SAQA ID	QUALIFICATION TITLE	NQF LEVEL	MIN CREDITS
50060	National Certificate: Public Administration	5	141

NATIONAL CERTIFICATE:

PUBLIC ADMINISTRATION

ID 50060 LEVEL 5 – 141 CREDITS

CURRICULUM OUTLINE

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1.

PROGRAMME OVERVIEW

PROGRAM DESCRIPTION.

The National Certificate in Public Administration consists of Exit Level Outcomes covering service delivery, knowledge management, formulation of public sector policies, risk management, applying the public sector legislative framework, managing people, leadership, financial administration, project management and information technology for the public sector. The competencies covered in the proposed unit standards encapsulate the competencies required by public officials working at the operational level.

The qualification will therefore enhance the ability of the qualifying learner as a public finance official to perform the necessary administration tasks expected as well as improve management abilities. In this way, the qualification enhances transferability of skills within different spheres of the public sector. At the same time, a learner will gain a firm foundation required for furthering studies at NQF levels 6 and 7. This qualification enables transferability of skills between the private and public sector.

With regard to the implementation of public administration and management reforms, the qualification serves, as a basis of an effective implementation process by defining and identifying those competencies required by technical public officials. The possession of relevant knowledge, skills and attitude by public officials is crucial to the implementation of public sector administration and management reforms. Thus, the qualification contributes to the upfliftment of South African economy in line with the aims of existing skills development legislations through enhancing of skill levels of public sector employees.

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Qualifying learners could follow a career within the Public Sector's:

- Financial Services.
- Administration.
- Management.
- Accounting.
- Project/Public Entity Management.

PROGRESSION PATHWAY

This Qualification articulates vertically and horizontally with the following Certificates and Diplomas:

- Financial Management (NQF Level 5 and 6)
- Financial Services (NQF Level 5 and 6)
- Business Administration (NQF Level 5 and 6)
- Public Finance Management and Administration (NQF Level 5 and 6)
- Municipal Finance Management and Administration (NQF Level 5 and 6)
- Generic Financial Management, Leadership in Local Government (NQF Level 5 and 6)
- Generic Management (NQF Level 5 and 6)
- Certificate: Public Administration and Management (NQF Level 5)
- Advanced Diploma: Governance and Public Administration (NQF Level 6)
- Bachelor of Administration: Public Administration (NQF Level 6)

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PROGRAM ALIGNMENT

This programme consists of SEVEN SKILLS PROGRAMS as follows and will be covered over a period of one year:

1. Service Delivery Management
2. Manage And Lead Human Resources In The Workplace
3. The Principles Of Knowledge Management To Public Sector Administration
4. Strategic Planning
5. South African Legislation And Policy Affecting Public Administration
6. The Principles Of Risk Management To Manage Risk Situations In The Public Sector
7. Design, Formulate Public Sector Policies And Regulations

QUALIFICATION COMPONENTS

Fundamental unit standards: 27 credits

Core unit standards: 94 credits

Elective unit standards: 20 credits

PURPOSE

The purpose of the NQF level 5 Public Administration qualification is to provide a structured programme for public officials that work with senior management officials so as to provide support to strategic leadership and management needed to transform all spheres of government. The need for well-qualified efficient, client-oriented public officials is therefore identified as a priority in all the three spheres of government. The National Certificate in Public Administration (NQF Level 5) is aimed at practitioners working in the public sector. It is a

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qualification in a career pathway towards an accomplished public administration and management specialist.

AREA OF SPECIALISATION

Qualifying learners could follow a career within the Public Sector's:

- Financial Services.
- Administration.
- Management.
- Accounting.
- Project/Public Entity Management.

ENTRY REQUIREMENTS

If Learner has passed Grade 12, with English, a Second Language and Mathematics and Mathematical Literacy, then the Learner will be exempt from completing the choice subjects below. Learners will therefore not be required to register for any choice subjects.

RATIONALE

The public officials in South Africa operate in a wide variety of roles within the public administration and management structures. Often they work in diverse operating and service delivery circumstances. Therefore, they have to be widely acknowledged for their understanding and awareness of the unique characteristics and challenges they may face in the process of service delivery.

