functioning and their problem-solving capacities; c) provide social work services aimed at protecting people who are vulnerable, at risk and unable to protect themselves; d) respond to social needs and issues within the South African social welfare policy and legislation context;

	The purpose of the programme is to produce qualified community development practitioners. Such practitioners will be equipped with both theoretical knowledge and practical skills to initiate, implement and manage social and economic development at all levels. The programme is also broadly designed to build competence and to provide a professional qualification for community development practitioners already involved in the field and those aspiring to get involved. **For University of Zululand:** Development Studies is a field of study that deals with the multidimensional nature of the development process which involves the reorganization and reorientation of the entire economic and social systems. This field of study emerged out of a need to gain a better understanding, and indeed offer possible solutions, to a wide range of social, economic, and	**For University of Zululand:** With Bachelor in Psychology at University of Zululand you will typically have acquired a degree in applied psychology and received a solid grounding in the areas of counselling and coaching psychology, human diversity and difference, social, biological and developmental psychology, memory, thought and language, and problem-solving and reasoning skills. You will have specialized in, for example, industrial/Organizational Psychology and prepared yourself to facilitate hands-on leadership within organizations and to help those same organizations hire, train and motivate employees. You will have gained vital skills in collecting and analyzing data, observing work behavior, presenting results and recommendations to employers and in managing, marketing and communicating. You will have acquired an advanced critical perspective in the areas of research and evaluation, statistics, scholarship, and scientific mindedness, plus a foundation of knowledge, skills, and professional		e) And demonstrate social work values and the principles of human rights and social justice in their interaction with people in their full diversity. **For University of Zululand** The B. Social Work degree programme is designed to introduce and equip students with knowledge, skills and understanding of the remedial, pro-active and developmental approaches to social service delivery to disadvantaged individuals, groups and communities in accordance with policy as outlined in the White Paper for Social Welfare of 1997. **For NMMU:** Social work plays an important role in society, with the social worker helping people to overcome obstacles, ranging from family counseling, criminal offences, drug abuse, abuse or physical/mental disabilities. A social worker should be able to handle stress and act

	institutional challenges facing the developing communities. South Africa is a developing country. Many of its people live in poverty. Development Studies offers students the opportunity to gain a better understanding of the development problems facing Third World countries in general and South Africa in particular, thus enabling them to contribute meaningfully towards their resolution by applying knowledge of development techniques.	attitudes in the areas of tests and measurement, statistics, qualitative methods, and experimental design. You will also be schooled in the history of scientific psychology and its clinical applications, including the areas of physiological psychology, neuro-psychology, psychopharmacology, cognitive and affective bases of behaviour and social psychology.		compassionately when dealing with others. ***Take note:*** *Holders of this degree qualify for registration as auxiliary social workers with the Council for Social Service Professions. This is an exit qualification for students who do not wish to complete the bachelor of social work (BSW) qualification.*

Appendix F: Comparing Qualifications: Entry requirements, focus, content and modules

FOCUS, CONTENT AND MODULES				
UCT				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
Note: UCT does not offer a Bachelor or Community Development or Diploma of the same kind.	University of Cape Town Bachelor of Social Work Admission requirements: - NSC endorsed for degree study/matric exemption - FPS 380 - NBT AL score Intermediate - English HL≥ 50% or English FAL ≥60% The Department reserves the right to refuse an applicant if, after an admissions interview, they are deemed unable to meet the professional requirements of the South African Council for Social Service Professionals.	**Note:** Bachelor of Social Science / Arts at UCT is limited to Dance, Jazz or Music, psychology and Economics. Sociology is offered as a degree at postgrad level, from Honours upwards. Bachelor of Social Science or Artsa Focus, content of Modules: A general Bachelor of Arts or Bachelor of Social Science degree offers a flexible degree structure which is spread over a minimum of three years of full-time study. The general degree requires students to study at least two approved majors (i.e. a specialised study taken to third year level), selected from a wide choice of subjects. While major subjects require specific courses to be taken, with some choice within certain majors, outside the majors students have the freedom to choose from a wide range of courses.	**Bachelor of Arts in Psychology:** Admission Requirements: Three year curricula: •FPS 450 and ≥70% on the NBT QL or at least 50% for Maths (NSC) (not Maths Literacy) have unconditional access to Psychology in their first year of study. •Students who do not meet these requirements may be allowed into a supported Psychology course depending on combination of NSC/NBT QL scores. This placement is done during Orientation/Registration. Four year degree curricula: •Students following the four year curricula for the BA or	**Note**: UCT does not offer Theology as a degree.

	International FPS 460 and AL Proficient or 39 FPS for non-NSC writers. Open FPS 450 and AL Proficient OR 38 FPS for non-NSC writers. Redress1 FPS 400 or 32 FPS for non-NSC writers. **NB:** Qualification on Youth Work is offered. University of Cape Town Bachelor of Social Work Content and/or Modules: SOCIAL WORK [Bachelor of Social Work] HB063 Convener: Ms F Williams (Department of Social Development) First year: 8 semester courses (144 NQF credits) NQF credits HEQSF level (a) PSY1004F Introduction to Psychology Part 1 (or	The degree structure is also adaptable, in that students may change majors as they go along, based on their experience of their courses. General degrees are suitable for students with a general interest in the arts, humanities and social sciences, who wish to construct their own course of study rather than being committed to a prescribed set curriculum. Students enrolling for a degree programme will take at least 20 semester courses; of these eight to ten semester courses will form part of two majors selected from the lists below. • Students who select both majors from the list of Bachelor of Arts majors will register for a Bachelor of Arts degree. • Students who select both majors from the list of Bachelor of Social Science majors will register for a	BSocSc may ONLY access 1st year Psychology, in their second year of study, and must complete additional maths/foundation courses in their first year as a condition of registration.	

	PSY1006F) 18 5 (b) PSY1005S Introduction to Psychology Part 2 (or PSY1007S) 18 5 (c) SOC1001F Introduction to Sociology 18 5 (d) SOC1005S Individual and Society 18 5 (e) SWK1004S Basic Professional Interaction 18 5 (f) SWK1013S Community Connections 18 5 (g) Two of the following: ECO1006F Economics for Non-Specialists 18 5 MAM1014F/S Quantitative Literacy for Humanities 18 5 REL1002F Religions Past and Present 18 5 AXL1400F Words, Deeds, Bones and Things (was SAN1015F) 18 5 SLL1042F Afrikaans Intensive A 18 5	Bachelor of Social Science degree. • Students who select one major from each list will choose to register for either a Bachelor of Arts degree or a Bachelor of Social Science degree. • Students can also choose one major from the list of majors offered by departments outside the Faculty but must also take a major in either the Arts or Social Sciences. **Bachelor of Social Science** Majors: UCT: Economics Gender Studies Industrial Sociology International Relations Philosophy Politics Psychology Public Policy & Administration Religious Studies Social Anthropology Social Development Sociology		

	or any other first-semester course approved by the Programme Convener 18 5 Second year: 7 semester courses (168 NQF credits) (a) SWK2001F Introduction to Political Economy and the Foundations of the Social Service Professions 24 6 (b) SWK2060F Social Work Assessment 24 6 (c) SWK2065S Social Work Intervention 24 6 (d) SWK2070F Field Practicum I 24 6 (e) SWK2075S Field Practicum II 24 6 (f) One of the following: PSY2009F Developmental Psychology 24 6 SOC2016F Industrialisation and Labour in South Africa 24 6			

	SOC2030F Poverty, Development and Globalisation 24 6 or a senior first-semester course approved by the Programme Convener (g) One of the following: PSY2003S Social Psychology & Intergroup Relations 24 6 SOC2004S Race, Class & Gender 24 6FACULTY COURSES 33 NQF credits HEQSF level SOC2015S Comparative Industrial & Labour Study 24 6 or a senior second-semester course approved by the Programme Convener 24 6 Third year: 7 semester courses (168 NQF credits) (a) SWK3001F Political Economy of Social Service Professions 30 7			

	(b) SWK3061F Social Work Research 30 7 (c) SWK3066S Contemporary Social Work Issues 30 7 (d) SWK3070F Field Practicum III 30 7 (e) SWK3075S Field Practicum IV 30 7 (f) One of the following: PSY3008F Health Psychology 30 7 SOC3007F Social Research 30 7 SOC3027F Social Research (Industrial Sociology) 30 7 or a senior first-semester course approved by the Programme Convener 30 7 (g) One of the following: PSY3011S Clinical Psychology II (was PSY3004S) 30 7 SOC3031S Social Justice and Inequality 30 7			

	SOC3029S Industrial Society & Change (was SOC3028S) 30 7 or a senior second-semester course approved by the Programme Convener 30 7 Fourth year: 6 semester courses (144 NQF credits) (a) SWK4015F Social Work Research II 24 8 (b) SWK4016S Social Work Research Project Paper 24 8 (c) SWK4030F Contemporary Families in a Changing Society 24 8 (d) SWK4031S Psychosocial Functioning & Empowerment 24 8 SWK4032S Social Policy & Management 24 8 (f) SWK4033F Field Practicum V 24 8			

	Total NQF credits for degree – 624 NOTE: Students may not register for both PSY1004F and PSY1006F. Students may not register for both PSY1005S and PSY1007S			
UKZN				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
Young people, even those who are still attending high school, are often keen in doing volunteer work, or finding ways of contributing to the welfare of their communities. Many teenagers and young adults come to university with a desire to combine theory with practice. They are not only interested in understanding the world in which they live; they are also keen to use their	The academic entrance requirement to study social work at the University of KwaZulu-Natal is a minimum of 30 matric points. Students often choose to study social work because they want to help people and to uplift communities. Social work is defined by terms such as social justice, human rights and empowerment.	Major Subjects : Afrikaans German Anthropology History Applied Lang Studies Indus, Organisational & Labour Studies Art History Industrial Psychology Biblical Studies IsiZulu Classics Italian Classical Civilisation Kiswahili Community Development Linguistics	**B social science in Psychology: BSocSc in Psychology** This degree is for students with a specialised interest in Psychology and for those wanting to apply for the Bachelor of Psychology Honours in their third year. The degree involves a "double major" which comprises compulsory and elective modules in Psychology.	UKZN Theology Focus: The School of Religion, Philosophy and Classics offers a 3-year BTh degree. This degree covers Biblical Studies, History of Christianity, Systematic Theology, and Practical Theology. It prepares students for ministry in the church, community and society. The Theology and Development Programme, with its emphasis on the role of churches in development discourse and practice, contributes two modules

knowledge to bring about positive change. These young people with a social conscience and a curious mind are ideal candidates for the Community Development Programme. The Community Development Programme seeks out school students who achieve good grades at school and are keen to do be actively involved in community development work. A structured degree programme caters for those who enter UKZN with the aim of becoming professional community development specialists. The Bachelor of Community Development studies (BCMDST) is an undergraduate programme designed to equip graduates with skills in community organising; project	The values of the social work profession are rooted in a belief in the dignity and growth of every human being and a recognition of the need for a democratic, just and caring society. The ethical behaviour expected of social workers flows from these core values. Social workers have an ethical responsibility to clients, colleagues, employers, the social work profession and to society which is enshrined in the SACSSPS. Code of Ethics: From their second year of study, social work students are expected to not only register with the SACSSPS but need to sign a Code of Ethics form with the School of Social Work committing themselves to ethical practice.	Criminology Media & Cultural Studies Cultural & Heritage Tourism Music Digital Arts Philosophy Drama & Performance Studies Political Science Development Studies Psychology Economic History & Development Studies Religion Education & Development Sociology English Translation Studies Ethics Studies Fine Arts French Geography 2. Alternate Majors (for BA or BSS) that are offered by other Colleges to Humanities students. Note: you may only choose one for the relevant qualification from this list and one from List above;		to this degree in preparing graduates for engaging in social transformation: Community Development, and Political and Economic Ethics. **HUM-BTH1 Structure** a) Students shall complete BIST110 and 120. With permission of Dean and Head of School, two modules of another language may be permitted in fulfilment of this requirement. b) Students intending to major in Practical Theology are required to do two level 2 Practical Theology modules. **HUM-BTH2 Majors** a) The following majors are offered: Biblical Studies History of Christianity Practical Theology

design, planning and management; leadership and management of NGOs and CBOs; corporate social responsibility and public affairs management; local economic development; training and development and managing change. The programme is intended for a wide range of practitioners, especially those wanting to work in the different areas of community upliftment in Local Government, with NGOs and CBOs and corporations with corporate social responsibility programmes or training and development. The purpose of the programme is to produce qualified community development practitioners. Such practitioners will be equipped with both theoretical knowledge and practical skills to initiate, implement and manage social and economic development at all levels.		Computer Science, Economics, Human Resource Management, Information Systems and Technology, Legal Studies, Management, Marketing, Mathematics, Statistics. 3. The following (3-year) Structured Degrees are offered (these qualifications only have one specialisation); Architectural Studies, Cognitive Science, Community & Development Studies, Cultural Heritage Tourism, Geography & Environmental Management, Government Business & Ethics, Housing, International Studies, Music, Practical Music, Music & Drama Performance, Philosophy Politics & Economics/Law, Social Work, Theology, Visual Arts. 4. There are a variety of specializations offered for the (4-		Systematic Theology The Bachelor of Theology (BTh) degree prepares students either for the ordained ministry in a Christian church, or for a wider engagement in society from a theologically responsible position. The degree introduces students to the four basic disciplines of theology, namely Biblical Studies and Literature, the History of Christianity, Practical Theology and Systematic Theology in the first two years, and then students are able to major in one or two of these disciplines in the third year. **Structure** Each module is worth 16 credits. Students must take at least 4 modules at Level 3 in the discipline in which they major.

