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IMPROVE YOUR LEARNING
IMPROVE YOUR LIFE


Be what you want to be

Learning programmes guide



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What is a Learnership?

A Learnership is a structured training programme that combines theoretical learning provided by an accredited training institution with practical work experience gained with an employer. This learning experience is designed to enable learners to achieve a national qualification. The awarding of the qualification is both theoretically and practically based.

A Learnership is not a qualification, but a learning route towards achieving a nationally recognised qualification. The idea is that people really learn the 'in's and out's' of an occupation by practicing all its aspects under the guidance of an experienced and qualified person (normally referred to as a mentor). Learnerships are based on legally binding agreements between the employer, learner and the training provider. The agreement is intended to spell out the tasks and duties of each party to the

Learnership agreement and what happens in case of disputes:

According to the Skills Development Act a Learnership is defined as:

- Consisting of a structured learning component
- Including practical work experience
- Governed by a contractual agreement between the learner, employer and training provider
- Leading to a qualification registered on the NQF, at least 120 credits and
- Relating to an occupation.

Learnerships form the cornerstone of the National Skills Development Strategy (NSDS), which sees vigorous skills training through Learnerships as the central tool for addressing the current skills deficit in South Africa. Even some of the trade qualifications are being offered via the Learnership Route.

A Learnership is a tool for aligning education and training initiatives more closely with labour market needs, in order to equip learners with the competence required in the workplace.

Learnerships are designed to promote the transfer of learning to the workplace. Learners in a Learnership are actively involved in the learning process and this gives them the opportunity to apply the concepts they have learnt in the real world of work.

Who are involved in Learnerships?

The Learner: is selected and placed in a Learnership; signs a Learnership Agreement with the employer and training Provider; stating the rights and responsibilities of the learner; and follows the learning programme.

The Employer: provides the work experience part of the Learnership and signs the same learnership Agreement with the learner and the training provider stating the employer's rights and responsibilities.

Training provider: provides theoretical/institutional training to the learner and signs the provider's roles and responsibilities

SASSETA: register the identified Learnership(s) with Department of Labour (DoL); register the signed Learnership Agreement; and facilitates the funding (if available) of Learnership(s) while ensuring that training provided is quality assured.

The Department of Higher Education and Training assists with the recruitment, selection and referrals of unemployed people who meet the minimum criteria for a particular Learnership(s) to employers and SETAs.

SASSETA in line with its constitution established a Standing Committee in the form of Learnerships Committee; that advises and recommends in consultation with the Chambers, issues relating to Learnerships and Skills Programmes.

FAQ about learnerships

• Who can apply to be on a learnership?

Anyone can apply for a Learnership. This means that Learnerships are available for both employed and unemployed learners. They are also not restricted to any occupation or age group. In selecting learners for Learnership the government has agreed that at least 85% of learners must be black, 54% must be women and 4% should be people with disabilities.

SASSETA is the Sector Education and Training Authority for:

- Legal
- Investigation and Private Security
- Policing
- Correctional Services
- Justice
- National Intelligence Agency
- South African Secret Service
- Department of Defence

• How much will it cost for the Learner?

- There is no fee charged for a person to be on a Learnership. The employer must pay unemployed learners selected for a Learnership a learner allowance. Employed learners because they already have a salary would not get the learners allowance. In supporting employers who are implementing Learnerships, SASSETA has discretionary grants that they pay to employers towards tuition and learner allowance. The purpose of the Learnership grant is not to pay the total cost of implementing the Learnership, but to offset some of the cost incurred by the employer. The precise amount would depend on the type and level of the Learnership. The Minister of Labour has gazetted the minimum level of allowance and conditions however the employer can pay more.

• How long is the Learnership?

- The duration of a Learnership can take up to a minimum of one year.

• **What does it mean for me the unemployed learner to be on a Learnership?**

- If the employer selects you, you will have to sign a Learnership Agreement and a contract of employment for the duration of the Learnership. The Learnership Agreement would be signed by yourself (employed and unemployed learner), the employer(s) who will host/employed you for workplace learning and the training provider. Remember to always have a copy of the Learnership Agreement and the contract of employment. The Learnership Agreement will spell out the right and duties of the three parties to the agreement.

• **What will I get at the end of the Learnership?**

- If the Learnership is successfully completed you will have a qualification that is recognised throughout the country. To prove that you have the qualification you will be given the certificate. If you do a Bachelor of Education through UNISA, or through a Learnership, the qualification would be the same; the only difference is the methods that you used to achieve the qualification.

• **Will I get a job after completing the Learnership?**

- If you are unemployed when the Learnership begins, there is no guarantee of a job on successful completion of the Learnership. The employer who offers you the workplace learning does not have an obligation to offer you a job. But with a qualification and minimum one year workplace experience, you will be in a better position to get a job than before. You might also think of getting more qualifications or starting up your own business.

• **How do I apply for a Learnership if I am unemployed?**

- Register with the Department of Labour as a work seeker by completing the required
- Registration form indicating your interest
- The forms are available at Labour Centres
- Always keep your contact details up to date The Labour Centre would then contact you if you meet the minimum criteria for the Learnerships with a specified employer
- If you meet the criteria you will be called in for a briefing session and possible assessment prior the final selection process
- The employer is responsible for final selection of its learners.

• **How do I apply for a Learnership if I am employed?**

- Contact your employer through the Human Resources Department
- Speak to your supervisor responsible for your appraisal process in the company/ organization
- Contact the trade union official for more information.

• **How will I benefit as the Learner from Learnerships?**

- Quality and the relevance of education and training
- Development of applied competence required in the workplace
- National recognition of competence. Their learning achievements have national recognition that have wider application to workplaces
- Learnerships improve access to and opportunities for employment
- Learners have access to further learning opportunities
- Learners on successful completion of a Learnership receives certificate confirming the credits obtained
- Learnerships provide an opportunity to affordable education, training and development.

What employed learners need to know about learnerships:

• How do I register my interest in doing a Learnership?

- Communicate your interest in doing a Learnership
- Inform your supervisor of your interest in doing a Learnership
- Obtain information on what Learnerships are and the Learnerships that your employer that are available from your supervisor, training/HR department
- Request your employer to contact the SASSETA about available Learnerships If your employer agrees, you could enrol in a Learnership that is ready for implementation
- If you see an advertisement for application to a Learnership (e.g. in a newspaper), submit your application to the relevant person indicated in the advertisement
- Sign the SASSETA Application for Admission to Learnerships that will be provided to you by the employer.

What unemployed learners need to know about learnerships

• How do I register my interest in doing a Learnership?

- Contact the Department of Labour or the SASSETA
- Obtain information about what Learnerships are and what Learnerships are available in your field of interest
- Communicate your interest in doing a Learnership
- Contact the Learnership Department of the SASSETA (011-347 0200) and inform them of your interest in that Learnership
- Obtain the requirements of that Learnership to determine whether you meet the criteria
- Provide the information that the SASSETA requires at that stage, e.g. CV and contact details
- The SASSETA will try to link you up with a suitable employer, if possible
- The SASSETA communicates your details to interested employers
- The SASSETA will capture your details on its database, and will provide these details to relevant employers
- In all cases, the SASSETA will advise the learner to find a suitable employer that would agree to employing him/her for the duration of the Learnership
- If you see an advertisement for application to a Learnership (e.g. in a newspaper), submit your application to the relevant person indicated in the advertisement
- Once you have been placed with an employer, sign an employment contract drawn up by the employer (where you will be working for the duration of the Learnership)
- Sign the SASSETA Application for Admission to Learnerships that will be provided to you by the employer.

National Certificate: Corrections science NQF4

SAQA QUALI ID: 24197

Purpose and Rationale of the Qualification

This qualification is aimed at learners who work or intend to work within a correctional environment, and who seek recognition for essential skills needed at entry level of correctional operations. Furthermore, it has been developed to promote professionalism and work ethics in the correctional environment. As such this qualification will promote good governance and the eradication of corrupt behaviour.

It will allow a learner to obtain a nationally recognised qualification in Correctional Science. A qualifying learner will be able to demonstrate knowledge and understanding of correctional practices which will contribute to the development of persons involved in a corrections environment. It will also assist in changing the perceptions of the lack of expertise within corrections environment which will improve image and the relationships between the correctional officials and the community.

