SAQA ID	QUALIFICATION TITLE	NQF LEVEL	MIN CREDITS
57824	**FETC: PUBLIC ADMINSTRATION**	4	146

CURRICULUM OUTLINE

1.

PROGRAMME OVERVIEW

PROGRAM DESCRIPTION.

The FETC: Public Administration consists of Exit Level Outcomes covering service delivery, applying public sector policy and legislation in their respective work contexts, identifying and solving problems, communications and administration. The competencies covered in the proposed unit standards encapsulate the competencies required by public officials working at the operational level and responsible for implementing specific service delivery objectives within a public sector departmental context. This qualification enables transferability of skills between the private and the public sector.

PROGRESSION PATHWAY

This Qualification articulates vertically and horizontally with the following Qualifications:

The qualification articulates horizontally with:

- Certificate in Business Administration: NQF Level 4, SAQA ID: 35928.
- Municipal Finance and Administration: NQF Level 4, SAQA ID: 50372.

The qualification articulates vertically with:

- Certificate in Public Sector Finance Administration and Management: NQF Level 5, SAQA ID: 16998.
- Certificate in Public Administration and Management: NQF Level 5, SAQA ID: 17228.

PROGRAM ALIGNMENT

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

1. Mathematics in Public Administration

2. Communication in Public Administration
3. Legal Aspects of Public Administration
4. Principles of Management
5. Managing People
6. Local Government Administration and Management
7. Introduction to Public Administration
8. Records Management

QUALIFICATION COMPONENTS

Fundamental unit standards:	56 credits
Core unit standards:	88 credits
Elective unit standards:	16 credits

PURPOSE

The purpose of the FETC: Public Administration is to provide a structured programme for public officials that work in support of senior management officials in providing for service delivery objectives. The need for well-qualified efficient, client-oriented public officials is therefore identified as a priority in all the three spheres of government. The FETC: Public Administration is aimed at practitioners working in the public sector. It is a qualification in a career pathway towards an accomplished public administration and management specialist.

AREA OF SPECIALISATION

The possession of relevant knowledge, skills and attitude by public officials is crucial to the implementation of public sector administration and management reforms.

Qualifying learners should be able to follow various careers within the Public Sector's:

- Financial Services
- Administration
- Management
- Procurement and Supply Chain Management
- Supervisory Administration

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

In South Africa public service officials operate in a wide variety of roles within the Public Administration and Management structures. Often they work in diverse operating and service delivery circumstances.
The strength of the democratic process in South Africa and developmental of good governance practices are strongly linked to capacity building within the three spheres of government - national, provincial and local.
The Certificate in Public Administration is a specialised Qualification which offers administrative knowledge and skills that contributes to service delivery in the public sector for learners who:

- Have attained the National Certificate: Public Administration: Level 3 or any related administration, public administration or municipal administration and generic administration qualifications and wish to continue on a path of life-long learning within the Public Administration or related qualifications.
- Have worked in Public Administration or Municipal Administration for many years, but have no formal Qualifications in their area of expertise.
- Wish to extend their range of skills and knowledge of Public Administration so that they can become knowledgeable workers.
- Are contracted in a learnership agreement.
- Have recently taken up a position in Public Administration.

The Certificate in Public Administration: Level 4 is aiming at producing knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the public sector. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It should also assist new entrants to the public sector.

The Certificate at NQF Level 4 allows the learner to work towards a nationally recognised qualification.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:

- Communication at NQF Level 3.
- Mathematical Literacy at NQF Level 3.

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:

- Apply public sector principles, policies and ethics to own public sector work context.
- Apply the principles of good customer service in own public sector context.
- Apply administrative principles in implementation of public sector procedures and work schedules.
- Demonstrate an ability to apply the principles of problem identification and analysis.
- Contribute towards team development in own public sector context.
- Apply the principles of communication in own work context according to public sector communication protocol.

FURTHER EDUCATION AND TRAINING CERTIFICATE: PUBLIC ADMINISTRATION (QUAIL ID: 57824)

PROGRAMME ALIGNMENT

DATE	SKILLS PROGRAMS		TITLE OF UNIT STANDARDS	US ID No.	CREDITS	CREDITS PER SKILLS PROGRAM
FIRST MONTH	**SKILLS PROGRAM 1** **Mathematics in Public Administration**					
	Mathematics in Public Administration	This SKILLS PROGRAM is a combination of 3 unit standards and is designed to ensure that learners have a foundational understanding of mathematical literacy.	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	9015	6	**16**
			Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9016	4	
			Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	7468	6	
	Contact / Facilitation Days	**6 DAYS**	**Workplace Application Days**			