The programme is also broadly designed to build competence and to provide a professional qualification for community development practitioners already involved in the field and those aspiring to get involved.		year) Bachelor of Education on the Edgewood Campus.		University of KwaZulu-Natal Content and Modules for B Theology: Introduction to the New Testament; Introduction to Classical Hebrew or approved Language module; History of Christianity: Introduction; History, Truth and Worldviews; Introduction to the Old Testament; Introduction to Hellenistic Greek or approved Language module; Introduction to Practical Theology; Intro to Theological Methods; Text, Interpretation and Culture; History of Christianity: The Reformation; Selected Christian Doctrines; Critical Tools for Biblical Study; Introduction to Religion; Christian Ethics; Introduction to Christian Education; Systematic Theology; Christian Counselling; Biblical Theology; History of Christianity: Modern Period; BIST310 Biblical Theology[1] BIST320 New Testament Texts BIST330 Old Testament Texts

				BIST331 Old Testament Exegesis BIST340 New Testament Exegesis in English BIST341 New Testament Exegesis in Greek BIST360 Cluster Elective BIST370 Special Focus BILA310 Hellenistic Greek BILA320 Hellenistic Greek HICH311 Modern Period[1] HICH321 Research Seminar HICH340 Cluster Elective HICH350 Cross-Disciplinary Module HICH370 Special Focus SYTH310 Systematic Theology SYTH320 Theology & Ethics SYTH330 African Theology SYTH310 Systematic Theology[1] SYTH320 Theology & Ethics SYTH330 African Theology

				SYTH340 Cluster Elective SYTH350 Special Focus SYTH370 Lutheran Theology SYTH380 Political and Economic Ethics HICH311 History of Christianity: Modern Period PRTH310 Community Development PRTH330 Congregational Skills PRTH341 Christian Counselling[1] PRTH350 Missiology: Church Growth PRTH370 Special Focus 1 PRTH371 Special Focus 2 PRTH381 Cluster Elective PRTH383 Church Life and Faith SYTH380 Political and Economic Ethics
STELLENBOSCH				

	Bachelor of Arts: Social Work **NQF Level:** Pre-2009: Level 7; After 2009: level 8 Minimum Credits: 524 Quality Assuring Body: Council for Higher Education NQF Sub-Framework: HEQSF **Admission requirements** • Write the National Benchmark Tests AQL • For the NSC an aggregate of at least 60% • Home Language 4 • First Additional Language 3 This four-year programme will provide you with the necessary knowledge, skills and understanding to deal positively with problems that arise in the interaction between people and their environment, and to empower those involved to deal			

	with their problems in a self-reliant way. This qualification leads to a variety of career opportunities in government departments at national, provincial and local level, as well as in voluntary welfare organisations and non-governmental organisations that employ social workers. **First year:** Information Skills, Social Work Theory and Practice, Psychology and Sociology. In addition you choose one of *Afrikaans en Nederlands*, Basic Xhosa, English Studies, Xhosa, Philosophy or Public and Development Management. **Second year:** Social Work Theory and Practice, Psychology and Sociology or Social Anthropology. **Third year:** Social Work Theory and Practice, Psychology or Sociology or Social Anthropology.			

	Fourth year: Social Work Theory and Practice. 1. **Bachelor of Social Work** **<u>(Theory)</u>** • Introduction and value base of social work and social welfare. • System functioning from a developmental perspective. • The professional relationship with client systems in social work. • Introduction to family and child care. **Practice Education** • Tutorials: Group supervision. • Involvement as student volunteer at an approved welfare-related institution Methodology of Social work (Theory)			

	• Casework, group work and community work. • Social work administration in a welfare organization. Methodology of Social Work (Practice Education) Tutorials: • Group or individual supervision. • Concurrent practice education in casework, group work, community work and social work administration. • Weekly group and individual supervision sessions. Intervention in Social Work (Theory) • Perspectives, theories and models in social work with reference to individuals, families, Groups, communities.			

	• Intervention regarding family violence and substance abuse. • Welfare law. Substance dependence. Intervention in Social Work (Practice Education) • Tutorials: group or individual supervision. • Concurrent practice education in individual work, • Group work, community work and administration. **<u>Options</u>** Psychology or Sociology or Social Anthropology **Integrated Social Work (Theory)** • Social work in the area of health care, family			

	counseling, poverty and social security, • Social welfare policy. • Social work supervision and management. • Social work research. **Integrated Social Work (Practice Education)** • Tutorials: group or individual supervision. • Concurrent practice education. • Research project. The institution through its faculty of Medicine and Health Science and various departments within the faculty has what it calls Community Interaction. **This community interaction has the following pillars** • Community Based education			

	• The need for rural healthcare • Community services and other pillars which are not related to Community development.			
NMMU				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
Bachelor of Arts in Development Studies **Note:** The BA (Development Studies) degree is presented at our Missionvale Campus, Port Elizabeth DO YOU WANT… - To have a career for the 21st century? - To improve the lives of people? - To overcoming poverty?	**Bachelor of Social Work** **NQF Level:** Pre-2009: Level 7; After 2009: level 8 Minimum Credits: 510 Quality Assuring Body: Council for Higher Education NQF Sub-Framework: HEQSF **Introduction** Social work plays an important role in society, with the social worker helping people to overcome obstacles, ranging from family counseling, criminal offences, drug abuse,	Candidates must comply with the requirements for admission to degree studies. Candidates must first be admitted to the BA Psych programme and complete 90% of the number of credits prescribed for the first two years (including all psychology and related helping professions modules) before they can be considered for admission to the BPsych (Counselling) programme. All candidates shall be subject to selection and the degree shall be obtained by completing the modules, practical work, and a six-month practicum. The programme shall extend over at least four years	Nelson Mandela Metropolitan University does not offer Social Science or Sociology as a degree, but does offer Sociology as a subject, and also offers some postgrad studies in sociology.	The Nelson Mandela Metropolitan University does not offer Theology at all.

- To create a sustainable economy? The Bachelor of Arts in Development Studies is an inter-disciplinary undergraduate programme which provides students with a foundation in Development and Economics. Development is one of the greatest challenges nationally and globally, and graduates from the programme will find a significant and expanding range of job opportunities in the public, private and civil society sectors. The programme integrates a deep understanding of development and economic development with an accompanying set of skills – assets which are crucial in the job market of the future. **CAREER OPPORTUNITIES** Students who complete the B.A. in Development Studies have various options for career and academic progression such as:	abuse or physical/mental disabilities. A social worker should be able to handle stress and act compassionately when dealing with others. This programme is made up of compulsory fundamental and core modules, as well as a choice of elective modules which can be selected according to the student's interests. Practical work is an integral part of the degree from second year level. Graduates qualify for registration as social workers with the Council for Social Service Professions. 1. **Bachelor of Social Work** **<u>First Year Level</u>** <u>Core</u> 2. Introduction to Social Services	of study (including the six-month practicum). **Level 1 (120 credits):** Fundamental modules: • Computer Literacy 1.1 • Kommunikasie in Afrikaans 1 <u>and</u> (12 credits from any language modules) • Kommunikasie in Afrikaans 2 <u>or</u> • Taal en teks <u>and</u> • Taal en konteks <u>or</u> • Practical English <u>and</u> • Practical English <u>or</u> • Professional English <u>or</u> • Xhosa for beginners 1 <u>and</u> • Xhosa for beginners 1 Core modules (Psychology): • Introductory Psychology • Child and Adolescent Development		

• Development Consultants • Economists and Development Economists • Development Finance and Banking • Careers in both local and international development institutions such as the Development Bank of Southern Africa, the African Development Bank, the World Bank, the United Nations Development Programme, UNICEF, and local and international NGOs such as World Vision, Operation Hunger and Oxfam • Careers and jobs in a variety of national, provincial and local government departments	3. The Professional Helping Process and Intervention 4. Youth Studies and Youth Work Intervention 5. Professional Relationship and Communication Skills 6. Integrated Personal and Professional Development <u>Fundamental Modules</u> Computer Literacy Recommended Electives Kommunikasie in Afrikaans 1 Kommunikasie in Afrikaans 2 **OR** 7. Professional English 8. Xhosa for Beginners 1 and 2 9. Understanding Cultural Diversity	• Adult Development and Ageing • Psychology as a Profession • Industrial and Organisational Psychology Core modules (Related Helping Professions): • The Professional helping process and intervention • Professional relationships and communication skills Elective modules (Psychology) (Two of): • Applied child and adolescent development • Applied adult development and ageing • Psychology in education and training • Psychology: African perspectives • Sport psychology		

• Careers in socio-economic and marketing research • Social and Environmental Impact Analysts • Monitoring and Evaluation Specialists • Development Planning Officers The multidisciplinary approach of the program allows interested graduates entry into postgraduate studies, not only in Development Studies and Economics, but also Politics, Social Anthropology, Law, Geography, and History. **MINIMUM ADMISSION REQUIREMENTS for the B A in DEVELOPMENT STUDIES** • A National Senior Certificate (NSC) • An Admission Point Score (APS) of at least	10. Human Origins 11. Stratification in Human Culture and Society 12. Introduction to Xhosa Culture 13. Introductory Psychology 14. Child and Adolescent Development 15. Adult Development and Ageing 16. Applied Child and Adolescent Development 17. Psychology in Education and Training 18. Psychology as a Profession 19. Psychology: African Perspectives 20. Sociology: An Introduction 21. Groups and Organizations	Elective modules (Other disciplines) (minimum of 24 credits) *(Please note admission to elective modules may be restricted - all elective modules must be chosen in consultation with the BPsych programme team)* • Computing Fundamentals 1.2 • Sociology: An Introduction (For Professionals) • Groups and Organisations • Social Structure and Change • Understanding Cultural Diversity A • Understanding Cultural Diversity B • Human Origins • Stratification in Human Culture and Society • Introduction to Xhosa Culture • Introduction to Communication Studies (a)		

32 points or more on our rating system. • Compliance with the university's requirements with regards to languages as well as Maths or Mathematical Literacy	22. Social Structure and Change **Second Year Level** 23. Group Work Theory and Intervention 24. Community Development Theory and Intervention 25. Studies and Youth Work 2 26. Group Work Practice Skills (1) * 27. Group Work Practice and Process Skills 28. Community Development Practice and Process Skills 29. Community Development Practice **Recommended electives (at second year level)** 30. Social Psychology	• Introduction to Communication Studies (b) • Cultural Studies: Classical Greek Culture • Cultural Studies: Classical Roman Culture • Cultural Studies: Contemporary (a) • Cultural Studies: Contemporary (b) • Introduction to Media Studies • Introduction to Film Studies (a) • Introduction to Film Studies (b) • Approaches to Poetry • Approaches to Narrative • Approaches to Drama • Theory and Practice: Literature and Film • Introduction to Literature (Eng. L2)		