Recipients of this qualification know about and are able to conduct the essential operations associated with custody, rehabilitation and community corrections. It lays a foundation for future career advancement in corrections.

Rationale:

The government of South Africa has repeatedly emphasised the importance and need to promote good governance and professionalism within state departments. It was with this focus in mind that the construction of this qualification involved vigorous consideration to ensure that the elements of work ethics are included in the National Certificate in Corrections Science.

This qualification reflects the entry level workplace needs of the corrections industry at entry level. The majority of the candidates who aspire for this qualification are likely to be those already working in the corrections sector. The qualification will therefore give them the opportunity to develop skills and to acquire the knowledge that is essential for successful execution of correctional duties.

It also provides the opportunity to entry level employees at entry level to earn a formal qualification in corrections science.

Learning assumed to be in place and recognition of prior learning

It is assumed that candidates embarking on learning towards this qualification have:

- Written and oral communication skills at NQF level 3
- Basic Interpersonal skills
- Mathematical and numerical skills at NQF level 3

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through recognition of prior learning.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

Qualification Rules

Credits and credit composition

Fundamental:

- 20 Communications credits from the list specified
- 16 Mathematics credits from the list specified

Core:

- All unit standards in the core section, totalling 62 credits are compulsory

Elective:

- A minimum of 22 credits of the candidate's choice from the list specified.

Exit Level Outcomes

On achieving this qualification a learner will be able to:

1. Communicate with individuals and groups within the corrections services. Environment in a variety of ways
2. Conduct custodial duties in accordance with legislation and organisational policies.
3. Demonstrate understanding of human rights and apply ethical standards in the treatment of and rehabilitation of inmates
4. Promote healthy living practices in the correctional services environment. Range: Aspects of healthy living are detailed in the associated unit standards
5. Apply basic managerial skills within a correctional services environment.

Articulation Options

This qualification acts as a springboard from which people may start and progress to other qualifications in Corrections Science. It provides the opportunity for horizontal articulation with qualifications in generic management. It will also articulate vertically with qualifications in corrections at NQF level 5 and higher where the learner will be able to follow specialist areas in the sector.

The Corrections Science NQF 4 consists of 23 units standards worth 120 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	10022	Comply with organisational ethics	Level 4	NQF Level 04	4
Core	114018	Conduct external custodial duties	Level 4	NQF Level 04	4
Core	14643	Conduct internal custodial duties	Level 4	NQF Level 04	8
Core	114022	Demonstrate a basic understanding of offender rehabilitation and development	Level 4	NQF Level 04	3
Core	14646	Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	NQF Level 04	12
Core	14630	Manage workplace equipment in a prison environment	Level 4	NQF Level 04	3
Core	14619	Promote personal care and environmental hygiene in corrections	Level 4	NQF Level 04	8
Core	14615	Provide elementary health care in corrections	Level 4	NQF Level 04	8
Core	14597	Utilise security equipment in corrections	Level 4	NQF Level 04	12
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6

Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	Level 4	NQF Level 04	5
Fundamental	8975	Read analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	NQF Level 04	4
Fundamental	8979	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	8976	Write for a wide range of contexts	Level 4	NQF Level 04	5
Elective	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	NQF Level 03	4
Elective	13918	Manage time and the work process in a business environment	Level 3	NQF Level 03	4
Elective	14639	Demonstrate an understanding of the scope and operations within the field of community corrections	Level 4	NQF Level 04	12
Elective	13945	Describe and apply the management of stock and fixed assets in a business unit	Level 4	NQF Level 04	2
Elective	10388	Interpret basic financial statements	Level 4	NQF Level 04	3
Elective	13947	Motivate a team	Level 4	NQF Level 04	6
Elective	114012	Provide a caring environment for youth in conflict with the law	Level 4	NQF Level 04	6

Further Education and Training Certificate: Electronic Security Installation Practices NQF 4

SAQA QUALI ID: 58697

Purpose and rationale of the qualification

This qualification will allow a learner in the electronic security industry to obtain a nationally recognised qualification. This qualification will contribute towards a safer society, as it will set standards of professionalism needed by the industry. Learners will be able to plan effectively, install and configure electronic security systems and utilise equipment while applying safety and health principles. This qualification provides learners with knowledge and skills to effectively install, configure, test and hand-over electronic security systems to meet the customer's needs and satisfaction. The elective component of this qualification will allow a qualifying learner to demonstrate knowledge and understanding of specialised electronic security systems.

This qualification is designed to develop skills and knowledge required for learners to specialise in the planning, installing and configuring of electronic security systems such as closed circuit television (CCTV) systems, access controls systems, access automation systems, alarm systems as well as electric fence systems and intercom systems. These competencies will be applicable in wide range of contexts such as residential, commercial and industrial contexts and will significantly broaden the learner's employability.

A learner who has achieved this qualification will be capable of combining a range of self-organisation and lifelong skills with a working knowledge of South African electronic security issues, and integrating these within context to produce a professional practice which adheres to the high quality standards as expected by the security industry.

Competent learners will be able to:

- Install electronic security systems.
- Communicate with clients.
- Apply elementary physical science related concepts.

Rationale:

Electronic security is one of the major contributors to producing a safer society and environment. It creates a sense of security that is needed to support various political, social, economic and business agendas. The reduction of crime is currently a national prerogative on various levels as it leads and contributes towards a stable environment.

It has become clear that relying on human resources only for crime reduction and prevention purposes will not have the effect on crime levels currently desired. Hence, an initiative to find other ways and methods of dealing with crime prevention and reduction are embraced by both the government and the private sector. The use and importance of electronic security equipment has thus been highlighted in recent years.

Electronic security systems promote proactive prevention and reduction of crime, protection of persons and property and securing and provision of information as evidence, where necessary, to protect the broader society against crime. This qualification will provide electronic security standards aimed at supporting industry sectors, public or private companies, large and small, by identifying security risks and minimizing security breaches in any given environment.

This qualification reflects the workplace-based needs of the electronic security industry that are expressed by employers and employees. This qualification provides learners with accessibility to be employed within the electronic security industry and provides the flexibility to pursue an electronic security career with a wide variety of specialization options within this industry.

Learning assumed to be in place and recognition of prior learning

- Communication at NQF Level 3.
- Mathematical Literacy at NQF Level 3.
- Any relevant Unit Standards which include the use of hand tools at NQF Level 2
- Any relevant Unit Standards which include the use of power tools at NQF Level 2.

Recognition of Prior Learning:

The structure of this qualification makes the Recognition of Prior Learning possible through the assessment of individual Unit Standards. This qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner.

This Recognition of Prior Learning may allow:

- Accelerated access to further learning at this or higher levels on the NQF.
- Gaining of credits for unit standards in the qualification.
- Obtaining of this Qualification in part or in whole.

Access to the Qualification:

Open access.

Recognise previous learning?

Y

Qualification Rules

The qualification consists of a minimum of 136 credits and has been designed in accordance with the SAQA rules of combination.

Rules regarding Fundamental, Core and Electives:

- All fundamental outcomes are compulsory for this qualification. This meets the 56 credits that are mandatory according to the SAQA FET Policy. These compulsory fundamental unit standards are listed in the qualification matrix.
- All core outcomes are compulsory (65 credits).
- A minimum of 15 elective credits need to be completed out of one of the elective specialisation fields.
- The qualification description will list the field(s) of specialisation on the qualification document.

Entrance Requirements:

- High school graduation.
- English 12 or Communications 12 or English-language proficiency (both verbal & written).
- Academic Math 11(C).

Learning assumed to be in place:

- English 12, English 12, or Technical and Professional Communications 12.
- English 11, English 11, or Technical and Professional Communications 11.
- Communications 12, English 12, or Technical and Professional Communications 12 or Communications 12.
- Math 12, Principles of Math 12, or Applications of Math 12, or Academic Math 12.
- Math 11, Principles of Math 11, or Applications of Math 11, or Academic Math 11.
- Any Math at the Grade 11, Level Principles of Math 11, or Applications of Math 11, or Academic Math 11, or Essentials of Math 11, or Intro to Math 11, or Trades Math 11, or Consumer Math 11, or Math 11A.
- Physics 12 Physics 12.
- Physics 11, Physics 11, or Applications of Physics 11, and Applications of Physics 12.

