



Higher Education and Training Certificate: Development Practice

INTRODUCTION:



The HETC: DevPrac (SAQA ID 23095) is a fully accredited NQF Level 5 qualification consisting of various Unit Standards. Learners who successfully complete the course are awarded with a Certificate of Competence endorsed by the ETDPSETA.

Learners obtaining this qualification are able to support individuals and communities in achieving the development objectives that they have identified. The qualification further enables learners to plan and facilitate learning programmes that lead to community groups and individuals achieving full qualifications in their own right. Many Development Practitioners, including volunteers, are already in possession of a Further Education and Training Certificate but they lack a specific Development Practice qualification. This course is an accessible way for existing or aspirant community

development workers to obtain a basic qualification in the field.

The qualification enables organisations that train and employ Development Practitioners to structure training programmes in accordance with nationally recognised standards, and to provide this training at a level which is in line with the goals and resources of the organisation.

COURSE METHOD AND DURATION

The programme runs for one year. Learners are involved in a cyclical process that includes attending classes for one week, followed by two to three weeks of on-site fieldwork until all the modules are completed. The duration of on-site fieldwork is dependent on the specific module being covered. On-line support is provided when learners are in the field through e-Learning and telephonic counselling and consultation, on-site visits and moderation.



ADMISSION TO THE COURSE

Practitioners wishing to pursue this qualification are assumed to have at least an NQF Level 4 qualification in Development Practices or any other recognised education qualification at NQF Level 4. We recognise that many practitioners have been involved in community development without necessarily having had a formal qualification. Practitioners who do not have the necessary entry qualification may be admitted through an RPL process based on their experience in the field.

IMPLEMENTATION PLAN

Our training includes block training sessions where after the learners spend time in the field where learners are engaged in practical community development learning activities. This allows learners to complete the programme in 12 cycles. Each cycle involves class time and time in the field. The fieldwork provides the opportunity for learners to apply their learning, receive on-site support and to be assessment.

TRAINING MODULES

The 12 modules cover the following Unit Standards:

Module	Unit Standard	US No.	Credits	Type
Module 1	Establish a community resource project	14800	20	Fundamental
Module 2	Theories and principles of development practice	110058	8	Core
Module 3	Prepare learning support materials	110061	8	Core
Module 4	Plan and conduct research	110059	10	Core
Module 5	Plan advocacy campaigns and workshops	110063	8	Core
Module 6	Understanding the project cycle	110481	8	Elective
Module 7	Plan the facilitation of learning	110062	10	Core
Module 8	Plan learning programmes	110060	8	Core
Module 9	Entrepreneurship and business plans			
	A. Entrepreneurship and entrepreneurial qualities B. General business plans and ideas	10006 1444	2 7	Elective Elective
Module 10	Human rights and democracy in society	119665	12	Elective
Module 11	Plan and conduct assessment of learning	7978	15	Core
Module 12	Understanding HIV/AIDS and its implications	8494	4	Elective

QUALIFICATION OUTLINE

The duration of modules varies according to the credit values allocated to the Unit Standards.

1. **Establish a community resource project.** US 14800: 20 credits [Fundamental]
Learners accredited with this Unit Standard will be able to establish and manage a local community support structure or project in a systematic manner which is informed by the basic principles of development practices. Outcomes include:

- Analyse the need or situation to be addressed,
- Consult with relevant stakeholders,
- Produce a plan of action,
- Conduct meetings/ events,
- Manage the initiative, and
- Evaluate progress of the project



2. **Theories and principles of development practice.** US 110058: 8 credits [Core]

Learners accredited with this Unit Standard will be able to review development practice projects in terms of theories and principles of transformative development practice that apply to broader society and to local community groups. Learners will also be able to design evaluative programmes for development practice projects and use the information to inform future project design in ways that are in line with community principles and dynamics.

More specifically, learners will be able to:

- Identify and explain factors that impact on macro and micro layers of society,
- Identify and explain factors that impact on development practice projects, and
- Identify and critique strategies and policies of transformative development.

3. **Prepare learning support materials.** US 110061: 8 credits [Core]

Learners accredited with this Unit Standard will be able to prepare effective and practical aids to assist learner achievement in development practice projects. Learners will also be able to present a variety of information coherently and logically to masses of community learners from different backgrounds and orientations. Other outcomes include:

- Understand and interpret learning outcomes to determine learning support materials,
- Collect appropriate learning support materials for development practice, and
- Prepare learning support materials for development practice.

4. **Plan and conduct research.** US 110059: 10 credits [Core]

Learners accredited with this Unit Standard will be able to plan and coordinate research activities for the design of development practice projects. Learners will also be able to coordinate a number of research activities and structure coherent research reports for a range of key stakeholders that may provide assistance to the effective implementation of subsequent programmes. More specifically, learners will be able to:

- Prepare a brief for research activities for a development practice project,
- Plan research activities for a development practice project,
- Evaluate research plans for a development practice project, and
- Prepare appropriate research reports for use by different stakeholders.