	31. Coping Skills 32. Health Psychology 33. Psychopathology 34. Stereotype and Prejudice Reduction 35. Applied Health Psychology 36. An Introduction to the Psychology of Change 37. Conflict Resolution 38. Organization and Group Dynamics 39. Women in Africa 40. Social and Environmental Issues 41. Contemporary Labour Studies 42. Cultural Dynamics 43. Managing Cultural Diversity 44. Health and Healing in Cross Cultural Perspective	• Introduction to Literature (Eng. L2) • Taal en Teks • Taal en Konteks • Inleiding tot Afrikaanse Poësie • Inleiding tot Afrikaanse Prosa • Practical Xhosa and • Practical Xhosa • Youth Studies and Youth Work 1 • Integrated Professional Helping • Community Partnerships • African Traditional Healing • African Traditional Medicine • Introduction to Business Management and Entrepreneurship		

	45. Marriage, Family and Kinship in Cross-cultural Perspective 46. Leadership and Leadership Development 47. Entrepreneurship **<u>Third Year Level</u>** <u>Compulsory modules:</u> 48. Child and Family Care 49. Child and Family Care 50. Drug Abuse 51. Crime in Society 52. Intervention with Special Populations 53. Social Work Practice ** **<u>Recommended electives:</u>** **<u>(Third year level)</u>** 54. Psychometrics 55. Psychological Research Methods	• Introduction to the Business Functions • Anatomy and Physiology Main Code • Organisation of the Human Body • Principles of Support and Movement • Special Senses, Digestive System, Nutrition and Metabolism • Defence Mechanisms and Reproduction • Physiology Main Code • Organisation of the Human Body, Support and Movement • Cardiovascular, Respiratory, Digestive Systems, Nutrition and Metabolism • Urinary System, Acid-Base, Senses and Hormones • Nervous System, Brain, Defence Mechanisms		

	56. Cognitive and Clinical Neuropsychology 57. Personality Psychology 58. Applied Psychological Measurement 59. Advanced Social and Market Research 60. Sociology of Development 61. Transformation of Work 62. Human Resources: Information Systems 63. Crime and Society 64. Human Rights Term 65. Applying Cultural Knowledge 66. Evaluation of Development Programmes 67. The Development of Anthropology 68. Youth Studies and Youth Work	*[The University Access Assessment Battery is used to determine whether or not the University Practice module is compulsory for a candidate.* **Level 2 (127 credits):** Fundamental modules: • Statistical methods in behavioural sciences • Entrepreneurship Core modules (Psychology): • Social psychology • Coping skills • Health psychology • Psychopathology • Psychometrics • Psychological research methods • Applied health psychology • One of: o Stereotype and prejudice reduction		

	69. Intervention with Youth Semester 70. Family Law 71. Project Management 72. Statistical Methods in Behavioural Sciences **<u>Fourth Year (Advanced)</u>** **<u>Compulsory modules:</u>** 73. Core module 74. Research Methodology 75. Administration of Human Services 76. Macro Strategies for Social Development 77. Clinical Social Work Intervention 78. Social Welfare, Law and Policy 79. Child Justice System 80. Research Treatise Social Work Practice. **NMMU: BA in Youth Work**	○ Conflict resolution Core modules (Related Helping Professions): • Group work theory and intervention • Group work practice skills Elective modules (other disciplines): (minimum of 18 credits) *All elective modules must be chosen in consultation with the BPsych programme team.* • Social and Environmental Issues • Organisation and Group Dynamics • Contemporary Labour Studies • Labour Relations Skills Training • Cultural Dynamics • Managing Cultural Diversity • Health and Healing in Cross-cultural Perspective		

	Introduction This degree is designed for school-leavers as well as for adult learners who are already involved in youth work but do not have formal qualifications. The programme provides a combination of theoretical knowledge and practical skills, based on research into the challenges and learning needs of those working with the youth. ***Take note:*** This course will only be offered if a minimum of 10 prospective applicants are admitted to the programme. Please consult the admissions office before applying. **Compulsory Modules** Computer Literacy Introduction To Social Services Professional Relationship & Communic Skills **Elective Modules** Sport & Exercise Psychology I Kommunikasie In Afrikaans	• Marriage, Family and Kinship in Cross-cultural Perspective • Communication Studies (a) • Communication Studies (b) • Business Management (Marketing Man.) • Business Man. (Logistic/Purchasing Man.) • Anatomy and Physiology Main Code • Cardiovascular System • Respiratory System, Urinary System and Acid-base • Somatic and Autonomic Nervous System • Brain and Integration of Brain Functions **Level 3 (120 credits):** Core modules (Psychology): • Cognitive and Clinical neuropsychology		

	Introduction To Poetry Introduction To Drama Introduction To Communication Studies Introduction To Media Studies Sociology- An Introduction **Semester 2 modules (Term 3+4)** **Compulsory Modules** Recreation I <u>Recommended electives:</u> • Introduction to Organizational Behavior • Sport and Exercise Psychology • Kommunikasie in Afrikaans 1 (Afr. T2) (both modules) **OR** • Practical English (Eng. L2) (both modules) • Approaches to Poetry	• Personality Psychology • Career psychology <u>or</u> • Occupational psychology • Marital and Family interaction • Introduction to psychological assessment • Research planning • Crisis management skills • Psychopathology practicum • Introduction to psycho-education Core modules (Related helping professions): • Community development theory and intervention • Community development practice and process skills <u>Fundamental modules</u> Introduction to Psychological Counseling		

	• Approaches to Narrative • Approaches to Drama • Introduction to Communication Studies (a) • Introduction to Communication Studies (b) • Introduction to Media Studies • Xhosa for Beginners 1 (both modules) • Practical Xhosa (both modules) • Understanding Cultural Diversity B • Stratification in Human Culture and Society • Introduction to Xhosa Culture • Adult Development and Ageing	Elective modules (14 credits): *All elective modules must be chosen in consultation with the BPsych programme team.* • Human resource management (201) • Human resource management (202) • Introduction to the psychology of change • Introduction to consumer behaviour • Labour relations **Level 4:** Candidates register in Community Wealth as Registered Counsellors. 1. **[Health and Wellness] <u>Community Mental Health</u>** • Practice Management and Ethics • Lifestyle Management • Research and Data Analysis Skills		

	• Psychology in Education and Training • Psychology: African Perspectives • Sociology: An Introduction **Second Year** • Youth Studies and Youth Work 2 • Group Work Theory and Intervention • Community Development Theory and Intervention • Community Development Theory and Intervention • Coping Skills • Health Psychology • Project Management • Recreation II • Youth and Health	• Treatise • Mentoring and Supervision • Health and Wellness Intervention B • Practicum in Health and Wellness		

	• Social and Environmental Issues • Group Work Practice Skills (1) • Community Development Practice and Process Skills • Community Development Practice • Entrepreneurship **<u>Third Year</u>** • Youth Studies and Youth Work 3 • Leadership and Leadership Development • Community Development and the Youth • Intervention with Youth • Child and Family Care 1 &2 • Drug Abuse			

	• Crime in Society • Intervention with Special Populations • Advanced Youth Work Practice NB: This course as offered at NMMU has community development related modules as from level 2 and level three and some course are also offered in social work in other institutions.			
NWU				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
North West University does not offer the BA or Diploma in Community Development Studies but offers Bachelor of Social Science in development Studies. Curriculum: Development Studies – L207M: Upon completion of the programme the students:	**Bachelor of Social Work**: The Baccalaureus Social Work degree is a four year degree that enables the student to register and practice as a social worker in terms of the Social Service Professions Act 1978 (Act 110 of 1978). The teaching and training encompass theoretical as well	**B.A. in Psychology:** The Bachelor of Arts in Psychology enhances our understanding of the human condition in light of a distinctive Christian worldview. Our theoretical framework synthesizes broad-based knowledge drawn from the fields of psychology, anthropology, sociology, and cultural studies to provide the student with a sound social sciences foundation.	**Bachelor of Social Science in Sociology:** Major 1, SOCL 111; Major 1, SOCL 211; Major 1, SOCL 311 and SOCL 312; Major 2, IPSM 111 or PSYC 111or HDEV 111or KCOM 111; Major 2, IPSM 211 or PSYC 211/212 or HDEV 211 or; Major 1, IPSM 311 or	Undergraduate Programmes The following B Qualification can be obtained by full time, contact studies: (During their study students may change the programme for which they have registered, provided they obtain written permission from the Director of the appropriate School) **Undergraduate Degrees**

• Develop analytical skills in explaining and understanding Africa's position in international politics and in the global economy, including its search for peace, security, unity and sustainable development; • Have competence in establishing linkages with individuals, state and nongovernmental organizations (such as the Department of Foreign Affairs, Africa Institute, Institute for Security Studies, Institute for Global Dialogue) and other academic institutions at national and international levels involved in the study and promotion of peace, security and international relations. The purpose of such linkages is to co-operate on the promotion of inter- and multi-disciplinary perspectives on security, peace and development;	as practical work. The Learner will be capable of: • delivering services in the broad field of community development. In addition to the General admission requirements (General rules A.4), as well as additional stipulations in the Introductory line G.1.11, the following admission requirements apply: a) a student should be in possession of a full Matriculation exemption certificate or Conditional Matriculation; APS count of at least 24 or M Score minimum count of 14. b) English as a subject to have been achieved at level 4. c) prospective students are subjected to a selection process, including psychometric testing. d) Information with regard to the selection requirements and procedure are available from	Students are challenged and equipped to become change agents, accepting the responsibility to truly make a difference in the lives of hurting individuals within a global context. Modules: General Psychology; Cultural Psychology; Counseling Psychology; Marriage and Family; Lifespan Psychology; industrial/Organisational Psychology; Research Methods for the Behavioural Sciences; Statistics for the Behaviouarl Sciences; Abnormal Psychology; Social Psychology; Physiological Psychology; Cognitive Psychology; History and Systems of Psychology; Advanced Topics in Psychology; Psychological testing and Measurement; Human Sexuality; Theories of Personality; Educational Psychology; Social Problems; Cultural Anthropology; intercultural communication; Organizational Communication; Organisational and Management Theory; Human Resource Management; and Strategic Planning and managing Change.	PSYC 311/312 or HDEV 311or KCOM 313/314; Minor 2, POLI 112 or PAYM 118 or; Minor 2, POLI 213 or PAYM 215; SOCL 111 or HDEV 111or POLI 112 or HPOP 111 or SETM 111or HIST 111 Note: Full names not available. Refer to actual document.	• BA in Ancient Languages • BA in Pastoral Counselling and Psychology • BTh in Biblical Sciences • BTh in Church Planting • BTh in Church Ministry • BTh in Pastoral Counselling • BTh in Theological Fundamentals • BTh in Biblical Languages **The Qualification Programmes** **BTh in Biblical Studies** Fundamental introduction to and overview of Christian Theology and Ministry, focusing on Biblical Studies (OT and NT). This curriculum articulates upwards to Honours BA in Theology or Biblical Studies. **Programme outcomes** Students who obtain BTh Biblical Studies are generally able to do the following independently: • show that their orientation to Christian Theology and Ministry is sound; • read and interpret the Old and New Testament in the

• Be able to interrogate the main aspects of national, regional, continental, transnational and international peace and security from the perspective of Africa; • Have the skills and knowledge to gather, organize and evaluate information in national, regional, continental, transnational and international issues related to peace and security; • Be able to understand and conceptualise the relationship between historical, cultural, political and economic factors in national, regional, continental, transnational and international peace and security; • Develop knowledge and skill capacity in analyzing and reporting threats to peace and security.	the Student Admission or the programme coordinator. Students registered for the B.SW degree may, before the end of the first semester of the second year, switch to the B.A. or B Soc. SC. degree with Social Work as a major. Prospective students, who are unsuccessful in the first selection process, may register for the first level of the B.A.or Boc. Sc. degree with Social Work as a one of the subjects. These students may, at the end of the first study year, again apply for admission to the B. SW degree. The process of selection must be completed before the end of the first semester of the second year of study.	Note that some of these are electives. After a programme of Psychology has been completed together with another major, the students should: • Be able to demonstrate well-rounded and systematic knowledge, skills, competencies and values of/in Psychology, integrated with the theories, principles, processes and techniques of the second major. • Be qualified to identify, analyse and solve problems within the accepted values and ethical framework of Psychology in practice-oriented health situations and • Be able to demonstrate that, when outcomes are pursued, arguments and communication are based on a pure world view and philosophy and an established theoretical and value system.		original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following: • show that they have insight into the Specific Canonics and the revelational significance of all the Bible books • exploit any theme from the perspective of Revelation History in the Bible do exegesis of any pericope in a Bible book with a view to the ministry of the Word (preaching, catechesis and pastoral counselling). **BTh in Church Planting** Fundamental introduction to and overview of Christian Theology and Ministry, focusing on Missiology and Practical Theology. This curriculum articulates upwards to Honours BA in Theology.