Program Matrix:

• Level 1 (12 weeks) Credits:

- > TELC 1110: Fundamentals of Electricity and Electronics, 10.0 Credits.
- > TELC 1115: Intro to Security Installation, 6.0 Credits.
- > TELC 1120: Alarm Wiring Methods, 8.0 Credits.

• Level 2 (16 weeks) Credits:

- > TELC 2210: Alarm Systems, 12.0 Credits.
- > TELC 2215: Alarm System Installation, 8.0 Credits.
- > TELC 2220: Practicum, 8.0 Credits.
- > TELC 2225: Advanced Security Systems, 4.0 Credits.

• Total: 56.0 Credits.

It needs to be considered that this qualification only focuses on Intruder Alarm Systems. The units standards contained in the qualification offered by British Columbia Institute of Technology compare favourably with the FETC: Electronic Security.

Articulation Options

This qualification articulates horizontally with the following qualification:

- ID 57713: FETC: Specialist Security Practices NQF Level 4.
This qualification articulates vertically with the following qualification:
- ID 50122: National Certificate: Policing NQF Level 5.

The Electronic Security consists of 34 unit standards worth 136 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	244328	Apply cabling methods	Level 3	NQF Level 03	8
Core	244321	Use elementary electronics as applied to electronic systems	Level 3	NQF Level 03	4
Core	244336	Configure an installation	Level 4	NQF Level 04	7
Core	244323	Determine installation requirements	Level 4	NQF Level 04	4
Core	244326	Explain the use of installed systems	Level 4	NQF Level 04	3
Core	244333	Install electronic equipment	Level 4	NQF Level 04	12
Core	7789	Provide Customer Service	Level 4	NQF Level 04	8
Core	244315	Assess threat for security installation purposes	Level 5	New Level Assignment Pend.	7
Core	244331	Determine and rectify faults in an installation	Level 5	New Level Assignment Pend.	12
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	NQF Level 03	5
Fundamental	119457	Interpret and use information from texts	Level 3	NQF Level 04	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	NQF Level 03	5

Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	NQF Level 04	5
Fundamental	12417	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	Level 4	NQF Level 04	4
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	NQF Level 04	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	NQF Level 04	5
Elective	246694	Explain the requirements for becoming a security service provider	Level 3	NQF Level 03	4
Elective	13936	Outline the legal environment of a selected industry	Level 3	NQF Level 03	2
Elective	244337	Demonstrate an understanding of CCTV	Level 4	NQF Level 04	6
Elective	244332	Demonstrate an understanding of electric fencing	Level 4	NQF Level 04	4
Elective	244325	Demonstrate an understanding of electronic access control	Level 4	NQF Level 04	6

Elective	119462	Demonstrate an understanding of gate automation	Level 4	NQF Level 04	4
Elective	12417	Demonstrate an understanding of intruder alarm systems	Level 4	NQF Level 04	11
Elective	119469	Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	Level 4	NQF Level 04	8
Elective	7468	Install a basic radio transmitter and antenna system	Level 4	NQF Level 04	4
Elective	12153	Install a gate automation system	Level 4	NQF Level 04	11
Elective	119459	Install Closed Circuit Television (CCTV)	Level 4	NQF Level 04	9
Elective	246694	Install electric fencing	Level 4	NQF Level 04	11
Elective		Install electronic access control systems	Level 4	NQF Level 04	9

LP ID	Learning Programme Title	Provider	Old NQF Level	New NQF Level	Min Credits	Learning Prog End Date	Quality
74430	Further Education and Training Certificate: Alarm Installation	Damelin Correspondence College	Level 4	NQF Level 04	136		
60570	Further Education and Training Certificate: Electronic Security Installation Practices: Access Control Systems	Generic Provider - Field 08	Level 4	NQF Level 04	136		SAS SETA
60573	Further Education and Training Certificate: Electronic Security Installation Practices: Alarm System	Generic Provider - Field 08	Level 4	NQF Level 04	136		SAS SETA
60569	Further Education and Training Certificate: Electronic Security Installation Practices: CCTV	Generic Provider - Field 08	Level 4	NQF Level 04	136		SAS SETA
60572	Further Education and Training Certificate: Electronic Security Installation Practices: Electric Fencing	Generic Provider - Field 08	Level 4	NQF Level 04	136		ESETA
60571	Further Education and Training Certificate: Electronic Security Installation Practices: Gate Automation System	Generic Provider - Field 08	Level 4	NQF Level 04	136		SAS SETA
74510	Further Education and Training Certificate: Electronic Security Installation Practices: General	Generic Provider - Field 08	Level 4	NQF Level 04	136		
67351	Further Education and Training Certificate: Home Alarm Installation	Intec College	Level 4	NQF Level 04	136		SAS SETA

National Certificate: Family Law NQF 5

SAQA QUALI ID: 50265

Purpose and Rationale of the Qualification

Purpose:

This qualification is aimed at persons who work or intend to work in the family law section of lower courts in South Africa, and who seek recognition for essential skills in court-based family law practice. The purpose of the qualification is to confer the qualifying learner with a basic knowledge and understanding of the family law system and legislation in South Africa, their application and social context, as well as the skills and competencies needed to deliver family-law related services to the public in the court environment.

The qualification will confer accredited status to persons who provide legal assistance and support to members of the public in the family law-related court environment. This qualification is designed to be flexible and accessible so that recipients of this qualification know about and will be able to conduct the essential operations of court-based family law service delivery.

Qualifying learners will be able to:

- Apply fundamental knowledge and understanding of family law to specific situations within the South African legal context.
- Communicate with role-players in the family law system and with members of the public seeking family law-related services in the court environment.
- Guide and refer members of the public with family law-related problems.
- Assist in solving problems in a court-based family law context by working in a team and individually.
- Provide administrative and organisational support in the family court environment.
- Exercise ethical conduct, values and professionalism when dealing with all role-players and members of the public.

Practitioners will carry out their role within the context of South African courts that provide family law services to the public, at a lower court level.

This qualification equips learners to make a meaningful contribution to South Africa's constitutional democracy by enhancing the quality of legal services provided by the state, improving access to justice and contributing to the resolution of family disputes.

Rationale:

Court-based family law practice refers to a combination of tasks and responsibilities relating to maintenance, domestic violence, divorce and children's court matters, carried out by staff employed as clerks and administrators in South African courts. Due to the duties imposed on the state by family law-related legislation, these court staff are obligated to provide both administrative and legal assistance and support to the public, the court itself and other role-players in the family law system. As such, the nature of their occupation differs considerably from that of legal assistants and/or paralegals working in the private sector or non-governmental advice office sector. Court-based family law service providers play a pivotal role in the state family law system and the resolution of family law disputes in South Africa, but thus far have seldom enjoyed the benefit of formal legal training. This qualification will equip them with the legal knowledge, communication and administrative skills needed to work with the range of family law-related matters in the court environment.

This will result in qualified and competent family law service providers in South African courts, offering more effective and informed advice and assistance to people with family law problems. This in turn will contribute to the quicker and more efficient processing of family law matters through the court system, thereby reducing court backlogs and expediting rapid and durable solutions for South African families in crisis.

This qualification intends to equip the learner with the necessary life skills and has an integrated approach to critical cross-field outcomes. This certificate establishes minimum standards and contributes to quality service provision, as well as ethical and professional standards.

Court-based family law service provision is regulated by domestic legislation and governmental policy, as well as by international treaties. These governing instruments have a major influence on the construct of this qualification.

Learning assumed to be in place and recognition of prior learning

It is assumed that learners enrolling for this qualification will have acquired all the outcomes in the following learning areas:

- Communication skills at NQF level 4.
- Mathematical literacy skills at NQF level 4.
- Computing skills at NQF level 3.

A Further Education and Training Certificate at NQF Level 4.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning, which where necessary, must be contextualised in terms of fundamental law and the requisite administrative support skills.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

Qualification Rules

- **Fundamental:** Learners must achieve all 7 fundamental unit standards which total a value of 39 credits as listed.
- **Core:** Learners must achieve all 10 core unit standards which total a value of 57 credits as listed.
- **Elective:** Learners must achieve at least 24 credits of their choice from any of the available 6 elective unit standards which total 42 credits as listed.