5. **Plan advocacy campaigns and workshops.** US 110063: 8 credits [Core]

Learners accredited with this Unit Standard will be able to write up facilitation plans for workshops and advocacy programmes and monitor the implementation of those plans. Learners will also be able to evaluate and review facilitation plans and integrate findings in future workshops and advocacy programmes. Outcomes include:



- Outline facilitation plans for workshops and advocacy programmes,
- Consult all relevant stakeholders to engage facilitation plans for workshops and advocacy programmes,
- Write facilitation plans for workshops and advocacy programmes,
- Monitor the implementation of facilitation plans for workshops and advocacy programmes, and
- Evaluate and review facilitation plans for workshops and advocacy programmes.

6. **Understanding the project cycle.** US 110481: 8 credits [Elective]

Learners develop an understanding of the following through considering their application in their own work context and to a local economic development project. Learners should be able to:

- Illustrate the components of the project cycle based on an existing local economic development project,
- Discuss the typical steps followed to analyse the need for a local economic development project in own work context,
- Discuss the typical processes involved in planning for a local economic development project in own work context,
- Explain how to implement a local economic development project in own work context,
- Distinguish between a range of mechanisms to monitor and review the progress of a local economic development project in own work context, and

- Discuss impact evaluation with specific reference to identifying lessons learned and re-planning in own work context.

7. Plan the facilitation of learning. US 110062: 10 credits [Core]

Learners accredited with this Unit Standard will be able to write up facilitation plans for development practitioners and monitor the implementation of those plans. Learners will also be able to evaluate and review facilitation plans and integrate findings in future facilitation plans. Other learning outcomes include:



- Outline a facilitation plan for a development practice project,
- Consult relevant stakeholders to engage facilitation plan for development practice projects,
- Write a facilitation plan for a development practice project,
- Monitor the implementation of the facilitation plan for a development practice project, and
- Evaluate and review the facilitation plan for a development practice projects.

8. Plan learning programmes. US 110060: 8 credits [Core]

Learners accredited with this Unit Standard will be able to plan learning programmes based on community needs and community social development principles. Learners will also be able to create procedural plans and steps in the implementation of these learning programmes that will include intended outcomes, agendas, assessment and evaluation techniques. More specifically learners will be able to:

- Demonstrate an understanding of how adults and youth learn in different contexts,
- Identify and prepare learning outcomes for a learning programme, and
- Plan a learning programme in a development practice project.

9. Entrepreneurship and business plans

A. Entrepreneurship and entrepreneurial qualities. US 10006: 2 credits [Elective]

Learners accredited with this general competence will be able to:

- Discuss entrepreneurship,
- Identify and describe the characteristics of a successful entrepreneur,
- Identify, assess and improve individual entrepreneurial characteristics, and
- Discuss business ethics and social responsibility.

B. General business plans and ideas. US 1444: 7 credits [Elective]

Learners accredited with this general competence will be able to:

- Explain and discuss the purpose of a business plan,
- Outline and analyse the components of a business plan, and
- Design and present a business plan relevant to the selected business idea.

10. Human rights and democracy in society. US 119665: 12 credits [Elective]

Learners accredited with this Unit Standard will understand the concept of human rights and democracy and their application in society; including a variety of human rights and democracy related activities. The purpose is to:

- Demonstrate understanding of different schools of thought in HR and democracy,
- Provide a historical perspective of human rights and democracy,
- Describe the instruments that developed in response to human rights violations,
- Demonstrate understanding of the principles and values of human rights and democracy, and
- Analyse recent responses to human rights violations within African regional system.

11. Plan and conduct assessment of learning outcomes. US 7978: 15 credits [Core]



Learners accredited with this Unit Standard will be able to conduct assessments within their fields of expertise in line with the Criteria for the Registration of Assessors. This Unit Standard will contribute towards the achievement of a variety of Education Training and Development Practices and Human Resource Development related qualifications. Learners accredited with this Unit Standard will be able to assess learner performance against standards and qualifications registered on the NQF, using pre-designed instruments. In particular, learners will have achieved the following specific outcomes:

- Plan and prepare for assessment,
- Prepare candidates for assessment,
- Conduct assessment,
- Evaluate and record evidence and make assessment judgements, and
- Provide feedback to relevant parties.

12. Understanding HIV/AIDS and its implications. US 8494: 4 credits [Elective]

Learners accredited with this Unit Standard will be able to reflect on and make informed choices about their attitudes and behavioural practices. It will also contribute to building a wider understanding of HIV/AIDS issues; to the rights of people living with HIV and AIDS; and to workplaces which are more responsive to the needs of those living with HIV and AIDS. Learners assessed as competent against this Unit Standard will be able to:



- Describe and explain the nature of HIV/AIDS,
- Describe transmission routes,
- Describe and explain practices, which reduce and prevent risk of infection, and
- Describe and analyse attitudes toward HIV and AIDS in the workplace.

CONCLUSION

FTC adopts an integrated approach to the delivery of its courses. The modules, while based on the required set of Unit Standards, are inextricably linked and 'speak to each other', converging in a focused, needs-driven programme aimed at producing well-rounded and effective Community Development Practitioners.