	Theory	**19 Hours**	**14 DAYS**			
	Practical	**29 Hours**				
	Assessments	**2 Hours**				
SECOND MONTH	**SKILLS PROGRAM 2** **Communication in Public Administration**					
	Communication in Public Administration	This SKILLS PROGRAM is a combination of 8 unit standards and is designed to ensure that learners who complete this section are well equipped to read, write, analyse written texts and communicate well both orally and in writing.	Accommodate audience and context needs in oral/signed communication	119472	5	**40**
			Interpret and use information from texts	119457	5	
			Interpret a variety of literary texts	119466	5	
			Write/present/sign texts for a range of communicative contexts	119465	5	
			Engage in sustained oral/signed communication and evaluate spoken/signed texts	119462	5	
			Write/present/sign for a	119459	5	

			wide range of contexts			
			Read/view, analyse and respond to a variety of texts	119469	5	
			Use the writing process to compose texts required in the business environment	12153	5	
	Contact / Facilitation Days	**15 DAYS**	**Workplace Application Days**			
	Theory	**48 Hours**	**35 DAYS**			
	Practical	**72 Hours**				
	Assessments	**4 Hours**				
THIRD MONTH	**SKILLS PROGRAM 3** **Legal Aspects of Public Administration**					
	Legal Aspects of Public 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 entrepreneurial knowledge and skills.	Apply South African legislation and policy affecting public administration	120307	10	**22**
			Discuss the selected legislative regulatory framework governing the public sector management and administration environment	119334	12	

	Contact / Facilitation Days	**8 DAYS**	**Workplace Application Days**			
	Theory	**16 Hours**	**20 DAYS**			
	Practical	**24 Hours**				
	Assessments	**2 Hours**				
FOURTH MONTH	**SKILLS PROGRAM 4** **Principles of Management**					
	Principles of Management	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 research, plan strategically and produce business plans for their own businesses.	Demonstrate an ability to apply the principles of problem identification, analysis and decision-making within immediate work context	242902	6	**16**
			Apply the Batho Pele principles to own work role and context	113955	4	
			Apply the principles of good customer service to achieve public sector objectives	242901	6	
	Contact / Facilitation Days	**6 DAYS**	**Workplace Application Days**			
	Theory	**19 Hours**	**14 DAYS**			

	Practical	**29 Hours**				
	Assessments	**2 Hours**				
FIFTH MONTH	**SKILLS PROGRAM 5 Managing People**					
	Managing People	This SKILLS PROGRAM is a combination of 3 unit standards. It ensures that learners understand the importance of leadership skills in managing/ working with either individuals or a team.	Motivate and build a team	242819	10	**20**
			Manage and develop oneself in the public sector work environment	119332	10	
	Contact / Facilitation Days	**9 DAYS**	**Workplace Application Days**			
	Theory	**29 Hours**	**20 DAYS**			
	Practical	**43 Hours**				
	Assessments	**2 Hours**				
SIXTH MONTH	**SKILLS PROGRAM 6 Local Government Administration and Management**					

	Local Government Administration and Management	This SKILLS PROGRAM is a combination of 3 unit standards. It ensures that learners will be able to plan their daily business operations and implement successfully action plans that they would have developed.	Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context	113956	4	**16**
			Apply administrative principles in the implementation of public sector procedures and work schedule	242900	6	
			Define overall public sector culture and values and apply to own work context	242903	6	
	Contact / Facilitation Days	**6 DAYS**	**Workplace Application Days**			
	Theory	**16 Hours**	**14 DAYS**			
	Practical	**24 Hours**				
	Assessments	**2 Hours**				
SEVENTH MONTH	**SKILLS PROGRAM 7** **Introduction to Public Administration**					
	Introduction to Public Administration	This SKILLS PROGRAM is a combination of 3 unit standards. It ensures that learners will be able to finance and manage finances of	Demonstrate an understanding and apply the framework and overall mechanics of government in public sector policy	242880	6	**6**

		their businesses. Learners will also be equipped with basic costing and pricing skills.				
	Contact / Facilitation Days	**2 DAYS**	**Workplace Application Days**			
	Theory	**19 Hours**	**6 DAYS**			
	Practical	**29 Hours**				
	Assessments	**2 Hours**				
EIGHTH MONTH	**SKILLS PROGRAM 8** **Records Management**					
	Records Management	This SKILLS PROGRAM is a combination of 2 unit standards. It ensures that learners will be equipped with business tendering and negotiation skills.	Apply principles of computerised systems to manage data and reports relevant to the public sector administration	119351	10	**10**
	Contact / Facilitation Days	**3 DAYS**	**Workplace Application Days**			
	Theory	**13 Hours**	**7 DAYS**			
	Practical	**19 Hours**				

	Assessments	**2 Hours**	
NINTH MONTH	**FINAL SUMMATIVE ASSESSMENT**		
TENTH MONTH	**FINALISING PORTFOLIOS OF EVIDENCE**		

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.

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 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 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. • 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).

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.

3.2 Notional hours of learning	
80% practical (60% workplace implementation, 20% assessment) and 20 % theory (workshop).	
Theory / contact time	• **292 hours required for formal learning.**
Workplace	• **876 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.**
Assessment	• **292 hours required for assessment preparation, evidence collection and submission.**
TOTAL NOTIONAL HOURS	• **1460 HOURS = 146 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.**

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.

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.
- 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.

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 Leap Projects.*