Modules: HDEV 111; HDEV 211; HDEV 311; SOCL 111; PSYC 111; HPOP 111; BMAN 111 or PAYM 118; AGLE 111; SOCL 211; HPOP 212; PSYC 211; WVLS 314; HBRM 212; SOCL 311; HDEV 121; SOCL 121; SOCL 221; HDEV 221; HDEV 321; SOCL 322 or SOCL 321; HPOP 121; HPOP 221; BMAN 121 or PAYM 121; HBRM 222; PSYC 221. ; **Note:** Full names not available. Refer to actual document.	The School Director may require a student to undergo the selection process again before being admitted to the following study year. With the view on practical work in the third and fourth year, it is strongly			**Programme outcomes** Students who obtain BTh in Church Planting are generally able to do the following independently: • show that their orientation to Christian Theology and Ministry is sound • read and interpret the Old and New Testament in the original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following: • show that they have insight into the Specific Canonics and revelation significance of most Bible books and are able to study the rest the books from this perspective • exploit any theme from the perspective of Revelation History in the Bible • do exegesis of any pericope in a Bible book with a view to the ministry of the Word

				(preaching, catechesis and pastoral counselling) • integrate basic theoretical principles for various missionary situations in their own approach to church planting • take the first step at a practical-theoretical level in the planning and implementation of a church-planting project. **BTh in Church Ministry** Fundamental introduction to and overview of Christian Theology and Ministry, focusing on Practical Theology. This curriculum articulates upwards to Honours BA in Theology. **Programme outcomes** • Students who obtain BTh Church Ministry are generally able to do the following independently: • show that their orientation to Christian Theology and Ministry is sound read and interpret the Old and New Testament in the

				original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following: • show that they have insight into the Specific Canonics and revelation significance of most Bible books and are able to study the rest the books from this perspective • exploit any theme from the perspective of Revelation History in the Bible • do exegesis of any pericope in a Bible book with a view to the ministry of the Word (preaching, catechesis and pastoral counselling) • integrate basic theoretical principles for the fields of work in the church with their own approach to church ministry • formulate and implement basic theories for the

				practice of church ministry **BTh in Theological Fundamentals** Fundamental introduction to and overview of Christian Theology and Ministry, focusing on Dogmatics, Ethics and Church and Dogma History. This curriculum articulates upwards to Honours BA in Theology. **Programme outcomes** • Students who obtain BTh Theological Foundations are generally able to do the following independently: • Show that their orientation to Christian Theology and Ministry is sound read and interpret the Old and New Testament in the original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following:

				• show that they have insight into the Specific Canonics and revelation significance of most Bible books and are able to study the rest the books from this perspective • exploit any theme from the perspective of Revelation History in the Bible do exegesis of any theme or problem with a view to the systematisation of the revelation in the Bible, and evaluate existing dogmas on this basis **BTh** * This programme is offered only through distance learning for students at off-campus learning centres with which the Faculty has an agreement. **Programme outcomes** On the basis of a basic introduction to and overview of Christian Theology, the student should be able to:

				• function effectively in facets of one or more of the following: valid interpretation and application of the Bible (with tools), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development • function in a multicultural and international context • register for Honours BA Theology
UJ				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
BACHELOR OF ARTS (COMMUNITY DEVELOPMENT AND LEADERSHIP) This is a three year qualification offered under the Department of Social Work, at the Soweto campus of the University of Johannesburg.	**BACHELOR OF SOCIAL WORK (BSW)** This is a four-year qualification offered full-time at the Auckland Park Campus only. Students must register for specific courses within the Faculty of Humanities with	**CURRICULUM FOR BA (PSYCHOLOGY)** The primary purpose of this qualification is to provide qualifying students with: a broad-based, strong and cohesive knowledge foundation for further studies in Psychology; a knowledge foundation for applied and fundamental research in Psychology; analytical, interpretive and integrative skills	SOCIAL SCIENCES: Anthropologist, Journalist, Ethicist, Social Responsibility Officer, Manager of Multicultural and Gender Affairs, Teacher, Human Resources Development, Public Governance,	BA Theology not offered. Only Philosophy and Religion is offered at a bachelor's degree level.

Students must register for prescribed modules for the fulfillment of the Bachelor of Arts (Community Development and Leadership) degree.	majors in Social Work (at 4th year level) and Psychology and Sociology (one up to 3rd year level), register for **Internship** whereby the student must attend Internship classes at the university as well as complete set number of hours of **field Instruction** at approved welfare organisations in the social services sector each year. The BSW program is accredited by the South African Qualifications Authority (SAQA) and is aligned with the 27 Exit Level Outcomes defined by the Standards Generating Body (SGB) for Social Work and the Council for Higher Education (CHE). Students are required to register for specific courses within the Faculty of Humanities with majors in Social Work (at 4th year level) and Psychology and Sociology (one up to 3rd year level). In addition to prescribed theory modules, all students are also required to register for **Internship** whereby they	that have practical value for society as a whole; and the ability to reflect on Psychology and have a holistic view of Psychology and its applications in various contexts. Modules: Psychology 1A & B; Psychology 2A (Developmental Psychology); or Psychology 2C (Social Psychology); Psychology 2B(Research Psychology); Psychology 3A (Research Psychology); Psychology 3b (Personality Psychology) or Psychology 3D (Psychopathology); Psychology 3C (Child and Family Psychology); Psycology 3E (Community Psychology) or Psychology 3G (Cognitive Psychology) and other electives.	Civil Service. Entry Requirements: 25 with Mathematics OR 26 with Mathematical Literacy. Information on the content currently unavailable.	

	would have to attend Internship classes at the university as well as complete set number of hours of **field instruction** at approved welfare organisations in the social services sector each year. The programmes are accredited by the South African Qualifications Authority (SAQA) and in line with the 27 exit level outcomes defined by the Standards Generating Body (SGB) of social work and the Council for Higher Education. This implies that the programmes are of an excellent standard and compatible with national and international standards. Many social workers in key positions in the South African welfare context have been graduates of our undergraduate programmes.			
UL				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
The university offers a Bachelor of Arts: Community Development Officer but	**Bachelor of Social Work**	The University offers Bachelor of Psychology at undergraduate level,	Now the school of Social Sciences actually offers the Bachelor of Arts instead of the Bachelor of Social	Theology is not offered.

information is not currently available.	**NQF Level:** Pre-2009: Level 7; After 2009: level 8 Minimum Credits: 510 Quality Assuring Body: Council for Higher Education NQF Sub-Framework: HEQSF Admission requirements: • A National Senior Certificate (NSC) or Grade 12 Senior Certificate with university exemption is required for admission. • Students could be admitted through recognition of prior learning (RPL). • Admission into the School will be according to the following Admission Point Score (APS): **PLEASE NOTE**: ***Admission into the Bachelor of Social***	but information is currently not available.	Science. It does not offer BA Sociology as a degree.	

	Work (BSW) degree is subject to a written selection test. The admission of first year students is limited and will be determined by the department's staff component and availability of practical work opportunities. Candidates with matric exemption or equivalent and those who meet the requirements of the university RPL policy will be admitted in the social Work programme, based on the results of the Social Work department's aptitude test.			
UNISA				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
BA Comm Dev **<u>First Year Modules</u>** • The Anthropological Study of Culture in A Multicutural context	Bachelor of Social Work Is offered at UNISA but actual modules are not outlined.	**Psychology: Bachelor's degree with Psychology as major** **[for example: BA; BSc; BA Health Sciences and Social Services; BA(SW); BBA; BA Pol]** Minimum duration: 3 years Average part-time duration: 5-6 years	**Bachelor of Arts (Human and Social Studies** – bachelor of social science or sociology is not offered as a degree. **The curriculum must consist of:** a) THIRTY MODULES b) TEN modules on each of the first, second and third level. c) The Degree cannot be completed in less than THREE YEARS.	**Bachelor of Theology** Each BTh curriculum must consist of 30 modules (12 credits each) which cannot be completed in less than three years. Two Fundamental modules:

• Communication Contexts and applications • Introduction to development studies • Development Problems and Institutions • Business Management IA • Business Management IB **<u>Selective modules</u>** • English for academic purpose • Ethical information and communication technologies for development solutions • Financial accounting principles, concepts and procedure **Or**		Students are introduced to a broad and basic understanding of the discipline and its areas of focus, and guided towards multi-level connections of their personal experience with the contexts and societies that they inhabit. Along with other courses required for the Bachelor's degree (see the Unisa Calender Part 2), students will be required to make a number of selections from the list of courses below. Note that some if these courses are compulsory, depending on the specific programme that the student intends to complete (see the Unisa Calender for details). **Level I modules** • Basic psychology [PYC101Y] • Psychology in society [PYC1023] **Level II modules**	d) At least 2 first- level modules in at least 2 of the subjects mentioned below. e) 1 or 2 major subjects from the subjects mentioned below must be taken (in subjects(s) up to and including third level). f) Research in the Social Sciences (RSC2601) is a compulsory module on Second Level g) 15 Compulsory modules (including the major subjects) selected from those prescribed for any of the Human and Social Studies specialization degrees must be selected. h) The outstanding modules on each level may be taken from the subjects mentioned below or from any of the Human and Social Studies specialization degrees. Each Unisa qualification is structured in such way that you need to pass a total number of modules within a certain amount of time in order to graduate. Each Unisa qualification is structured over a defined period,	1. CGM1501 (Invitation to theology), which must be done in the first semester of BTh study; 2. BTH3720 (Integrated theological praxis), which may only be done in the semester in which the degree is completed. The BTh Degree can be completed with One Major (Stream 3), Two Majors (This stream), or Four Half-Majors (Stream 2). At NQF level 5, all 8 modules are compulsory. At NQF levels 6 and 7, a student may take between 10 and 12 modules respectively. A BTh degree will therefore consist of either: 8 modules at NQF level 5, 10 modules at NQF level 6 and 12 modules at NQF level 7; OR: 8 modules at NQF level 5, 11 modules at NQF level 6 and 11 modules at NQF level 7;

• Language through an African lens • African language and culture in practice • Culture as human resource in African context • Comprehensive primary health care I & II • Fundamentals of communication • Psychology in society • Welfare policy • Introduction to social work and helping process **<u>Second Year Level</u>** • Introduction to entrepreneurship and small business management • General management electives		• Personality theories [PYC2015] • Child and adolescent development [PYC2026] • Adulthood and maturity [PYC2038] • Community psychology: re-imaging community [PYC205Y] • HIV/Aids care and counselling [PYC206B] • Basic measurement and questionnaire design in psychology [PYC207C] • Research in the Social Sciences [RSC201H] **Level III modules** • Social psychology [PYC3019] • Abnormal behaviour and mental health [PYC302A] • Cognition: thinking, memory and problem solving [PYC303B]	usually between 2 and 4 academic years. To graduate, you need to pass a total number of modules within a certain amount of time. (The modules are specified in the qualification information.) Remember to also to take your available time into consideration when choosing your modules. You need approximately • 6 to 8 hours per week for semester modules • 4 to 6 hours per week for year modules	**OR** 8 modules at NQF level 5, 12 modules at NQF level 6 and 10 modules at NQF level 7. A major consists of 9 modules. In this stream, a student must select two major subjects - from Community Ministry (CMM), Congregational Ministry (CGM), Scripture Studies (ECH/OTS), Theologies in Context (TIC). A student who intends to do a BTh Honours degree in a particular discipline after the BTh degree is strongly encouraged to enroll for all the undergraduate modules in that discipline. Modules: Invitation to Theology; First steps in practical theology; ethics and life; the dynamics of mission; introduction to early Christian literature, theology, histoty and archeology; introduction to ancient Israelite literature; reflections of faith; introduction to the study of church history; ethics nd spirituality; preaching in a context of poverty; exploring celebration and worship; women in society and church; youth ministry in communities;