Exit Level Outcomes

1. Apply fundamental knowledge and understanding of family law to specific situations within the South African legal context.
2. Communicate with role-players in the family law system and with members of the public seeking family law-related services in the court environment.
3. Guide and refer members of the public with family law-related problems.
4. Assist in solving problems in a court-based family law context by working in a team and individually.
5. Provide administrative and organisational support in the family court environment .
6. Exercise ethical conduct, values and professionalism when dealing with all role- players and members of the public.

Articulation Options

The National Certificate in Family Law Practice articulates horizontally with the following qualifications:

- National Diploma: Service Management (Court Management), 20414
- National Certificate: Paralegal Practice, 49597
- National Diploma: Paralegal Practice, ID 49598

This qualification will also articulate vertically with:

- Bachelor of Laws.

The Family Law consists of 23 unit standards worth 120 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	123217	Administer family law matters	Level 5	New Level Assignment Pend.	4
Core	15234	Apply efficient time management to the work of a department/division/section	Level 5	New Level Assignment Pend.	4
Core	123218	Assist people with family law matters	Level 5	New Level Assignment Pend.	5
Core	123224	Complete pleadings in divorce matters	Level 5	New Level Assignment Pend.	6
Core	123228	Conduct children's court matters	Level 5	New Level Assignment Pend.	5
Core	123226	Facilitate maintenance complaints	Level 5	New Level Assignment Pend.	6
Core	117854	Facilitate meetings to deal with conflict situations	Level 5	New Level Assignment Pend.	8
Core	123227	Guide complainants involved in domestic violence matters	Level 5	New Level Assignment Pend.	6
Core	123229	Utilise domestic violence procedures	Level 5	New Level Assignment Pend.	6
Core	123220	Utilise maintenance enquiry procedures	Level 5	New Level Assignment Pend.	7
Fundamental	123222	Demonstrate understanding of selected concepts of family law	Level 5	New Level Assignment Pend.	6
Fundamental	123210	Demonstrate understanding of the children's court system in South Africa	Level 5	New Level Assignment Pend.	5
Fundamental	123225	Demonstrate understanding of the divorce system in South Africa	Level 5	New Level Assignment Pend.	6

Fundamental	123221	Demonstrate understanding of the legal framework and context of domestic violence in South Africa	Level 5	New Level Assignment Pend.	6
Fundamental	123223	Demonstrate understanding of the legal principles of marriage in South Africa	Level 5	New Level Assignment Pend.	5
Fundamental	123215	Demonstrate understanding of the maintenance court system in South Africa	Level 5	New Level Assignment Pend.	6
Fundamental	123212	Demonstrate understanding of the South African family law context	Level 5	New Level Assignment Pend.	5
Elective	117848	Conduct mediation in situations that require advanced skills	Level 5	New Level Assignment Pend.	12
Elective	123213	Support victims of domestic violence	Level 5	New Level Assignment Pend.	6
Elective	123219	Utilise selected skills in children's court matters	Level 5	New Level Assignment Pend.	6
Elective	123211	Utilise selected skills in maintenance matters	Level 5	New Level Assignment Pend.	6
Elective	123214	Conduct breach of protection order trials	Level 6	New Level Assignment Pend.	6
Elective	123216	Utilise selected skills in divorce matters	Level 6	New Level Assignment Pend.	6

National Certificate: Forensic Science NQF 5

SAQA QUALI ID: 57561

Purpose and Rationale of the Qualification

Purpose:

Qualified learners will be able to apply their skills in a forensic science laboratory in either the public or private sectors. The qualified learner will work under the direction of a forensic scientist or senior forensic scientist on a regular basis and operate within a laboratory to analyse forensic evidence in order to determine its evidential value for a specific case. Qualified learners will know the elementary principles underlying evidential value and examination techniques in the following forensic science fields: biology, ballistics, questioned documents, criminalistics and chemistry. The qualified learner will be able to assist in the operations of a forensic science laboratory via the calibration of measurement instruments, and the documentation of results in prescribed formats. Qualified learners will be able to present specialised forensic evidence in support of the expert evidence in a court of law. The principles of forensic science can be applied to the field of policing. In the private and public sectors qualified learners will be able to deliver efficient forensic services by implementing good business practice. Learners accredited with this qualification will also be able to identify, investigate, analyse and implement solutions for problems that traverse the different specialised fields within forensic science.

Qualifying learners will be able to:

- Analyse the value and role of forensic science.
- Apply evaluative thought processes within a scientific context.
- Comply within current legal and criminal justice systems.
- Apply business practices within the field of forensic science.

When accredited with this qualification learners will be able to provide specialised supportive evidence in court, which will open up the legal and criminal justice systems for the qualified learner. Through their knowledge of these systems and processes, they will be able to apply their scientific knowledge to serve justice in South Africa.

By completing this qualification a learner will have a better understanding of the field of forensic science, and be able to make informed decisions regarding further career choices. This qualification will afford learners the opportunity to discover the exciting opportunities each of the fields in forensic science has to offer. It will pave the way towards a career in forensic science.

Rationale:

The challenges of safety in society are multi-levelled and complex, especially in the scientific arena. In order to serve justice, forensic science has to be developed to its full potential. In this effort it has to fulfil its role as a specialised field within the physical sciences and its role within the law enforcement service. However it is in its role as a scientific instrument to serve justice that forensic science has much to offer in South Africa. The field of forensic science has multiple entry levels, and it current does not offer an introductory level qualification for learners who wish to embark on a career in forensic science in South Africa.

This qualification serves as an introduction into the field of forensic science, and will afford learners the opportunity to conceptualise the positioning of forensic science within the sciences and within the criminal justice system. Through this qualification the law enforcement agencies will be able to rely on the expertise of graduating learners in their combined efforts to serve the criminal justice system. This qualification will add value to current forensic science training on a national level, and will enhance the quality of forensic science services in South Africa.

South Africa as a nation will benefit from the higher conviction rates that will be possible, when learners are empowered with expertise that will minimise human-error in the plethora of systems and processes that ultimately are linked, and work in concert to prepare case-related forensic evidence for the court.

This qualification will calibrate the entry level of qualification obtained in the field of forensic science, and thus assist in setting the standard for entrance into this professional field. It is foreseen that this qualification will be followed by others, on higher NQF levels, and together this set of qualifications will firmly establish the standard of forensic science training in the country. This qualification will do so for the learner entering the field of forensic science. Moreover it will formalise the qualification at this level for those already working in forensic science.

The introduction of a qualification based on unit standards will allow learners to attain their full potential, allowing them to embark on a career in forensic science. Moreover, it will allow other professions that are linked to forensic science the opportunity to achieve knowledge of this specific field and its multiple sub-fields. The role of forensic science, in the context of science will be clear. In addition, learners will be able to place forensic science in the context of the criminal justice system.

The qualification will be a vehicle of transformation within the forensic science sector. It will allow the opportunity for learners to achieve its outcomes via multiple avenues, such as recognition of prior learning, informal and formal learning, and enable

learners to demonstrate their competencies irrespective of how it was obtained and developed. Learners will obtain a qualification that is registered on the NQF and is benchmarked at an international level, thereby establishing a world-class standard in the forensic science profession in South Africa.

Learning assumed to be in place and recognition of prior learning

- Mathematics at NQF level 4
- Communication at NQF level 4
- Physical science at NQF level 4

It is important to note that learners without a clear understanding of Mathematics and Science might find it difficult to successfully complete this qualification.

Recognition of Prior Learning:

This qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience.

Access to the qualification:

Access to this qualification is a FETC Level 4 or equivalent (i.e. grade 12). Learners with certain physical disabilities, such as colour blindness, may not be able to successfully complete this qualification. This is due to the fact that some of the forensic science techniques that learners will have to master require that the learner be able to make distinction between different colours.

Qualification Rules

- All fundamental unit standards must be completed (22 credits).
- All core unit standards must be completed (69 credits).
- A minimum of 33 credits must be chosen from the elective component.
- When an elective stream is chosen all the unit standards in that stream must be completed.

