



Accredited Provider  
The Skills College for Development and Training (Pty)Ltd.

## Further Education and Training Certificate: Leadership Development

*Qualification ID50081– NQF 3; 160Credits*

### INTRODUCTION

Purpose:

The purpose of the qualification is to enable qualifying learners to apply leadership competencies to ensure service excellence.

Learners will develop competencies to utilise leadership skills to enhance service delivery in a specific sector or context. Individual learners will benefit through enhancing their personal competencies, knowledge and skills so as to be able to complete tasks required in their employment contracts and by legislation, relating to:

Applying emotional intelligence in a leadership context.

Motivating self and others.

Applying leadership to relationship management.

Applying visionary thinking skills in leadership problem-solving contexts.

Developing service culture of a specific sector.

### Rationale:

The qualification is aimed at councillors, leaders and municipal managers in local government. The typical learner will be an employee in local government, wishing to gain the competence to fulfill the requirements of his/her current job obligations or a municipal employee or councillor wishing to gain a qualification so as to advance his/her career opportunities. In addition persons seeking future employment in the local government sector may choose to complete this qualification.

Office bearers and employees at local government level are responsible for managing the provision of services to the community. The Constitution of the South Africa (Act 108 of 1996) section 27 (1) states that all South Africans have the right to access health care services; sufficient food and water and social security. Section 27(2) requires the state to take reasonable measures within its available resources to provide these basic human rights. The state is also responsible for providing education for the community and managing all of the country's resources. The Constitution therefore allows the community to demand that services are met and that government office bearers and managers have the skills to take reasonable measures in providing services.

The Exit Level Outcomes contained in this qualification are based on competencies required for people dealing with integrated development planning in a municipal context. The outcomes have been designed to fall into 8 broad areas of competence which will enable learners to:

Deal with issues and provide strategic leadership at various levels including community.

Build consensus amongst diverse groupings of people with various interests.

Apply innovative, creative and flexible strategies and thinking when dealing with community issues and needs.

Build trust between the councillors, officials, community and various competing interest groups while maintaining personal integrity.

Manage conflict.

Demonstrate the commitment and tenacity to achieve set objectives.

Communicate with conviction, confidence and integrity at all levels and constituencies.

The qualification aims to provide opportunities for applied competencies in these areas and provides a basis for further qualifications in municipal and public sector management at higher levels on the NQF.

Learners will build on their existing competencies. The competencies in this qualification will assist learners in their role in organisational leadership and will also provide competencies which are transferable to the any sector.

The Exit Level Outcomes highlight many of the integrated and intergovernmental skills required within any sector. Such skills and knowledge are geared towards enabling councillors, leaders and municipal managers to operate effectively and successfully in a demanding environment. Therefore, the Exit Level Outcomes and related Assessment Criteria highlight competences related to achieving leadership development for any sector.

The FETC: Leadership Development Level 4 should produce knowledgeable, multi-skilled workers who are able to contribute to enhanced service delivery in any sector or context. 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 will ensure that the quality of education and training in the any sector is enhanced and of a world-class standard.

## **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.

Computer Literacy at NQF Level 3, or the equivalent thereof.

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.

Access to the qualification:

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

## EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will:

1. Demonstrate an understanding of leadership skills in a specific sector or context.
2. Apply innovative and creative strategies and visionary thinking skills in developing and implementing strategic planning.
3. Apply leadership skills to enhance service delivery.
4. Apply knowledge of ethical standards in a leadership role.
5. Demonstrate an understanding of the role that emotional intelligence plays in leadership.