• Qualitative research methodology: anthropological strategy • Research in social science **Or (Select five)** • Anthropological theory in practice • Anthropology and health care • Sociocultural solutions to problems of human adaptation • Health in communities • Intercultural, development and health communication • Essentials of marketing • Adulthood and maturity • HIV/Aids care and counseling		• Psychological research [PYC304C] • Transformative counseling encounters [PYC305D] • Community psychology: intervention strategies [PYC306B] Students who intend to continue with the Psychology Honours degree and who have completed their Bachelor's degree without psychology as major, will be required to complete the relevant undergraduate modules for Psychology as a major subject for non-degree purposes.		intercultuaral Christian communication; faith, church and culture; Christianity and a changing south Africa; faith, Jesus and social change; world Christianity and ecumenism; text interpretation, theory and method; daily life in early Christianity; illness, health and healing in the early Christian world; the bible, creation and ecology; from Dan to Beersheba: an archeological tour through ancient Israel; life orientation: biblical perspectives; the bible and the eradication of poverty; 3rd yr: integrated theological praxis; sexual ethics; from text t sermon: reading and creating religious texts; caring for all: exploring the field of pastoral work; the research challenge: doing empirical research in theology; Christian leadership and church management; Christian action for anti-racism and reconciliation; God, creation and environment; Christian social ethics; the dynamics of interreligious encounter; Christian moral decision-making; faith, the spirit and the future; faith,

Third Year Level • Themes in anthropology :tourism and pilgrimage • Projects and programmmes as instruments of development • Community development and the basic needs approach • Development theories • Rural and urban development • Development policy and strategies • Development planning • Empowerment and popular initiatives • Entrepreneurship and small business management Selective (3 of the following)				philosophy and science; church and society across the ages; Christianity in Africa; Christian foundations: the early centuries; death, tombs and burials in the early Christian world; religion, worship and prayer in the early Christian world; the bible and the human development in post-colonial Africa; construction of bodies, gender and sexuality in early Christianity; early Christian spirituality; politics, power and prophecy in ancient Israel; excavating a biblical city; the bible and African cultures; the bible and sexuality; understanding the old testament through archeology.

• Applied archaeology : heritage conservation, cultural resource management and archeotourism • Applied anthropology: contemporary human issues and the practice of anthropology • Christian action for anti-racism and reconciliation • The bible and human development in posy colonial Africa • Social psychology • Transformative counseling encounters • Community work • Practical work: community work • Group dynamics **Course:** National Diploma in Youth Development				

Core modules • Commonwealth Values In Youth In Development • Young People And Society • Principles And Practices Of Youth In Development Work • Working With People In Their Communities • Gender And Development • Learning Processes • Management Skills • Youth And Health **Second Year Level** • Project Planning, Monitoring And Evaluation • Policy, Planning And Implementation • Conflict Resolution Strategies And Skills				

• Promoting Enterprise And Economic Development • Sustainable Development And Environmental Issues **Electives (choose 2 modules)** • Introduction To Development Studies • Development Problems And Institutions • Psychosocial Support Of Orphans And Vulnerable Children • Orphans And Vulnerable Children (Ovc) Programme Management And Policy Development • HIV/Aids Care And Counseling				
UFS				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**

Qualification in Community Development: The provincial department of social development and the University of Free State's Qwaqwa campus have partnered to introduce a community development qualification to help the department increase its capacity.	**Bachelor of Social Work** **NQF Level:** Pre-2009: Level 7; After 2009: level 8 Minimum Credits: 510 Quality Assuring Body: Council for Higher Education NQF Sub-Framework: HEQSF ***Modules and Content: Social Work: Module description*** ***First year*** **MDB114** Introduction to social service professions Fundamental concepts in respect of social work as a profession are explained, among others what social work includes, the role and place of social work, the methods used to render services to the individual, family, group and community within the South African context. The module provides an image of the historical development and the field/domain of social work within the framework of the social environment. **MDB134** Relationship skills This module is an introductory	**Psychology:** Introduction to Psychology: This module aims at exposing students to a basic introduction to psychology as science. Positive Psychology: This module aims at assisting students to understand human resilience in the midst of adversity and to contribute to enhancing the psychological wellbeing of people with whom they are interacting. The further aim is to provide students with firm theoretical grounding in positive psychology. The Physiological Basis of Behaviour: The aim of this module is to provide students with a basic introduction to physiological and health psychology. Psychopathology: The aim of this module is to introduce students to the basic theoretical knowledge of the nature, description and classification of conditions within the study of abnormal psychology. Personology: The aim of the module is to introduce students to the different paradigms and theories	**B.Soc.Sc. (Human and Societal Dynamics)** **Study code: 2302** 2. CURRICULUM Depending on whether a specialist degree or a broader, more general degree is preferred, students may choose from three options: a degree with 2.1 Four major subjects: 96 credits from each of the three subjects in Table A (see section 4 below). That is, students must complete 32 credits per year in each subject (a total of 288 credits in three years); 96 credits from any subject in Table B (see section 4 below); and a compulsory community service-learning module (CSL304) in the final year. 2.2 Three major subjects with further subject(s) on first and/or second-year	**BACCALAUREUS ARTIUM (THEOLOGY)** **B.A. (Theology)** Study code: 1302□. For details consult the Year Book for the Faculty of Theology.

	study to explain and illustrate to the learner the importance of knowledge, skills and attitude of relationships in Social Work. A basic understanding of the application of a range of skills are explored and described within the ethical framework of Social Work as an introduction to the case work process. **MDB124** Introduction to community work This module introduces the student to community work as one of the primary methods of social work. The emphasis is on community work and its contribution to community development. Attention is given to the roles of the social worker in the community development process, prerequisites for functioning in a multi-professional team, and project management. After completion of this module the student will be able to plan and manage a project effectively. **MDB144** Social work service rendering context This module is an introduction	concerning personality development and behaviour that have contributed to the existing Western as well as African and Eastern corpus of knowledge on psychology. Developmental Psychology: The aim of this module is to introduce students to the study of normal human development, from conception to old age. The various domains of development (physical, cognitive, personality and social) are covered, as well as important theories and controversies related to these. The module concludes with a study of the factors concerning risk and resilience in children. Students will be required to apply their knowledge to case studies. Social Psychology: The aim of the module is to help students understand the importance of personal relationships for overall functioning and wellbeing and the role played by particular psychosocial characteristics in the development and maintenance of healthy personal relationships. In	level: 96 credits from each of two subjects in Table A. That is, 32 credits per year from each subject (making a total of 192 credits over three years); either 96 credits from the third subject in Table A and 64 credits from any subject in Table B or 96 credits from any subject in Table B and 64 credits from the third subject in Table A; a further 32 credits from any subject in Table B or C; and a compulsory community service-learning module (CSL304) in the final year. 2.3 Two major subjects with further subject(s) on first and/or second-year level: 96 credits from each of two subjects in Table A. That is, 32 credits per year from each subject (making a total of 192 credits in three years); 64 credits from the third subject in Table A; A further 128 credits from any subjects in Table B or C (with a minimum of 32 credits per subject); and	

	to the social work service rendering context, report and academic writing in social work, general office administration, social security, professional conduct, inter-disciplinary teamwork, historical overview on social work, ethical code and the use of academic literature and references. Students also have to attend observation visits to welfare organizations. ***Second year*** **MDB214** Social work with families Learners must be able to render services to families from a family systemic perspective according to the process of: building a relationship, assessment, intervention, evaluation and termination. **MDB234** Introduction to group work The objective of the module is to convey an overview on the process and theoretical framework of social group	particular, the module attends to the application of basic concepts in sociopsychology in interpersonal interactions and relationships within the South African context. Therapeutic Intervention: The aim of this module is to equip students with the skills for effectively helping clients by: - clarifying the key issues requiring change; - determining their needs and desires, - helping them discover how to realise their needs and desires, and - helping them to make all of this happen. Research Methodology: The aim of this module is to provide a general	a compulsory community service-learning module (CSL304) in the final year. Modules: Community service-learning (Human and Societal Dynamics); Introduction to Criminology (crime, criminal, victim of crime and sentencing) and Victimology as a field of specialisation; Contemporary crime issues in South Africa; Theoretical foundation of sentencing; Practical sentencing; Crime causation; Juvenile delinquency; Crime-related research; Introduction to Psychology; Positive Psychology; Physiological basis of behavior; Psychopathology; Personality Psychology; Developmental Psychology; Social Psychology; Therapeutic Intervention; Research Methodology; An introduction to the sociological Imagination; Social institutions and social change; The sociology of developing societies; The sociology of the family and domestic life; Industrial sociology; Population dynamics and environmental issues□;	

	work, different types of groups, leadership and problem solving in group work context and to give the opportunity to learners to apply growth orientated group work practically. **MDB224** Welfare law The purpose of this module is to introduce the learner to welfare legislation and legal procedures in South Africa. The student should be able to understand the content of the most significant welfare laws and use this legislation ethically and accountably in order to improve the quality of life of client systems from a social work perspective. **MDB244** Diversity in Social Work context The module on diversity in social work is intended to equip learners with the necessary knowledge and skills in order to develop a positive attitude towards diversity. Attention is further given to the different cultural groups in South Africa and their characteristics as potential clients.	introduction to research methodology in social and behavioural sciences. One can identify three main components in the execution of any research project in these sciences, i.e.: 1. planning or designing a project where information is gathered for investigating particular research problems; 2. gathering this information according to the design, and 3. analysing the information that was gathered.	Sociological theory; Social research and practice.	

	MDB264 Forms of social problematique The aim of the module is to bring students up-to-date with different psychosocial phenomena regarding social issues, to enable them to identify and address these problems. ***Third year*** **MDB314** Social work with the Child Learners must be able to render services to children from the gestalt theory according to the process of: build a relationship, assessment, intervention, evaluation and termination. **MDB334** Case work intervention models The module mainly focuses on the differentiation and outline of the casework process and the practical application thereof with individuals and families.			

	The social work skills are outlined and structured to coincide with the phases of the case work process. **MDP312** Clinical work: Group work The aim of this module is to offer students the opportunity to independently implement knowledge and skills in the group work process in the practical situation under the guidance of the lecturer and to compile the necessary documentation. **MDP332** Clinical work: Community work The aim of this module is to offer students the opportunity to implement community work knowledge and skills independently in the practical situation. In order to identify deficiencies and to activate development and growth, practical experience is gained in group context under the guidance of the supervisor/lecturer.			

	MDB324 Statutory interventions This module deals with statutory intervention with the child and his/her family according to the Children's Act no. 38 of 2005 and the Amended Act no. 41 of 2007. The ecosystems approach is used as conceptual framework and the module is continuously presented within a multi-cultural and multi-professional context. Statutory report writing is also attended to. **MDB344** Research An introductory module to the process of social work research so that the learner is enabled to complete a research project of limited scope in the fourth year. **MDP322** Clinical work: Case work The aim of this module is to enable the student to implement the case work process in practice under the guidance of the supervisor. It is expected of			

	the learners to apply the case work process through the utilization of various techniques and -interventions to the benefit of the client and to compile the necessary documentation. ***Fourth year*** **MDB 414** Advanced social work interventions This module illustrates and explains the importance of knowledge, skills and attitude regarding the unique theoretical frameworks of the crisis intervention model and strength perspective. The section on the crisis intervention model will enable the learner to address clients' needs when they experience a crisis situation. The strengths perspective will enable learners to identify the strengths of the client system and not to work only problem directed. **MDB434** Advanced group- and community work			

	This module deals with the planning and implementation of group work according to appropriate social work intervention strategies and techniques in a diverse context in connection with pertinent social issues. Furthermore, this module aims to identify and describe specific social issues faced by the community that must be targeted as an area of intervention. By applying community resources and strengths the identified social issue will be addressed through a scientific community intervention process. **MDB424** Supervision, management and ethics The aim of this module is to familiarize the student with the concepts of supervision, management and ethics. The student will be orientated of what can be expected from supervision, as well as basic knowledge of administration and/or management related aspects of practice. The social worker is confronted on a regular basis with ethical issues			

	and decision related to the practice. It is important to take note of the ethical codes for social workers with regard to unethical behaviour and how one's own personal experiences and values will influence one's ethical decisions. **MDB444** Welfare policy This module aims to define policy, to analyze aspects that have an influence on policy, and to understand the development process in order to develop and implement policy. **MDP408** Clinical work Fourth year students do clinical work in case, group and community work under supervision of a field instructor within the context of a welfare institution. The main purpose is to integrate theory and practice through the application of generic social work and different intervention models within a diverse society.			