The elective unit standard category is open-ended to allow the learner to choose the credits associated with the elective unit standards from related disciplines which would add value to the qualification.

Exit Level Outcomes

On achieving this qualification, learners will be able to:

1. Analyse the importance and role of forensic science.
2. Apply evaluative thought processes within a scientific context.
3. Comply within current legal and criminal justice systems.
4. Apply business practices within the field of forensic science.

Critical Cross Field Outcomes:

- Identify and solve problems in which responses display that responsible decisions, using critical thinking, have been made.
- Work effectively with others as a member of a team, group, organisation or community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical, and/or language skills in the modes of written and/or oral presentation.
- Use science and technology effectively and critically, show responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- Contribute 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 an individual aware of the importance of:
 - > Reflecting on and exploring a variety of strategies to learn more effectively.
 - > Participating as responsible citizens in the life of local, national and global communities.
 - > Being culturally and aesthetically sensitive across a range of social contexts.

Articulation Options

This qualification was developed for entrance into the forensic science profession, and will raise the standard of practice in this sector. It is applicable to large and small entities. It builds on the learner's previous knowledge and serves multiple sub-fields within forensic science. It provides articulation with a variety of qualifications in the physical sciences, business and policing.

Horizontally with the following qualifications:

- > National Certificate: Policing at NQF 5, 20496
- > National Certificate: Resolving of Crime at NQF 5, 49118
- > National Diploma: Bomb Disposal at NQF 5, 49124
- > National Diploma: Policing at NQF 5, 48865
- > National Certificate: Business Management at NQF 5, 22452

Vertically with the following qualifications:

- > National Certificate Business Advising Operations at NQF 6, 48967
- > Bachelor Policing Practices at NQF 6, 50194

The Forensic Science consist of 45 units standards worth 124 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	114589	Manage time productively	Level 4	NQF Level 04	4
Core	117452	Apply the principles of Law of Evidence in the investigation of crime	Level 5	New Level Assignment Pend.	4
Core	242707	Assimilate and present specialised evidence in a court of law	Level 5	New Level Assignment Pend.	6
Core	115855	Create, maintain and update record keeping systems	Level 5	New Level Assignment Pend.	5
Core	242712	Demonstrate an understanding of forensic science	Level 5	New Level Assignment Pend.	3
Core	8648	Demonstrate an understanding of professional values and ethics	Level 5	New Level Assignment Pend.	4
Core	242708	Demonstrate an understanding of the specialised fields in forensic science	Level 5	New Level Assignment Pend.	5
Core	242716	Demonstrate knowledge of temperature calibration measurements	Level 5	New Level Assignment Pend.	3
Core	120489	Demonstrate understanding of the criminal justice system	Level 5	New Level Assignment Pend.	9
Core	242711	Develop elementary calibration systems for reference weights, balances and pipettes	Level 5	New Level Assignment Pend.	7
Core	114863	Implement basic safety procedures in emergencies	Level 5	New Level Assignment Pend.	3
Core	110464	Monitor the quality system in the laboratory	Level 5	New Level Assignment Pend.	8
Core	119038	Preserve evidence on a scene	Level 5	New Level Assignment Pend.	3

Core	115790	Write and present for a wide range of purposes, audiences and contexts	Level 5	New Level Assignment Pend.	5
Fundamental	242706	Analyse problems	Level 5	New Level Assignment Pend.	4
Fundamental	242714	Apply elementary statistical methods	Level 5	New Level Assignment Pend.	5
Fundamental	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	New Level Assignment Pend.	5
Fundamental	117637	Demonstrate an understanding of the composition and dynamics of a creative team.	Level 5	New Level Assignment Pend.	5
Fundamental	242715	Interpret forensic science information	Level 5	New Level Assignment Pend.	3
Elective	117497	Apply basic business principles	Level 4	NQF Level 04	10
Elective	117494	Comply to legal requirements in business	Level 4	NQF Level 04	7
Elective	114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	NQF Level 04	5
Elective	120372	Explain fundamentals of project management	Level 4	NQF Level 04	5
Elective	120079	Provide support to victims of serious violent crime	Level 4	NQF Level 04	4
Elective	115821	Apply business financial practices	Level 5	New Level Assignment Pend.	4
Elective	120483	Conduct preliminary investigations	Level 5	New Level Assignment Pend.	6
Elective	244151	Demonstrate an understanding of firearms in the field of forensic ballistics	Level 5	New Level Assignment Pend.	8
Elective	244160	Demonstrate an understanding of forensic ballistics examination techniques	Level 5	New Level Assignment Pend.	8

Elective	244155	Demonstrate an understanding of forensic chemistry analysis	Level 5	New Level Assignment Pend.	10
Elective	244153	Demonstrate an understanding of forensic drug investigation	Level 5	New Level Assignment Pend.	5
Elective	244149	Demonstrate an understanding of forensic fire investigation	Level 5	New Level Assignment Pend.	5
Elective	244154	Demonstrate an understanding of forensic questioned documents examinations	Level 5	New Level Assignment Pend.	10
Elective	244145	Demonstrate an understanding of forensic trace analysis	Level 5	New Level Assignment Pend.	5
Elective	244146	Demonstrate an understanding of the analytical principles of forensic toxicology investigation	Level 5	New Level Assignment Pend.	5
Elective	242710	Demonstrate an understanding of the evidential value of forensic biology evidence	Level 5	New Level Assignment Pend.	12
Elective	244148	Demonstrate an understanding of the evidential value of forensic questioned documents evidence	Level 5	New Level Assignment Pend.	10
Elective	244158	Demonstrate an understanding of the field of fingerprinting	Level 5	New Level Assignment Pend.	5
Elective	244150	Demonstrate an understanding of the field of forensic ballistics	Level 5	New Level Assignment Pend.	8
Elective	242713	Demonstrate an understanding of the field of forensic biology	Level 5	New Level Assignment Pend.	6
Elective	244147	Demonstrate an understanding of the field of forensic questioned documents	Level 5	New Level Assignment Pend.	10
Elective	120479	Demonstrate understanding of community policing	Level 5	New Level Assignment Pend.	4

Elective	120480	Demonstrate understanding of crime prevention	Level 5	New Level Assignment Pend.	6
Elective	120494	Demonstrate understanding of proportionality of force	Level 5	New Level Assignment Pend.	8
Elective	242709	Explain the evidential value of forensic biology examinations	Level 5	New Level Assignment Pend.	12
Elective	244156	Explain the role of ammunition in the field of forensic ballistics	Level 5	New Level Assignment Pend.	8
Elective	244152	Explain visual recording of a scene of incidence	Level 5	New Level Assignment Pend.	5
Elective	116488	Justify disclosure or non-disclosure of information in an ethical framework	Level 5	New Level Assignment Pend.	5
Elective	120485	Receive and attend to complaints	Level 5	New Level Assignment Pend.	5
Elective	243253	Reconstruct an incident scene	Level 6	New Level Assignment Pend.	20

National Certificate: General Security Practices NQF3

SAQA QUALI ID: 58577

Purpose and Rationale of the Qualification

Purpose:

This qualification is an entry-level qualification and recognises the key competencies required of security personnel who are able to work in a variety of security contexts. This qualification will be for individuals who want to enter the security industry and develop competencies in standard security practices such as access and egress control, security response and patrols, asset protection and visible security operations.

Learners will operate mainly in the security sector, within a range of contexts, including rural, urban, corporate, mass, gatherings, homes and businesses. It will provide the learner with the competencies needed to undertake a range of security related processes and practices at an entry level. This qualification will entail that persons involved in the security environment will be able to practice the necessary knowledge, skills and attitudes to operate in a professional manner. The qualification will also enhance their career opportunities within the security environment.

The learner will be able to:

- Safeguard premises, assets, information and personnel.
- Interact with customers and people.
- Operate security equipment.
- Conduct security duties within the ambit of the law.

Rationale:

This qualification falls within the field of safety in society. To have an entry level qualification in the area of security is vital to deter and detect criminal activities that in turn support government initiatives in this regard. The competencies in this qualification will contribute to a safer environment that is needed for economic development, financial investment and the development of business opportunities such as in the tourism industry.