## TIME PERIOD

This Learnership can be presented over a period of 12 months

**A SELECTION OF THE FOLLOWING UNIT STANDARDS WILL BE COMPLETED IN ORDER TO REACH 160 CREDITS:**

### UNIT STANDARDS:

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Core	<a href="#">14534</a>	Apply knowledge of community issues in relation to development projects	Level 3	NQF Level 03	4
Core	<a href="#">113955</a>	Apply the Batho Pele principles to own work role and context	Level 3	NQF Level 03	4
Core	<a href="#">120394</a>	Apply communication principles, strategies and processes in a leadership role	Level 4	NQF Level 04	6
Core	<a href="#">120391</a>	Apply leadership skills to relationship management	Level 4	NQF Level 04	8
Core	<a href="#">120392</a>	Apply the concept and principles of knowledge management to leadership	Level 4	NQF Level 04	8
Core	<a href="#">113960</a>	Demonstrate and apply knowledge of the ethical standards in the Public Sector	Level 4	NQF Level 04	4
Core	<a href="#">120390</a>	Develop and apply a service culture to a leadership role	Level 4	NQF Level 04	8
Core	<a href="#">120393</a>	Explain and apply legislation and policies applicable to leadership in a specific sector or context	Level 4	NQF Level 04	10
Core	<a href="#">120389</a>	Explain and apply the concept, principles and theories of motivation in a leadership context	Level 4	NQF Level 04	6
Core	<a href="#">114585</a>	Plan strategically to improve business performance	Level 4	NQF Level 04	4
Core	<a href="#">120300</a>	Analyse leadership and related theories in a work context	Level 5	Level TBA: Pre-2009 was L5	8
Core	<a href="#">120305</a>	Analyse the role that emotional intelligence plays in leadership	Level 5	Level TBA: Pre-2009 was L5	8
Core	<a href="#">120311</a>	Apply visionary leadership to develop strategy	Level 5	Level TBA: Pre-2009 was L5	10

Fundamental	<a href="#">8968</a>	Accommodate audience and context needs in oral communication	Level 3	NQF Level 03	5
Fundamental	<a href="#">8972</a>	Interpret a variety of literary texts	Level 3	NQF Level 03	5
Fundamental	<a href="#">8969</a>	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	<a href="#">8970</a>	Write texts for a range of communicative contexts	Level 3	NQF Level 03	5
Fundamental	<a href="#">9015</a>	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	<a href="#">8974</a>	Engage in sustained oral communication and evaluate spoken texts	Level 4	NQF Level 04	5
Fundamental	<a href="#">8975</a>	Read analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	<a href="#">9016</a>	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	NQF Level 04	4
Fundamental	<a href="#">7468</a>	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	<a href="#">12153</a>	Use the writing process to compose texts required in the business environment	Level 4	NQF Level 04	5
Fundamental	<a href="#">8976</a>	Write for a wide range of contexts	Level 4	NQF Level 04	5
Elective	<a href="#">113959</a>	Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes	Level 3	NQF Level 03	4
Elective	<a href="#">10140</a>	Apply a range of project management tools	Level 4	NQF Level 04	8
Elective	<a href="#">14667</a>	Describe and apply the management functions of an organization	Level 4	NQF Level 04	10
Elective	<a href="#">119350</a>	Apply accounting principles and procedures in the preparation of reports and decision making	Level 5	Level TBA: Pre-2009 was L5	15
Elective	<a href="#">116917</a>	Apply advanced principles of complexity theory to organisational transformation	Level 5	Level TBA: Pre-2009 was L5	12
Elective	<a href="#">115395</a>	Apply and explain the generic business process and value chain model	Level 5	Level TBA: Pre-2009 was L5	12
Elective	<a href="#">120303</a>	Apply principles of risk management	Level 5	Level TBA: Pre-2009 was L5	8
Elective	<a href="#">115401</a>	Apply the basic principles of issue management	Level 5	Level TBA: Pre-2009 was L5	8
Elective	<a href="#">116345</a>	Apply the principles of budgeting within a municipality	Level 5	Level TBA: Pre-2009 was L5	15
Elective	<a href="#">115407</a>	Apply the principles of change management in the workplace	Level 5	Level TBA: Pre-2009 was L5	10
Elective	<a href="#">11903</a>	Co-ordinate the development and implementation of organisational social responsibility strategies	Level 5	Level TBA: Pre-2009 was L5	5
Elective	<a href="#">15216</a>	Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	Level TBA: Pre-2009 was L5	4

Elective	<a href="#">337063</a>	Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and/or programme performance in a specific context	Level 5	Level TBA: Pre-2009 was L5	5
Elective	<a href="#">116949</a>	Establish how a value system underpins organisational transformation	Level 5	Level TBA: Pre-2009 was L5	12
Elective	<a href="#">116924</a>	Implement a programme of diversity management in the workplace	Level 5	Level TBA: Pre-2009 was L5	14
Elective	<a href="#">116922</a>	Implement a value system to effect organisational transformation	Level 5	Level TBA: Pre-2009 was L5	12
Elective	<a href="#">114226</a>	Interpret and manage conflicts within the workplace	Level 5	Level TBA: Pre-2009 was L5	8
Elective	<a href="#">119336</a>	Manage the development and performance of human capital in the public sector	Level 5	Level TBA: Pre-2009 was L5	12
Elective	<a href="#">10146</a>	Supervise a project team of a developmental project to deliver project objectives	Level 5	Level TBA: Pre-2009 was L5	14