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The sustainability of South Africa's democratic process and developmental governance are strongly linked to capacity building within the three spheres of government, i.e. the national, provincial and local spheres of government. It is imperative that public officials receive an up to date relevant and respected public administration and management qualification that recognises that the knowledge and skills which South Africa's public sector require has been satisfactorily obtained. In order to do that most effectively, public officials need to have excellent awareness and understanding of the changing needs of today's public service delivery systems and to identify very clearly the highly relevant expertise which these officials bring to their roles in the public sector.

The Exit Level Outcomes highlight many of the public administration skills required within public sector. Such skills and knowledge are geared towards enabling public officials in all spheres of government to operate effectively and successfully in a demanding environment. Therefore, exit level outcomes and related assessment criteria are outlined for the areas of competence, which mark out public administration as key and highly influential in the public service delivery.

It is understandable that most public officials will occupy specialised positions that do not require all of the contributions outlined in this qualification. In that sense, some of the exit level outcomes are shown as electives that address specialised knowledge and skills.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

All learners accessing this qualification must be in possession of a Further Education and Training Certificate or equivalent qualification, bearing in mind the learning assumed to be in place. Learners will have competences in a first and second language, as well as Communication NQF Level 4, and Mathematical Literacy NQF level 4. It is recommended that learners are also competent in the Unit Standard titled Demonstrate an understanding of and apply principles of knowledge management to public sector administration and management, Level 4, 8 credits.

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RECOGNITION OF PRIOR LEARNING:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow for:

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

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

EXIT LEVEL OUTCOMES

On achieving this Qualification, the learner will:

1.Manage service delivery improvement and employ client service delivery techniques.
2. Manage and lead human resources in the workplace.
3. Apply the principles of knowledge management to public sector administration.
4. Plan strategically to improve business performance.
5. Apply South African legislation and policy affecting public administration.
6. Apply the principles of risk management to manage risk situations in the public sector.
7. Design, formulate public sector policies and regulations.

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NATIONAL CERTIFICATE: PUBLIC ADMINISTRATION (QUAIL ID: 50060)

PROGRAMME ALIGNMENT

DATE	SKILLS PROGRAMS		TITLE OF UNIT STANDARDS	US ID No.	CREDITS	CREDITS PER SKILLS PROGRAM
FIRST MONTH	**SKILLS PROGRAM 1** **SERVICE DELIVERY MANAGEMENT**					
	SERVICE DELIVERY MANAGEMENT	This SKILLS PROGRAM is a combination of 3 unit standards and is designed to ensure that learners have a.	Apply client service techniques to improve service delivery	120310	6	**14**
			Manage service delivery improvement	120306	8	
	Contact / Facilitation Days	**5 DAYS**	**Workplace Application Days**			

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	Theory	**19 Hours**	**12 DAYS**			
	Practical	**29 Hours**				
	Assessments	**2 Hours**				
SECOND MONTH	**SKILLS PROGRAM 2** **MANAGE AND LEAD HUMAN RESOURCES IN THE WORKPLACE**					
	MANAGE AND LEAD HUMAN RESOURCES IN THE WORKPLACE	This SKILLS PROGRAM is a combination of 3 unit standards and is designed to ensure that learners who complete this section	Build teams to meet set goals and objectives	15237	3	**53**
			Interpret and manage conflicts within the workplace	114226	8	
			Analyse leadership and related theories in a work context	120300	8	

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			Manage diversity in the workplace	116928	14	
			Analyse the role that emotional intelligence plays in leadership	120305	8	
			Manage the development and performance of human capital in the public sector	119336	12	
	Contact / Facilitation Days	**20 DAYS**	**Workplace Application Days**			
	Theory	**48 Hours**	**44 DAYS**			
	Practical	**72 Hours**				
	Assessments	**4 Hours**				
THIRD MONTH	**SKILLS PROGRAM 3**					

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	THE PRINCIPLES OF KNOWLEDGE MANAGEMENT TO PUBLIC SECTOR ADMINISTRATION					
	THE PRINCIPLES OF KNOWLEDGE MANAGEMENT TO PUBLIC SECTOR ADMINISTRATION	This SKILLS PROGRAM is a combination of 3 unit standards and is designed to ensure that learners who complete this section are well equipped with.	Apply principles of knowledge management to organisational transformation	115405	10	**23**
			Manage and develop oneself in the public sector work environment	119332	10	
			Promote a learning culture in an organisation	15222	3	

	Contact / Facilitation Days	**8 DAYS**	**Workplace Application Days** **20 DAYS**
	Theory	**16 Hours**	
	Practical	**24 Hours**	