Learners entering the field of security will be empowered by this qualification as it provides the elementary competencies needed in the security sector such as access and egress control, conducting patrols and observation techniques. This qualification is the first in a learning pathway for the security sector. After completion of this qualification, learners will be able to enter various security disciplines such as electronic security or close protection security.

Once learners have completed this qualification, they will be able to access higher qualifications within the learning pathway, and will be able to choose from specialised fields such as dog handling, assets in transit operations, firearm specialisations, etc.

Entry Requirements:

Learning assumed to be in place and recognition of prior learning

- Communication, NQF Level 2
- Mathematical Literacy, NQF Level 2

Recognition of Prior Learning:

The structure of this qualification makes the recognition of prior learning possible through the assessment of individual unit standards. This qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of prior learning will be done by means of integrated assessment as mentioned above.

Access to the Qualification:

Access is open to all learners bearing in mind the learning assumed to be in place.

Qualification Rules

The qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 124 minimum credits.

- Fundamental: 36 Credits
 - Core: 63 Credits
 - Elective: 25 Credits
 - Total: 124 Credits
-
- **Fundamental:** All unit standards to the value of 36 credits are compulsory.
 - **Core:** All unit standards to the value of 63 credits are compulsory.
 - **Elective:** A learner must achieve a minimum of 25 credits of their choice from any of the available elective unit standards which would advance their chosen career path. Learners choosing an area of specialisation must complete all unit standards listed within that area of specialisation.

Dog Handling Specialisation:

- ID 243188: Care for a service dog.
- ID 243192: Handle a trained service dog for protection.

Firearms Specialisation Handgun:

- ID 117705: Demonstrate knowledge of the Firearms Control Act 2000 (Act No. 60 of 2000) applicable to possessing a firearm, NQF Level 3, 3 Credits.
- ID 119649: Handle and use a handgun, NQF Level 3, 2 Credits.
- ID 123515: Handle and use a handgun for business purposes, NQF Level 4, 3 Credits.

Firearms Specialisation Shotgun:

- ID 117705: Demonstrate knowledge of the Firearms Control Act 2000 (Act No. 60 of 2000) applicable to possessing a firearm, NQF Level 3, 3 Credits.
- ID 119652: Handle and use a shot gun, NQF Level 3, 2 Credits.
- ID 123514: Handle and use a shotgun for business purposes, NQF Level 4, 3 Credits.

Firearms Specialisation self loading rifle or carbine.

- ID 117705: Demonstrate knowledge of the Firearms Control Act 2000 (Act No. 60 of 2000) applicable to possessing a firearm, NQF Level 3, 3 Credits.
- ID 119650: Handle and use a self loading rifle or carbine, NQF Level 3, 2 Credits.
- ID 123511: Handle and use a self loading rifle or carbine for business, NQF Level 4, 3 Credits.

Firearms Specialisation manual operating rifle or carbine:

- ID 117705: Demonstrate knowledge of the Firearms Control Act 2000 (Act No. 60 of 2000) applicable to possessing a firearm, NQF Level 3, 3 Credits.
- ID 119651: Handle and use a manual operating rifle or carbine, NQF Level 3, 2 Credits.
- ID 123519: Handle and use a manual operating rifle or carbine for business purposes, NQF Level 4, 3 Credits.

General Specialisation:

- ID 113924: Apply basic business ethics in a work environment, Level 2, 2 Credits.
- ID 13936: Outline the legal environment of a selected industry, Level 3, 2 Credits.
- ID 11508: Write security reports and take statements, Level 4, 10 Credits.
- ID 123510: Apply tactical knowledge in the use of firearms, Level 4, 5 Credits.
- ID 123512: Demonstrate tactical proficiency with a shotgun, Level 4, 5 Credits.
- ID 123513: Demonstrate tactical proficiency with a handgun, Level 4, 5 Credits.
- ID 123518: Demonstrate tactical proficiency with a self-loading rifle or carbine, Level 4, 5 Credits.
- ID 244578: Describe how to manage reactions arising from a traumatic event, Level 3, 2 Credits

Exit Level Outcomes

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

1. Safeguard premises, assets, information and personnel.
2. Interact with customers and people.
3. Operate security equipment.
4. Conduct security applications within the ambit of the law.

Articulation Options

Horizontal articulation is possible with:

- ID 23654: National Certificate: Management at NQF Level 3.

Vertical articulation is possible with:

- ID 23656: Further Education and Training Certificate: Management at NQF Level 4.
- ID50480: Further Education and Training Certificate: Firearm Training at NQF Level 4.
- ID 22110: National Certificate: Electronic Security Practices † NQF Level 4.
- ID57713: Further Education and Training Certificate: Specialist Security Practices at NQF Level 4.

The General Security Practices consists of 53 unit standards worth 124 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	244176	Use security equipment	Level 2	NQF Level 02	2
Core	114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	NQF Level 03	4
Core	244184	Apply legal aspects in a security environment	Level 3	NQF Level 03	8
Core	244177	Conduct a security patrol in an area of responsibility	Level 3	NQF Level 03	7
Core	117705	Demonstrate knowledge of the Firearms Control Act 2000 (Act No 60 of 2000) applicable to possessing a firearm	Level 3	NQF Level 03	3
Core	246694	Explain the requirements for becoming a security service provider	Level 3	NQF Level 03	4
Core	244182	Give evidence in court	Level 3	NQF Level 03	4
Core	244179	Handle complaints and problems	Level 3	NQF Level 03	6
Core	244181	Perform hand over and take over responsibilities	Level 3	NQF Level 03	2
Core	244189	Conduct access and egress control	Level 4	NQF Level 04	7
Core	242825	Conduct evacuations and emergency drills	Level 4	NQF Level 04	4
Core	11505	Identify, handle and defuse security related conflict	Level 4	NQF Level 04	12
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	NQF Level 03	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	NQF Level 03	2

Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	NQF Level 03	4
Fundamental	119457	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	NQF Level 03	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	NQF Level 03	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	NQF Level 03	5
Elective	113924	Apply basic business ethics in a work environment	Level 2	NQF Level 02	2
Elective	244605	Demonstrate ability to participate effectively in a team or group	Level 2	NQF Level 02	2
Elective	117889	Demonstrate an understanding of Victim Empowerment	Level 2	NQF Level 02	6
Elective	12484	Perform basic fire fighting	Level 2	NQF Level 02	4
Elective	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	NQF Level 03	5
Elective	244178	Apply neighbourhood watch principles	Level 3	NQF Level 03	5
Elective	113852	Apply occupational health, safety and environmental principles	Level 3	NQF Level 03	10
Elective	243188	Care for a service dog	Level 3	NQF Level 03	15
Elective	116534	Carry out basic first aid treatment in the workplace	Level 3	NQF Level 03	2
Elective	113909	Coach a team member in order to enhance individual performance in work environment	Level 3	NQF Level 03	5

Elective	244578	Describe how to manage reactions arising from a traumatic event	Level 3	NQF Level 03	2
Elective	114942	Describe how to manage reactions arising from a traumatic event	Level 3	NQF Level 03	2
Elective	243190	Handle a trained service dog to deter crime	Level 3	NQF Level 03	8
Elective	119649	Handle and use a handgun	Level 3	NQF Level 03	2
Elective	119651	Handle and use a manually operated rifle or carbine	Level 3	NQF Level 03	2
Elective	119650	Handle and use a self-loading rifle or carbine	Level 3	NQF Level 03	2
Elective	119652	Handle and use a shotgun	Level 3	NQF Level 03	2
Elective	114979	Operate a computer workstation in a business environment	Level 3	NQF Level 03	2
Elective	13936	Outline the legal environment of a selected industry	Level 3	NQF Level 03	2
Elective	123510	Apply tactical knowledge in the use of firearms	Level 4	NQF Level 04	5
Elective	244335	Conduct security at an event	Level 4	NQF Level 04	5
Elective	252174	Demonstrate an understanding of security measures within a port security environment	Level 4	NQF Level 04	4
Elective	123513	Demonstrate tactical proficiency with a handgun	Level 4	NQF Level 04	5
Elective	123518	Demonstrate tactical proficiency with a self-loading rifle or carbine	Level 4	NQF Level 04	5
Elective	123512	Demonstrate tactical proficiency with a shotgun	Level 4	NQF Level 04	5
Elective	246693	Explain the requirements for safeguarding a national key point	Level 4	NQF Level 04	4
Elective	123515	Handle and use a handgun for business purposes	Level 4	NQF Level 04	3
Elective	123519	Handle and use a manually operated rifle or carbine for business purposes	Level 4	NQF Level 04	3