	MDP404 Research Writing of a research report on a selected topic.			
UWC				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
No information available on BA/B Comm Dev	**Bachelor of Social Work** 1. **<u>Bachelor of Social Work</u>** **<u>First year level</u>** Core Modules • Introduction to the philosophy of Care • Health, Development & Primary health Care • EED • Computer Literacy Social work: • Introduction to the Fieldwork Education	Psychology undergraduate program The following undergraduate programme is offered in the Department of Psychology as part of the BA General degree in the Faculty of Arts. ***Name:*** **BA General Degree in the Faculty of Arts** * General Admission Requirements * **1.1 Admission requirements for applicants who matriculated after 2008** (a) The National Senior Certificate (NSC) for Bachelor's Degree study together with the requirements set out by the Faculty concerned.		**Bachelor of Theology** In terms of teaching, the Department of Religion and Theology at UWC offers modules in three subject areas, namely Theological Studies, Ethics and Religious Studies. Collaborative research activities take place in terms of four frameworks, namely on "Moral education towards a human rights culture", "Ecumenical theology and social transformation in Africa", "Christian ecological theology" and "Biblical, theological and contextual hermeneutics and rhetoric".

	• Introduction to the Field of Social Work 113 • Introduction to the Social Work process • Introduction to the Philosophy of Professional Social Work Values and Ethics • Introduction to the Field of Social Work 124 Psychology: • Introduction to psychology • Brain and behaviour • Psychology of child development • Intro to Research Methods **<u>Second Year</u>** • Health Promotion • The Social work process at Macro level	(b) Students will be required to write The National Benchmark Test (NBT). **OR** (c) A qualification level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated by the Faculty concerned. 1.2 Admission requirements for applicants who matriculated before 2008 include the following: (a) A Matriculation Exemption with a minimum aggregate of a symbol as required by the Faculty concerned. (b) Students will be required to write The National Benchmark Test (NBT). **OR** (c) A qualification level of competence which the Senate of the University has deemed to be		Collaborative research activities in the department take place in terms of four research frameworks, namely on "Moral education towards a human rights culture", "Ecumenical theology and social transformation in Africa", "Christian ecological theology" and "Biblical, theological and contextual hermeneutics and rhetoric". The programmes in (Christian) Theological Studies continue a long and proud history of theological training at the University of the Western Cape since the inception of the Faculty of Theology in 1972. The approach that is followed is thoroughly ecumenical and deeply rooted in the South African and broader African contexts. Ethics is offered as a subject at Bachelors and postgraduate levels. The focus here is on the moral and religious foundations of society and more specifically on the task of moral education and formation

	• The Social work Process at Meso Level • The Social work Process at Micro Level • Basic fieldwork education • Anthropology 222 • Qualitative Research Methods & Health Science <u>Electives</u> • Students must choose either four modules of Psychology and two of social sciences or vice versa Social Sciences: • Anthropology 211 • Sociology 221 • Sociology 231 • Sociology 232	equivalent to the requirements stipulated in (a) and (b) above. <u>Most Frequently asked Questions</u> Q1. Are there any special requirements for this course? **Answer:** Other than the admission requirements, there are no other special requirements. Q2. Will I be a Psychologist after completing my BA degree? **Answer:** No, after completing all three years with Psychology as a major subject, students need to apply (within their third year) for the Honours programme. Only after completing their Honours year as well as a further six-month internship can one register as a counsellor.		towards a human rights culture in the South African context. Religious Studies is fully integrated in the study of Ethics, given the ways in which moral judgements are typically shaped by religious traditions. ***Theological Studies at UWC*** The Department of Religion and Theology continues a long and proud history of theological training at UWC. The programmes may be taken with a view to the ordained ministry in various confessional traditions (the B.Th.), with a view to part-time ministry as a "tentmaker" (e.g. as a major subject towards a B.A. – see below) or with a view to ministry as a lay leader (PLATE – see below.) Theological training at UWC Is non-denominational and encourages ecumenical dialogue; Is deeply rooted in the South African and African contexts and address issues such as

	Psychology: • Study of Human Development • Introduction to Psychological Intervention • Introduction Psychopathology • Community Psychology • Health Psychology **<u>Third Year Level</u>** Core • Intervention: Child and Youth Well-being • Intervention: Family Well-being • Intervention: Social inclusion • Intervention: HIV/AIDS	You will be required to write a board examination set up by the Health Professions Council of South Africa (HPCSA). After completing this successfully you will then be recognised as a registered counsellor. Only after completion of Masters can you then be recognised as a psychologist. Q3. What is the difference between the B. Psych and the BA Psychology Degree? **Answer:** The B. Psych programme is unfortunately phased out. It was a 4-year programme, inclusive of a 6-month internship, which led to (after the written HPCSA examination) registration as a counsellor. The BA psychology programme is a 3-year degree programme offered at our University in the Arts Faculty. As already mentioned, you can then apply for Honours in your third year. Your six month internship will commence after your Honours year has been completed.		HIH/AIDS, poverty, gender equity and environmental sustainability'; Seeks to bring theory and practice closely together so that graduates may best serve their local communities; Stimulates critical reflection and fosters moral responsibility. ***What is the specific focus of the B.Th. degree?*** The B.Th. degree is designed to provide training for Christian leadership in the South African context. Students from a wide variety of churches study theology at UWC. This includes, for example, students from the AFM, African Independent Churches, Anglican, Baptist, Catholic, Congregational, Methodist, Moravian, Pentecostal, Presbyterian, Reformed and Zionist churches. The aims of this degree include the following:

	• Intermediate Field Work Education • Gender Studies 311 • Gender Studies 321 • Welfare Law <u>Electives</u> Students who have chosen four in their second year of study in Social Sciences OR Psychology will study the following modules in that subjects in their third year: • Social Sciences: • Anthropology 312 • Anthropology 322 OR • Psychology: • Introduction to personality theory • The Psychology of Social Identity & Oppression			To provide students with adequate training in Christian leadership; To provide students with a solid background in theology; To equip students for a variety of Christian ministries; To enable students to provide informed leadership in the face of community needs caused by HIV/AIDS, poverty, violence, unemployment, human rights violations, environmental destruction, etc. ***What career opportunities does this degree offer?*** The B.Th. degree is well suited for ordained pastors, priests, ministers, reverends or pastoral counsellors. Theological Studies also allows students to develop skills in a variety of other areas, especially in community leadership. This will enable students to follow a career in teaching, community work and counselling. The inclusion of non-theological subjects provides flexible career opportunities, especially for the

	<u>Fourth Year Level</u> Students Must take all Social work modules: • Advanced Fieldwork Education • Social Work Research Project • Social Work Research Methodology • Advanced Social Work Ethics • Advanced Social Policy and Planning • Advanced Study of Specific Fields of Care Advanced Social Work Intervention			ministry in congregations that cannot necessarily afford salaried pastors. ***What modules are included in the curriculum?*** **First year of study:** The following modules are compulsory for the B.Th. degree: Theological Studies 111 : Introduction to the world of the Bible Paper 1: The world of the Old Testament Paper 2: The world of the New Testament Theological Studies 121: Introduction to Christian Studies Paper 1: The history of Christianity in world perspective Paper 2: Christian identity Ethics 111: Introduction to ethical theory and practice Paper 1: Moral decision-making: Case studies

				Paper 2: A first introduction to ethical theory Ethics 121: Religions , worldviews and morality Paper 1: Worldviews and morality Paper 2: Moral codes in various religious traditions Hermeneutics 121: Rhetoric and Interpretation Paper 1: Introduction to public speaking Paper 2: Introduction to biblical interpretation The following module is recommended as an elective for students registered for the B.Th degree: English 105 In addition, students also need to select further modules with a total of 30 or 45 credits from any other modules offered at UWC, but preferably in one subject area.

				Second year of study: The following modules are compulsory for students registered for the B.Th. degree. Theological Studies 211: The study of the prophetic literature Theological Studies 212: The history of Christianity in South African perspective Theological Studies 213: Christian formation and education Theological Studies 221: The study of the gospels and Acts Theological Studies 222: Biblical interpretation: Various approaches Theological Studies 223: The doctrine of God Ethics 211: Introduction to the study of religion Ethics 222: Religion and culture: A survey of contemporary religious movements The following modules are recommended as electives for

				students registered for the B.Th degree. Students need to select modules with a total of 40 credits from these electives: Ethics 212: Moral discourse on human rights and civil society Ethics 221: Moral discourse on economics, labour and business Psychology 211 / 221 Social Work 2 Any other second year modules offered in the Faculty of Arts **Third year of study** The following modules are compulsory for students registered for the B.Th. degree. Theological Studies 301: Christian ministry, leadership and proclamation Theological Studies 311: The study of the New Testament epistles Theological Studies 312: The doctrine of Christ

				Theological Studies 326: The doctrine of the church in ecumenical perspective Theological Studies 314: Pastoral care and counselling Theological Studies 321: The study of the Pentateuch and the Writings Theological Studies 322: The doctrine of the Holy Spirit Theological Studies 301 carries 20 credits whereas all other modules at second and third year levels carry 10 credits each. The following modules are recommended as electives. Students need to select modules with a total of 40 credits from these electives: Ethics 311: Moral discourse on the environment Ethics 312: Contemporary ethical theories Ethics 321: Moral discourse on gender and human sexuality

				Ethics 322: Moral discourse on religious plurality Psychology 311 / 321 Social Work 3 Any other third year modules offered in the Faculty of Arts
UNIZUL				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
Higher Diploma in **Community Work** **Admission requirements**: For admission to this degree a student shall possess: (a) A Bachelor of Arts degree or a Bachelor of Social Science degree or an approved diploma in Social Work, and (b) A pass mark of at least 55% in one of the major subjects offered by the candidate for the undergraduate degree **Development Studies:**	**Bachelor of Social Work** **NQF Level:** Pre-2009: Level 7; After 2009: level 8 Minimum Credits: 512 Quality Assuring Body: Council for Higher Education NQF Sub-Framework: HEQSF **Semester one** **Semester two** ASWK111Introduction to Social Welfare and Social Work • General introduction to Social Work as an	**B. Psych** (Qualification Code: (AYDEG1) This four year qualification enables students to acquire theoretical and applied psychological knowledge, competence and skill in human resource management, counselling, assessment, intervention, psycho-social problem solving, organisation and research. There is a six month internship. This practical training period during the fourth year includes focus areas such as psychometry, HIV and Aids, school and community counselling.	**BA Sociology** The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 4 (Adequate achievement, 50-59%) or better in four subjects chosen from the following recognized 20-credit NSC subjects (known as the 'designated subject list') NB: the other institutions that used to offer this qualification is UJ but has been discontinued. It no longer appears in the prospectus.	**b. Theology** **Bachelor of Theology Arts [(B.Th.) (Arts)] (T1DEG1)** **Description:** The Bachelor of Theology (Arts [(B.Th.) Arts] degree focuses on a wide array of disciplines within the scientific grids of Theology and Religion. With this qualification, learners will be qualified to enter into various religious and theological fields of specialisation and professions, e.g., as biblical scholars, ethicists, religious leaders, bible translators, systematic theologians, ethicists, pastoral counsellors, etc.