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	Assessments	**2 Hours**				
FOURTH MONTH	**SKILLS PROGRAM 4 STRATEGIC PLANNING**					
	STRATEGIC PLANNING	This SKILLS PROGRAM is a combination of 3 unit standards and is designed to ensure that learners who complete this section will be able to	Plan strategically to improve business performance	114585	4	**32**
			Create opportunities for innovation and lead projects to meet innovative ideas	15216	4	
			Apply accounting principles and procedures in the preparation of reports and decision making	119350	15	

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			Analyse, interpret and communicate information	120304	9	
	Contact / Facilitation Days	**12 DAYS**	**Workplace Application Days** **28 DAYS**			
	Theory	**19 Hours**				
	Practical	**29 Hours**				
	Assessments	**2 Hours**				

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FIFTH MONTH	**SKILLS PROGRAM 5** **SOUTH AFRICAN LEGISLATION AND POLICY AFFECTING PUBLIC ADMINISTRATION**					
	SOUTH AFRICAN LEGISLATION AND POLICY AFFECTING PUBLIC ADMINISTRATION	This SKILLS PROGRAM is a combination of 3 unit standards. It ensures that learners understand the	Apply South African legislation and policy affecting public administration	120307	10	**18**
			Apply knowledge of ethical principles, standards and professional conduct in public sector management and administration	119342	8	
	Contact / Facilitation Days	**7 DAYS**	**Workplace Application Days**			

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	Theory	**29 Hours**	**16 DAYS**			
	Practical	**43 Hours**				
	Assessments	**2 Hours**				
SIXTH MONTH	**SKILLS PROGRAM 6** **THE PRINCIPLES OF RISK MANAGEMENT TO MANAGE RISK SITUATIONS IN THE PUBLIC SECTOR**					
	THE PRINCIPLES OF RISK MANAGEMENT TO MANAGE RISK	This SKILLS PROGRAM is a combination of 3 unit standards. It ensures that learners will be able to	Apply principles of risk management	120303	8	**8**

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	SITUATIONS IN THE PUBLIC SECTOR					
	Contact / Facilitation Days	**3 DAYS**	**Workplace Application Days 7 DAYS**			
	Theory	**16 Hours**				
	Practical	**24 Hours**				
	Assessments	**2 Hours**				
SEVENTH MONTH	**SKILLS PROGRAM 7 DESIGN, FORMULATE PUBLIC SECTOR POLICIES AND REGULATIONS**					
	DESIGN,	This SKILLS PROGRAM is a	Formulate and evaluate public sector policies	120301	8	**8**

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	FORMULATE PUBLIC SECTOR POLICIES AND REGULATIONS	combination of 3 unit standards. It ensures that learners will be able to	and regulations			
	Contact / Facilitation Days	**3 DAYS**	**Workplace Application Days** **7 DAYS**			
	Theory	**19 Hours**				
	Practical	**29 Hours**				
	Assessments	**2 Hours**				
EIGHTH MONTH	**FINAL SUMMATIVE ASSESSMENT**					
NINETH MONTH	**FINALISING PORTFOLIOS OF EVIDENCE**					

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2.

DESIGN STRATEGY

2.1 Learning aims and objectives	
A CLARITY OF FOCUS ON OUTCOMES and DESIGN DOWN:	• Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified. • Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators or benchmarks of student achievement at each stage of the learning programmes. • Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving). • Learning programmes are designed back from the outcomes.

2.2 Theoretical content	
CONTENT RELEVANCE:	• Content was designed to include knowledge and skills that are relevant and connected to real-life situations. • Content and activities present authentic tasks. • Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning. • Delivery methodology allows for flexibility, a variety of methods, environments and resources.

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2.3 Teaching and learning	
LEARNER CENTRED & EXPANDED OPPORTUNITIES:	• Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome. • The emphasis is on whether the learner reaches the required standard or outcome and not on procedure. • Learning is value adding in that it builds contextually on the learner's existing frames of reference. • Learners are given multiple opportunities to demonstrate whether the outcome has been reached.
HIGH PARTICIPATION & CO-OPERATIVE LEARNING:	• Learning activities are inductive and allow learners to construct knowledge for themselves. • Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves. • Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes. • Learners are motivated by constant feedback and affirmation of their worth by means of assessment.
INTEGRATION:	• Learning is designed to integrate a wider social and economic understanding and awareness. • Learning methodology allows for clear integration between theory, practical / workplace components. • Learning programmes are designed to focus on learning that

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	integrates critical thinking, reasoning, reflection and action.