Elective	123511	Handle and use a self loading rifle or carbine for business	Level 4	NQF Level 04	3
Elective	123514	Handle and use a shotgun for business purposes	Level 4	NQF Level 04	3
Elective	11985	Inspect, drive and maintain an official vehicle	Level 4	NQF Level 04	3
Elective	11513	Operate effectively within a specified control room environment	Level 4	NQF Level 04	15
Elective	11508	Write security reports and take statements	Level 4	NQF Level 04	10

National Certificate: Law enforcement: Sheriffing NQF 5

SAQA QUALI ID: 49336

Purpose and Rationale of the Qualification

This qualification will contribute to the further development of the learner within the sheriffs' profession by providing recognition, mobility and portability. A person acquiring this qualification will be able to use it as an entry into the profession whilst being able to contribute to its professionalization. The learner will have an understanding of civil law and its enforcement and show responsibility by independently and effectively managing themselves and others. The learner will be able to interact with a range of people within the diverse South African context and enhance professional service delivery.

This qualification both reflects the benchmark for sheriffing in Sub-Saharan countries and for the first time, allows the learner to obtain a nationally recognised qualification in Sheriffing in South Africa. This qualification will also assist in changing the perceptions in respect of the lack of good governance, professionalism and expertise within the sheriffs' environment that will improve the image and relationships between sheriffs and the community.

Qualifying learners will be able to:

- Establish and manage effective workplace relationships utilising business skills and processes; and communication skills.
- Contribute to the development of the workplace environment.
- Function as a law enforcement officer by serving and executing all processes in compliance with relevant law.
- Supervise workplace information, operations and systems to meet organisational requirements.
- Manage personal work priorities and professional development.

The qualification will reflect that the person is capable of operating effectively in the specific culture of the sheriffs' environment and able to execute their duties as a sheriff within the framework of the law. The skills, knowledge and understanding demonstrated within this qualification are essential for a beneficial impact on the civil justice system, social and economic transformation and upliftment within the South African society. The qualification aims at developing a competent and professional work force to ensure the effective delivery of relevant and appropriate sheriff's products and services.

Rationale:

In the Sheriffs' professional environment sheriffs are exposed on a daily basis to situations that necessitate thorough knowledge of the law and their responsibilities in executing court orders to avoid liability, negligence, infringements of human rights and transgressions of the Sheriff's Act, 1986 [Act 90 of 1986, as amended]. The sector has emphasised the importance and need to promote good governance, professionalism and the need for transformation. Transformation is a constitutional imperative to redress inequity through the provision of access to previously disadvantaged individuals as well as to advance service delivery in the field. It is with this focus in mind that the design of this qualification includes elements of professionalism, human rights, law, financial accounting etc.

This qualification therefore reflects the workplace-based needs of the sector, justice in society, that are expressed by employers and employees, both for current and future purposes. It provides the learner with accessibility to be employed within the sector, with specific references to the sheriffing environment and provides the flexibility to pursue different careers in the broader law enforcement environment.

This qualification reflects the need of the sheriffing community for competencies that will enable the learner to take responsibility for the serving of documents and execution of judgements within the legal framework within which they operate. In addition, it will improve the quality with which sheriffs' duties are exercised and enhance the professional image of the Sheriffing community while contributing towards greater confidence in the sheriffs' profession as a core part of the civil justice system.

This qualification provides learners with opportunities for professional development and a career in law enforcement as a sheriff. The qualification will empower the qualifying learner to operate as an unbiased official of the court responsible for service and execution. The qualification also provides the learner with advancement opportunities within the broader law enforcement community.

This qualification allows for the further development of learners in the sheriffs' professional environment through vertical mobility to higher-level qualifications and horizontally to qualifications on the same level but in a different discipline. The qualification assists learners in critically evaluating information and exercising appropriate professional judgement. The level of flexibility within the range of electives will also allow the individual to pursue further specialisation within law enforcement

Qualification Rules

- Fundamental-Credits 18
- Core-Credits 71
- Elective-Credits 31

Exit Level Outcomes

1. Establish and manage effective workplace relationships by utilising business skills and processes; and communication skills.

Associative Unit Standards:

- 14609 - Participate in management of conflict.
 - 15234 - Apply efficient time management to the work of a department/division/section.
 - 12153 - Use the writing process to compose texts required in the business environment.
 - 10043 - Develop, implement and manage a project / activity plan
 - 14155 - Create and maintain positive workplace relationships.
2. Contribute to the development of the workplace environment in line with Constitutional imperatives.

Associative Unit Standards:

- 15093 - Demonstrate insight into democracy as a form of governance and its implications for a diverse society.
 - 15233 - Harness diversity and build on strengths of a diverse working environment.
3. Function as a law enforcement officer by serving and executing all processes in compliance with relevant law.

Associative Unit Standards:

- 117983 - Serve process, notice or document by the Sheriff of the Court.
 - 117984 - Execute court judgements in line with relevant law.
 - 15225 - Identify and interpret related legislation and its impact on the team, department or division and ensure compliance.
 - 11979 - Identify and apply relevant law in general relating to policing.
4. Supervise workplace information, operations and systems to meet organisational requirements.

Associative Unit Standards:

- 110531 - Plan, organise and control the day-to-day administration of an office support function.
 - 15236 - Apply financial analysis.
 - 110526 - Plan, organise, implement and control record-keeping systems.
 - 114272 - Analyse complaints and reports relating to referred disputes and select appropriate resolution process.
5. Manage personal work priorities and professional development in line with Sheriffing and related professions.

Associative Unit Standards:

- Any 20 credits from the Elective unit standards

Articulation Options

This qualification will enable the qualifying candidate to progress to learning for further qualifications in Sheriffing or in other law enforcement disciplines.

This qualification will allow a person to advance to the Diploma in Sheriffing and particularly management-based qualifications at NQF level 6 and 7 within the law enforcement environment. The qualification provides the learner with flexibility to pursue careers within law disciplines and articulate within the broader justice environment.

The Law Enforcement: Sheriffing NQF 5 consists of 23 unit standards worth 120 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	114272	Analyse complaints and reports relating to referred disputes and select appropriate resolution process	Level 5	New Level Assignment Pend.	10
Core	15234	Apply efficient time management to the work of a department/division/section	Level 5	New Level Assignment Pend.	4
Core	15236	Apply financial analysis	Level 5	New Level Assignment Pend.	4
Core	10043	Develop, implement and manage a project/activity plan	Level 5	New Level Assignment Pend.	5
Core	117984	Execute court judgements in line with relevant law	Level 5	New Level Assignment Pend.	15
Core	11979	Identify and apply relevant knowledge on applicable law related to policing	Level 5	New Level Assignment Pend.	9
Core	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	New Level Assignment Pend.	4
Core	14609	Participate in management of conflict	Level 5	New Level Assignment Pend.	4
Core	110531	Plan, organise and control the day-to-day administration of an office support function	Level 5	New Level Assignment Pend.	4
Core	110526	Plan, organise, implement and control record-keeping systems	Level 5	New Level Assignment Pend.	4
Core	117983	Serve process, notice or document by the Sheriff of the Court	Level 5	New Level Assignment Pend.	8

Fundamental	14155	Create and maintain positive workplace relationships	Level 5	New Level Assignment Pend.	5
Fundamental	15093	Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	New Level Assignment Pend.	5
Fundamental	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	New Level Assignment Pend.	3
Fundamental	115791	Use language and communication strategies for vocational and occupational learning	Level 5	New Level Assignment Pend.	5
Elective	14522	Analyse and explain the impact of one`s personal interactive style on one`s relationship with a client	Level 5	New Level Assignment Pend.	6
Elective	114873	Apply basic financial procedures to PFMA principles	Level 5	New Level Assignment Pend.	3
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	New Level Assignment Pend.	5
Elective	11984	Give evidence in a court of law	Level 5	New Level Assignment Pend.	4
Elective	11978	Identify and apply different sections of the Criminal Procedure Act	Level 5	New Level Assignment Pend.	9
Elective	113810	Interpret the principles contained in basic South African law as entrenched in the constitution and the Bill of Rights	Level 5	New Level Assignment Pend.	6
Elective	15214	Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	New Level Assignment Pend.	3
Elective	10146	Supervise a project team of a developmental project to deliver project objectives	Level 5	New Level Assignment Pend.	14

National Certificate: Attorneys Practice

SAQA QUALI ID: 48920

Purpose and Rationale of the Qualification

The purpose of the qualification is to provide learners with practical legal knowledge, specific skills and applied competence to be admitted as attorneys by the High Court of South Africa.