Course Description Development Studies is a field of study that deals with the multidimensional nature of the development process which involves the reorganization and reorientation of the entire economic and social systems. This field of study emerged out of a need to gain a better understanding, and indeed offer possible solutions, to a wide range of social, economic, and institutional challenges facing the developing communities. Course Content NGO Sector, Development and Underdevelopment Practical English Introduction to Public Administration Computer Literacy Community Project Development and Facilitation Introduction to Public Management Culture and Society in Africa Entry Requirements: NSC	art ,a science and profession • Principles of social work • Basic functions of social work • Legal provisions for social work in South Africa • History of Social Work and social welfare activities in South Africa and other countries • The structure of welfare services in South Africa ASWK112Introduction to social work intervention and special issues • Introduction to social work intervention methods: casework, group work, community work, research and administration	The degree has professional accreditation. After passing the degree and a national examination set by the Professional Board for Psychology, graduates are registered as counsellors with the Health Professions Council of South Africa (HPCSA) after which time they may practice legally and professionally. Modules: APSY111 Introduction to Psychology Introduces students to psychology, what it is, different categories and different approaches, as well as its development as a science. It also focuses on the relationship between human behaviour, the brain, and the mind.		Rules: 1) General rules of the Faculty of Arts apply. 2) Dual majors are primarily to be drawn from a combination of any of the ATHE subjects, as per departmental advice given prior to registration. 3) Students majoring in Old Testament and/ or New Testament may be required to take modules in New Testament Greek and/ or Classical Hebrew. These may be offered as directed studies. Theology and Religion Studies B.Th. (Arts) Main Campus T1DEG1 B.Th. (Arts) Christian Reformed Theological Seminary T1DEG1 B.Th. (Arts) Durban Bible College T1DEG1 B.Th. (Arts) Full Gospel Church College T1DEG1 B.Th. (Arts) Union Bible College T1DEG1 B.Th. (Arts) South African Theological Seminary (withdrawn) T1DEG1

	• Special issues: like poverty, alcohol and drug abuse, discrimination and HIV/AIDS ASWK 121Social work practice 1 • First sequence of the practice module integrating knowledge, skills and values into practice: individual and group tutorials covering special social problems relevant to social work • Introduce students to therapeutic relationships and to the importance of self -awareness in practice and social service delivery. The acquisition and development of social skills for practice by means of role play ASWK122Social Work Practice 2	PSY112 Applied Psychology Introduce students to different psychological theories and concepts which explain certain psychological processes and abnormalities thereof such as cognition, thinking and reasoning, mental well-being, and psychological disorders. APHI 111 Philosophy and Writing for the Social Sciences 1 Develops academic literacy, enabling the student to write grammatically and coherently within the context of the social sciences; particularly within the context of Freud's		B.Th. (Arts) Evangelical Bible College T1DEG1 B.Th. (Arts) Trinity Academy Pietermatizburg Modules and content: ATHE111 Introduction to the Old Testament: • General introduction to the Old Testament: Books, definitions, concepts, themes • History, geography and cultural background of the Old Testament • Family and institutions in Ancient Israel • Themes from the Pentateuch • The Pentateuchal Problem • Style, message and themes in the Writings ATHE112

	• Second sequence of practice module emphasising human growth, behaviour, social environment as well as skills on communication, interviewing and relation building: individual and group tutorials covering special problems relevant to social work • Introduce students to various empowerment strategies linking clients to resources in ways which improve their self- confidence and imparting processes and skills which will enable the client to complete specific skills AENG 121Practical English 1AAENG 122Practical English 1BAPSY111Introduction to psychology • Introduce students to psychology, what it is,	theories of human nature and behaviourism. This is a language-enriched module enhancing the development of the student's oral and written skills of expression. APHI 112 Philosophy and Writing for the Social Science 2 Develops academic literacy enabling the student to write grammatically and coherently within the context of the social sciences, particularly within the context of Marxist, liberal and African accounts of justice and freedom. This is a language-enriched module enhancing		Introduction to the New Testament: • History, geography and cultures of the New Testament world • The Synoptic Problem • Themes from the Synoptic Gospels and Acts • Methods of Biblical Exegesis ATHE121 Introduction to World Religions: • Tenets of Judaism, Christianity, Hinduism and Islam • History of Judaism, Christianity, Hinduism and Islam • Beliefs, symbols, rituals and myths prevalent in Judaism, Christianity, Hinduism, Islam and African Traditional

	different categories and different approaches, as well as its development as a science • Discusses the relationship between human behaviour and the functioning of the brain and mind. Topics such as neuroscience and behaviour, sensation and perception, states of consciousness, learning and memory, form the content of this module ASGY 122Social change and Development • Human social structures • Politics and democracy • Traditional Culture and Change • Women and Development	the development of the student's oral and written skills of expression. AENG121 Practical English 1 A This module introduces students to the basic skills required for academic reading and writing. Study material will be selected for relevance to the student's specific programme of study. AENG122 Practical English 1 B This module will develop the reading and writing skills introduced in AENG121. Study material will be relevant to the student's		Religions • Participant observation in a religious setting ATHE122 African Independent Churches: • Introduction to African Independent Churches • The History of African Independent Churches in sub-Saharan Africa • The Role of African Independent Churches in African Christianity • Beliefs, symbols, rituals, practices and spirituality in the African Independent Churches ATHE131 Introduction to Systematic Theology and Ethics:

	• Family **SWK211School Social Work and Social Group work with reference to activity groups** • The purpose of this module is to introduce school social work to students. • To prepare students for group work practice as one of the social work methods. • This module is preparing students to work with groups, where group work is seen to have a meaningful intervention in a variety of social settings. **ASWK 212Cross cultural understanding in professional practice** • The purpose of this module is to introduce students to cross-cultural knowledge,	specific programme. SCPS121 Computer Literacy 1 Introduces students to the personal computer. It will enable students to use the available features on an Operating System; it is also designed to instruct students in the use of Word Processors from an introductory to an advanced level. SCPS122 Computer Literacy 2 Introduces students to: [XLS]- Spreadsheet Skills as in Excel; [PPT]- Presentation, Creation, and Usage as in		• Systematic theology and ethics in relation to other disciplines Nature, task and sources of systematic theology • Divine revelation, inspiration and authority • Christology • Soteriology • Pneumatology • Eschatology ATHE132 Foundations of Theological Ethics: • Attitudes, norms, values and principles of theological ethics • Teachings about God Nature, task and sources of systematic theology • Divine revelation, inspiration and authority

	skills and practice, and be able to work with diverse client groups who are different from them in terms of gender, race, language and cultural practice. **ASWK221Social Casework, family and child care** • The purpose of this module is to educate students with the caring of students during inception till birth • Students to know about the child in the family, e.g. parents & siblings 'influence, family size, and socio economic factors • The importance of Early Childhood Development (ECD) • Acquaint students with Children's Act (Act 35 of 2005)	PowerPoint usage. Departments that require additional literacy courses are advised to select service courses for non-computer professionals. APSY211 Social Psychology Helps students explore a new understanding of social psychology, provide a critical discussion of identities and relationships. Also encourages critical discussions of concepts, theories and research. APSY212 Introduction to Research Methodology Introduces students to elementary research concepts, methods and statistics. APSY221 Personality Psychology		• Christology – Soteriology – Pneumatology – Eschatology ATHE141 History of Christianity and Contemporary Perspectives on Missions in Africa: • Biblical Foundations and Theology of Missions • Church Fathers, middle ages and the Reformation • Church in Africa and South Africa • Church History • Arguments for and against Christian missionary work ATHE142 Introduction to Homiletics and Liturgy:

	• To educate students on Foster Care and Adoption procedures • Children in difficult circumstances **ASWK222Life skills(Field work practice)** • To train social work students (train the trainer) on life skill with the purpose of imparting that knowledge to clients, individuals, groups and communities **SCPS121Computer literacy 1** **APSY222Developmental psychology** • Provide students with an understanding of human development	Provides students with an understanding of a variety of personality theories. APSY222 Developmental Psychology Provides students with an understanding of human development. CHRM201 Foundations and Challenges of Human Resource Management This module focuses on the foundations and challenges of HRM; managing diversity; HR Planning, research and problem solving; job design and analysis; recruitment and selection; induction, motivation and retention; career management issues; performance management and		• Definitions, scope, divisions, and history of Homiletics and Liturgy • Approaches to Homiletics and Liturgy • Sermon preparation • Communicating a sermon • The Role of Worship • Modes of Worship • Elements of worship: music, prayer, sacraments, signs and symbols ATHE211 Old Testament History and Prophecy ATHE212 The Pauline Corpus ATHE221 Methods of Biblical Interpretation

	ASWK241Theories and skills for Social work The purpose of this module, among other things is: • Understand the theory of social work relating to case work approach • Implement this theory into practice for a fair experience in handling cases • Use skills gathering during practice to effect changes in the lives of clients (life skills) • To understand and cope within the agency setting • Understand the administration of the agency as based on a bureaucratic set up **ASWK232Substance abuse from childhood to adulthood** The purpose of this module is:	appraisal; training and development; managing compensation and benefits. APSY232 Gender Studies/ HIV and AIDS Provides students with an understanding of gender studies and the link between gender and HIV/AIDS. EPSEA2A Special Education CHRM202 Labour Law Relations in SA The second semester programme focuses on Labour Relations; - first a brief introduction to labour relations in a global context and then		ATHE222 Religion, Justice and Social Transformation ATHE231 Basics of Pastoral Counselling ATHE232 Sexual and Professional Ethics ATHE241 Greek of the New Testament or AENG111 English 1 Part A: Language and Literature ATHE242 Biblical Hebrew or

	• To let students know that substance abuse start from childhood to adulthood • To familiarize students with types of drugs and how they affect human beings • Factors influencing the use of drugs i.e. Individual and Environmental factors • Adolescent drug and alcohol use • To teach children on prevention and treatment on drug and alcohol problems • To teach students about harmful effects of drugs and alcohol **ASWK311Programme and project evaluation** The purpose of this module is to introduce students to project management.	concentrating on labour relations in South Africa with reference to the Labour Relations Act; Employment Equity; The Basic Conditions of Employment Act; Occupational Health and Safety; Collective Bargaining and Bargaining councils; Employee participation; Trade Unions and Employee Organisations; Workplace agreements and procedures; strikes and lockouts. APSY311 Research Methods and Statistics Enables students to gain knowledge and understanding of how to plan, and design a research project. It also equips students with knowledge on the implementation of the research process and reporting on the research undertaken. APSY312 Research Methods and Statistics		AENG112 English 1 Part B: Language and Literature ATHE311 Old Testament Wisdom Literature and Deutero-Canonical Books ATHE312 John, Revelation, General Epistles and Letters ATHE321 Religion, Gender and Culture ATHE322 Selected Ethical Themes and Issues

	ASWK312Social development for social service professions • The purpose of this module is to introduce students to issues of community development and be able to use social development strategies • Every student at the end of the module should be able to assess the community and understand the dynamics in the community as the learning tool and be able to deal with these dynamics in the manner befitting the professional expectations placed on them • Communities to benefit from the inputs students make during practical sessions providing the service to the community while learning at the same time and	To provide students with an understanding of various quantitative and qualitative research methods and statistics. APSY321 Psychopathology Provides students with an understanding of psychopathology. APSY322 Therapeutic Psychology Equips students with the basic theoretical understanding of how therapy is offered to clients of different cultural and economical backgrounds. The course further introduces students to practical cases in therapy in order to prepare them for practical. APSY331 Psychological Assessment Introduces students to knowledge and skills		ATHE331 Research Methodology in Theology ATHE341 African Theology ATHE342 Dynamics in Church Leadership

	students also learning from communities **ACOR211Crime prevention** • Crime approaching to social and environmental factors • Application of basic concept to specific crime issues • Theoretical knowledge to the causation, explanation and prevention of crime **ASWK322Research methodology: Beginning social work research** The purpose of this module is to introduce students to knowledge, skills and values of social work research **ASWK321Preparation and fieldwork Practice 1**	required in order to conduct psychological assessments competently; taking into consideration the needs and rights of clients, as well as professional requirements, as prescribed in the scope of practice for psychologists, psychological counsellors, and psychometrists. APSY332 Counselling Psychology Helps students gain essential theoretical and practical skills to function effectively as community counselors. CIPS301 Organisational Behaviour		

	• The purpose of this module is to introduce students to knowledge , skills and values of social work as a generic practice .However in order to understand the unique client system and a particular agency's purpose, policies and operation, it is important to understand the social problems or conditions on which it focuses its attention and resources • Focus will be made on Mental health, Social work in health settings and Probation and correctional services and industrial social work as the field service • To understand the conditions, needs and problems faced by special client systems • To develop a therapeutic relationships with	An introduction to Organisational behaviour which focuses on the foundations of individual behaviour; values, attitudes and related job fulfillment; decision making in organisations and concepts of teamwork and understanding work teams in an organizational context; leadership; power and politics and change management. CIPS312 Career Psychology The programme focuses on the meaning of work; career concepts and career management models; organisational change and implications for careers; career choice and counselling; life and career stages; organisational choice; career issues and organisational career perspectives.		