2.4 Assessment	
Refer to the assessment guide for specific details regarding the assessment of this programme.	
PRINCIPLES OF ASSESSMENT:	Assessments meet the following criteria for SAQA's principles of assessment: • Assessment methods are; appropriate, fair, manageable, integrated into work or learning • Assessment evidence is; valid, current, authentic, sufficient • Assessment process is systematic, open and consistent.
CLARITY OF FOCUS ON OUTCOMES	• Assessments are focused on what the learner has achieved in relation to learning outcomes. • Learner achievements are measured solely on whether a learner has reached the required outcomes or not. • Assessment criteria are clearly defined and are derived from the unit standard.
HIGH EXPECTATIONS	• Assessment tasks are challenging, not simply routine. • Evidence collected is governed by quality criteria (criterion-referenced). • Assessments discriminate between low and high levels of achievement. • Advancement is based on demonstrated achievement.
EXPANDED OPPORTUNITY	• Assessments lead toward achievement of qualifications or part qualifications. • Learners advance through the system when they are able to

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	demonstrate attainment of the desired outcomes. • Learners' prior knowledge is taken into consideration when organising learning experiences • Learners are supported to attain these desired outcomes.
CONTINUOUS & INTEGRATED ASSESSMENT:	• Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used. • Learners are assessed on an on-going basis – Assessment is towards life-long learning. • A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment. • Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values. • Assessment is integrative and focuses on the application of competence.

2.5 Evaluation	
FACILITATOR	Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme. Facilitators will be evaluated against the following criteria: • The learning outcomes were clearly stated. • Key learning points were illustrated and clarified. • The learning outcomes were met.

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	• Key learning points were summarised. • The principles of adult learning were applied.
PROGRAMME	Learners will be required to evaluate the value of the learning experience against the following criteria: • The extent to which the learning programme achieved the learning outcomes. • The overall reaction of the learner to the programme. • The relevance of the learning material content. • The sequence, pace and timing of the lessons.
LOGISTICS	Learners will also be required to evaluate the value of: • The physical classroom environment. • The seating arrangements. • Meals and refreshments. • Room Layout. • Accommodation (if applicable).

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3.

DELIVERY STRATEGY

3.1 Materials	
Participant' materials:	
Participant Guides	• This is a comprehensively structured guide for the learner and includes all theory and activities.
Workplace / Practical Guide	• This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment.
Facilitator's materials:	
Facilitator Guide	• This is the guide for the facilitator on how to manage the learning
Presentation Slides	• These are the visuals used by the facilitator to present the learning
Activities and Hand outs	• These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.
Assessor's Guide:	
Assessment Strategy	• This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents
Assessment Plan	• This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence
Assessment Instruments	• These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.

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3.2 Notional hours of learning	
70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	• **468 hours required for formal learning.**
Workplace	• **1092 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.**
Assessment	• **306 hours required for assessment preparation, evidence collection and submission.**
TOTAL NOTIONAL HOURS	• **1560 HOURS = 156 UNIT STANDARD CREDITS**

3.3 Training media, aids and equipment	
Classroom set-up and space requirements	• **U-shape room layout is preferable in order to facilitate learner interaction. Breakaway areas would be helpful for group work.**
Training media and equipment	• **Flipchart, flipchart markers, pens, laptop with windows media player** • **Proxima or overhead projector and screen.**
Training aids	• **Flash cards, learner guides, handouts.**

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4.

LEARNER SUPPORT STRATEGY

4.1 Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements.

4.2 Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

(The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring).

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

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Before:

- The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

- The facilitator will provide all materials and resources necessary for learning to take place.
- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.
- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.

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- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.
- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.
- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

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5.

EVALUATION STRATEGY

5.1 Evaluation purpose
• To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour.

5.2 Evaluation instruments	
Post Course Learner Evaluations	• *Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.*
Post Course Facilitator Evaluations	• *Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent to which the programme achieved the learning outcomes and criteria of the programme strategy.*
Assessment Instruments	• *Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job.*
Moderation strategy	• *It is clearly indicated in the Moderation Policy and the Moderation Guide of IQ SKILLS ACADEMY.*

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