	individuals, groups, families , and communities The practicum to reflect generalist social work practice; planning and executing a variety of theories, skills, and approaches to interventions, is imperative. Classroom learning should come alive during practicum. Student should try to identify these beliefs, values and theory behind their decisions and selection of an intervention **ASWK332Integrated service learning (Fieldwork practice 2)** • The purpose of this module is to allow students to have field trips to communities with the purpose of providing a service to the community while at the same time they are learning from the	APSY411 Practical Training APSY412 Practical Training APSY412 Practical Training APSY431 Community Mental Health & HIV and AIDS APSY432 Community Mental Health & HIV and AIDS EPEPA4A Educational Psychology One & Two EPEPB4B		

	community and the classroom(reciprocity) • Students will be credited for the service rendered to the community as it is integrated into the curriculum Students reflections on their experiences will inform this course review **ASWK341Philosophy of Social Work and social work ethics** The purpose of this module is to help students to understand the philosophy of social work and social work ethics	Educational Psychology Three and Four APSY441 Research Project APSY442 Research Project		
UNIVEN				
Community Development	**Social Work/Youth Work**	**Social Sciences/Sociology**	**Psychology**	**Theology**
In the School of Human and Social Science the University of Venda offers a degree in	**Bachelor of Social Work and First Year Modules**	Students in the department should be able to identify and develop strategies to solve problems related	The University of Venda does not offer the Bachelor of Social Science or BA Sociology; it only	Theology is not offered at the University of Venda.

development studies, the Bachelor of development studies, but information is not available at the moment. However, it does not offer a qualification in Community Development, be it a BA or B Soc Sci	• Introduction to social work • Core elements of social work • Practical work; self & social awareness **<u>Second year</u>** • Introduction to social work methods of intervention • Assessment in social work • Human behavior & the social environment • Legislation and social functionin g • Practical work in social work (integrated methods) • Practical work in social work (Course work) **<u>Third Year Level</u>**	to human development by using critical and creative thinking. They must also have a thorough understanding of the principles of human development, as well as a broad understanding of human development within the South African context and possess the necessary skills to offer a range of basic interventions aimed at enhancing human development within the South African context. Utilizing and developing indigenous African knowledge systems to enhance human development in rural communities constitute the central issue or problem which informs the course content of all the modules. **The Baccalaureus Psychologiae (B Psych)** (Trauma Counselling) degree can be completed within a minimum of four years. All rules pertaining to Psy 1541 and Psy 1641 apply to the BPS degree. • Admission requirements to the BPS degree is 60% in Psy 1541 and Psy 1641 as well as a selection	offers several qualifications in Bachelor of Arts	

	• Intermediate Social Work Intervention • Specialized Areas In Social Work • Social Work Related Policies, Legislation & Practice • Introduction to Research in Social Work • Practical Work: Group Work • Practical Work: Community Work • Advanced SW: Marriage Counseling & Family Guidance • Special Problems Areas in Social Work • Social Work Management & Supervision • Social Work Research Project • Advanced Practical: Casework	interview to determine suitability in becoming a Psychologist. • Credits for 1 st year Psychology modules are 28. **Under-Graduate Modules Level 2** Quantitative Research Metodology Human Development Quantitative Research Practicum Introduction to Applied Psychopathology (Trauma) Mental Health Promotion Practicum **Level 3** Advanced Personology Applied Therapeutic Intervention (Trauma) Applied Counselling Techniques Practicals Psychometrics		

	• Advanced Practical: Community Work **BA: Youth in Development**: The course is also offered in UniVen but it's not clear in terms of course content, its only course code that appears in the website under the programme NB: almost every course or module offered at UniVen in the social work degree has an element of community development from first year to the final year.	Qualitative Research Methodology Qualitative Research Methodology **Plus** University Core Modules 60 credits **Plus** Sociology: Levels 1 - 3 or Philosophy: Levels 1 -3 or Anthropology: Levels 1 - 3 or Social Work: Level 1 -3 or Criminology: 1 - 3 or Youth Studies: 1 -3 OR Any other appropriate three-year programme approved of by the Department of Psychology =120 Credits. Total Undergraduate Credits = 130 Prerequisite to level 4 is a total of 360 credits must be accumulated before registering for level 4.		

Appendix G: Engagement Entities at NMMU

Engagement entities are intended to develop and strengthen existing engagement and scholarly activities through the development of mutually beneficial partnerships with external communities that are consistent with the University's strategic direction and priorities. The engagement activities of entities should enrich the educational environment of staff and students, the curriculum and the scholarly activities of the University. An Engagement Entity is normally an entity where 80% of its activities/projects are engagement related. These activities mainly fall within the following four categories of the NMMU Engagement Conceptual Framework.

- ➢ Community Interaction, Service and Outreach
- ➢ Professional/Discipline Based Service
- ➢ Teaching and Learning
- ➢ Research and Scholarship

The majority of community engagement projects at Missionvale Campus are focused on upgrading Mathematics and Science education for both teachers and learners in the metro. Each project is adapted to the needs of the various groups and may include short-learning programmes, workshops, peer-support programmes, formal lectures and the use of interactive audio-graphic content DVDs.

Four faculties are involved in the following:

- Science, Mathematics, Information Technology in Schools project
- Ripple programme for grades 11 & 12
- Integrated Schools Management, General, Scientific and Mathematical Literacy project
- NMMU STEM Pipeline Project (SANRAL)
- Mathematics & Science Incubator School for grades 11 &12
- Mathematics Examination Preparation Workshops
- Problem Solving Skills Workshops for Educators
- Commerce Incubator School (COINS) project

Other community outreach projects are:

The Law Clinic that functions as a Legal Aid Office offering legal services to the community

The NMMU Business School which assists would-be entrepreneurs and those already working within a small business environment with practical knowledge and skills to grow their enterprises

The Community Psychology Clinic which offers affordable psychological services such as psychometric assessment, counselling, crisis management and community outreach programmes.

Centre for the Community School

The Centre for the Community School (CCS) is an entity within the Faculty of Education that aims to promote, strengthen and support the work of community schools in the Eastern Cape. These are schools that are actively involved in building partnerships with parents, the broader community, and other education stakeholders to support the academic and social development of children and young people. The Centre subscribes to the principles of "Asset-Based Community Development" and focuses its work around the contexts of schools and the communities they serve.

Law Clinic

The Law Clinic on the Missionvale Campus is a full-fledged Legal Aid Office which is set up and managed as far as possible on the pattern of an attorney's office. The Law Clinic's aim is not only to provide free legal services to needy people, but it also offers exciting opportunities for the training of law students. The lack of practical training and knowledge of students has for your years been a source of concern to all interested in the training of law students. By not merely imitating the workings of an attorney's office, but by being one, the Law Clinic has a purpose of making good this deficiency. The Law Clinic also exposes students to the concept of community service and the dire need for access to justice by the poor and the possibilities of contributing to the general public welfare.

Law Clinic's principal functions:

- To provide practical legal training to final year Law students
- To provide legal services to the indigent members of society
- To provide training to Candidate Attorneys

The Community Psychology Centre

The Community Psychology Centre on the Missionvale Campus is a satellite of the University Psychology Clinic [UCLIN] which resides in the Faculty of Health Sciences. It acts both as a professional training unit for postgraduate psychology students and a unit that provides broad based community psychological services in the form of psychological assessment procedures and therapeutic interventions. Thus through its teaching and training, community service and research, the Centre aims towards the evolving of newer and more contextually relevant models of psychological assessment, counselling and psychotherapy.

The Centre has three main functions:

- Provides a facility dedicated to the education and training of postgraduate psychology students leading to professional registration with the Health Professions Council of South Africa.
- Caters for the dire need of mental health services and programmes in the Nelson Mandela Metropolitan region by increasing the access and affordability of such services to surrounding communities
- Form a scientific research hub for a variety theoretical and applied projects.

The Centre for Integrated Post-School Education and Training [CIPSET]

The Centre for Integrated Post-School Education and Training (CIPSET) aims to collaborate with relevant stakeholders to develop and implement research-informed strategies to enhance the strategic, policy and educational impact of the post-school education and training (PSET) sector regionally and nationally.

CIPSET provides strategic direction and coordination for NMMU's multi-disciplinary capacity development interventions within the PSET landscape to ensure that such institutions become educational providers of first choice.

Areas of work:

- Deepening university civic agency and engagement;
- Programme development to support FET Educators and Adult and Community Educators;
- Detailed socio-economic mapping;
- Curriculum development, innovation and articulation;
- Building research capacity in the PSET sector; and
- Implementing and researching community education programmes

Co-operative Development Centre (CDC)

The first ever Co-operative Development Centre in the Eastern Cape that seeks to:

- ➢ Create a sustainable future for Nelson Mandela Bay's Co-operatives.
- ➢ Uplift society and communities, for growth, for sustainability, for personal development and career advancement.

➢ Shape the future with the NMMU Business School.

The Business Services Division of the Leadership Academy is the implementing agent of the Co-operative Development Centre in the Missionvale Campus. This is a 3-year contract that started in June 2010 until June 2013.The development of the co-operative movement is a planned process that is to respond to business imperatives for sustainability. The major imperative for the realisation of an environment is to sustain the effective entrepreneurial culture for a localized co-operative movement by doing these interventions.

Objectives:

- To assist the co-operatives to be sustainable
- To undertake capacity building sessions
- To organise workshops that will serve as a networking session and a platform to develop business linkages
- To provide access to business counselling
- To assist with compliance issues
- To provide conflict resolution support
- Help to create common bond between co-operatives
- To provide access to Business Development Services

Projects, Schools, Workshops

The following projects, schools and workshops are run at the Missionvale Campus by various NMMU faculties and departments:

Projects

- Mathematics, Information Technology in Schools Project
- Integrated Schools Management, General, Scientific and Mathematical Literacy Project
- Commerce Incubator School Project [COINS]
- NMMU STEM Pipeline Project [SANRAL]
- Careers Counselling Session for Grade 9 & 12 Project
- ScienceUp: Science Exam Preparation for Educators Project

Schools

- Govan Mbeki Mathematics Development Unit - Mathematics and Science Incubator School for Grade 11 and 12
- NMMU Business School

Workshops

- Mathematics Examination Preparation Workshops
- Problem Solving Skills Workshops for Educators

Appendix H: Offerings at NMMU

Health Sector	
CDWs Certificate:	Youth Care Work or Community Development in Health
CDWs Work at:	Social Development
	Local Municipalities
	Gender's Equality and Women Empowerment Organisations
	Ancillary Health Care Services
CDWs Become:	Health Promoter
	Health Provider
	Health Networker
	Ancillary Nurses
	Lay Counsellor
NMMU Offers	
National Diploma:	Community Nursing
	Nursing Administration
	Radiography (Diagnostic)
	Biomedical Technology
BTech:	Biomedical Technology
	Environmental health

	Radiography (Diagnostic)
Bachelor	Emergency Medical Care
	Nursing Education & Nursing Management
Post Grad Diploma:	Health Welfare Management
Agricultural, Forestry& Fisheries Sector	
CDWs Work at:	Dept. of Agric, Forestry & Fisheries
	Dept. of Water Affairs
CDWs Become:	Agricultural Extension Workers
NMMU Offers	
Higher Certificate:	Veldfire Management
National Diploma:	Nature Conservation
	Forestry
	Game Ranch Management
	Agricultural Management
	Wood Technology
BTech:	Agricultural Management
	Forestry
	Game Ranch Management

	Nature Conservation
	Wood Technology
Community Development (Social Work)	
CDWs from EPWP:	Certificate in CommDev
CDWs Word at:	Local Govt. & Traditional Affairs
	Dept. of Roads & Public Works
	Dept. of Transport
	Dept. of Labour
CDWs can acquire:	National Cert. in Local Employment & Skills Development Practice
NMMU Offers	
Non-Formal Programmes:	Training
	Project Management
	Research
Formal:	Bachelor of Administration
	BA Youth Work
	Bachelor in Social Work
Note: Bachelor of Community Development in the pipeline	