This qualification will provide South Africa with a significant number of admitted attorneys who are responsible members of the legal society, officers of the court and practitioners who serve their clients with integrity and contribute to the economic activity of the country. These practitioners are trained to perform work of a specialised nature and are bound by rules of professional conduct.

It will also provide the South African and the global community with lawyers who are empowered to accept their ethical responsibility toward the realisation of a just society based on constitutional democracy within a world legal order. The qualifying learner will have the ability to work as a team member or individually, thereby employing other people and reducing unemployment.

The unit standard based nature of the qualification will facilitate the accumulation of credits through institutionalised and workplace learning. Also, any credits achieved through assessed competence in these unit standards may be applied towards other qualifications, should such unit standards be required to this end.

Rationale

This qualification is intended primarily to allow persons having complied with the requirements for an acknowledged law degree to gain professional licensing, thus allowing them to practise as attorneys.

This national qualification will consequently enable people from all backgrounds to be empowered as attorneys within the legal profession, who will be able to deliver legal services of quality and provide employment possibilities within the broader community.

This qualification will also, through the licensing process, allow communities to be protected against misconduct and unethical behaviour. This qualification will provide access to career-paths for those qualifying learners intending to serve in any professional capacity within the legal profession.

Learning assumed to be in place and recognition of prior learning

The learner who embarks on study towards this qualification is assumed to:

- Have acquired a coherent understanding of and ability to analyse fundamental legal concepts, principles, theories and their relationship to values, critically
- Have acquired an understanding and application of the relevant methods, techniques and strategies involved in legal research and problem solving in theoretical and applied situations.
- Be able to collect, organise, analyse and critically evaluate information and evidence from a legal perspective.
- Have acquired the ability to communicate effectively in a legal environment by means of written, oral, persuasive methods and sustained discourse.
- Be able to solve complex and diverse legal problems creatively, critically, ethically and innovatively.
- Be able to work effectively with colleagues and other role players in the legal process as a team or group and contribute significantly to the group output.
- Have acquired basic computer literacy to effectively communicate, retrieve and process relevant data in a legal environment.
- Be able to manage and organise her or his life and professional activities in the legal field responsibly and effectively.
- Be able to participate as a responsible citizen in the promotion of a just society and a democratic and constitutional state under the rule of law.
- Have acquired legal skills and knowledge, which enable him or her to solve problems responsibly and creatively in a given legal and social context.
- Be able to understand the different employment and income generating opportunities in the legal field, including outside the legal profession.
- To be able to process numerical data.

Recognition of prior learning

The RPL is currently regulated by statute, where certain countries are designated for formal approval for prior learning and no other recognition of prior learning other than an LLB or B Proc is accepted for South African learners.

The standards generating body is bound by law and cannot give recognition to prior learning other than that prescribed by law.

Recognise previous learning?

Y

Qualification Rules

Credits are assigned as follows:

All fundamental and core unit standards as listed must be achieved, whereas the total of 8 elective credits are required.

- Minimum Credits
- Fundamental = 19 credits
- Core = 109 credits
- Elective = 8 credits
- TOTAL = minimum 136 credits

Minimum credits to be earned through:

- Workplace training = 90 credits (67%)
- Structured learning = 45 credits (33%)

Exit Level Outcomes

1. Conduct effective legal research and utilise the findings to resolve legal problems and conclude justifiable legal transactions.
2. Demonstrate the ability to administer an attorney's office.
3. Comprehensively litigate on behalf of clients.
4. Advise clients appropriately on enforcement of their legal rights.

Critical Cross-Field Outcomes

This qualification addresses the following critical cross-field outcomes. The way in which the critical cross-field outcomes are addressed is presented in detail in the unit standards.

- Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made
- Working effectively with others as a member of a team, group, organisation, or community
- Organizing and managing oneself and one's activities responsibly and effectively
- Collecting, analysing, organizing and critically evaluating information
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others
- Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities; and developing entrepreneurial opportunities.

Associated Assessment Criteria

1. - Information is sourced, analysed and the best possible solution to legal problems is determined and applied.
 - A range of legal transactions is concluded.
2. - The attorney's office is administered in accordance with managerial principles and ethical standards.
 - The office's accounting records meet the prescribed requirements.
3. - Clients are represented skillfully, professionally and in accordance with ethical standards.
 - Relevant legal principles are identified and applied.
 - Legal remedies applied demonstrate an understanding of the law and procedure.
4. - Legal rights and remedies are explained to clients.

Integrated Assessment

Ongoing formative assessment is required so that learners are given feedback on their progress in the achievement of specific learning outcomes. Summative assessment is concerned with the judgement of the learning in relation to the exit-level outcomes of the qualification, which test the learners' ability to integrate a large body of knowledge, skills and attitudes. Integrated assessments must be designed to achieve the following:

- An integration of the achievement of exit-level outcomes in a way which demonstrates a 'deep' approach to learning and shows that the purpose of the qualification as a whole has been achieved;
- Judgement of learner performance which can provide evidence of applied competence or capability;
- An emphasis on criterion-referenced assessment which is more transparent to the learners and which is capable of being applied to the recognition of prior learning.

The integration of knowledge, skills and attitudes happens most naturally in supervised simulated real-world live client contexts and in problem-based research situations. These, amongst others, would provide, under careful supervision, suitable vehicles for integrated assessments in this qualification.

International Comparability

The structured training part of the qualification has been developed from the Australian model where there are minor differences between the federal states. World wide comparative studies were done in : 1997 (Sampson - report) ; 1985 (Van der Walt - report) ; 1988 (Human Science Research Council) and 1996 (Mr Boshoff and Mr Swart - Report - Law Society of South Africa) leading to the move from the English model. Sub divisions of the qualifications are regularly compared with Commonwealth countries, The Commonwealth Lawyers Association, International Bar Association (committee for Legal Education and Southern African Development Community Lawyers Association).

Articulation Options

This qualification articulates horizontally with acknowledged law degrees and can provide entrance to postgraduate legal studies and will provide entrance to post graduate certificates in conveyancing and notarial practice. However, the qualification does not articulate substantially with other qualifications in the academic stream.

Moderation Options

The following moderation options are subject to legislation applying to the qualification from time to time.

- Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA and / or accrediting body.
- Any institution offering learning that will enable achievement of this qualification must be accredited as a provider through the relevant ETQA and / or accrediting body.
- The relevant ETQA and / or accrediting body will oversee assessment and moderation of assessment according to the moderation guidelines in the relevant competency and the agreed procedures of the ETQA and / or accrediting body.
- Moderation must include both internal and external moderation of assessment at exit points of the qualification, unless ETQA and / or accrediting body policies specify otherwise. Moderation should encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.
- Anyone wishing to be assessed against this competency may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA and / or accrediting body.

Criteria for the registration of assessors

Assessors must hold an acknowledged equivalent qualification or one level above and must be registered with the relevant ETQA and / or relevant accrediting body. Appointment of assessors will be in accordance with legislation relating to the qualification.

Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The purpose is to declare the person competent in terms of the title.
- Where assessment at title level is unmanageable, then focus the assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies.
- Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- Appropriateness: The method of assessment is suited to the performance being assessed.
- Fairness: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- Manageability: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- Integration into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- Validity: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- Direct Assessment: The activities in the assessment mirror the conditions of actual performance as closely as possible
- Authenticity: The assessor is satisfied that the work being assessed is similar to a real work situation and is attributable to the person being assessed.
- Sufficient Assessment: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- Systematic Assessment: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- Open Assessment: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- Consistency: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	116105	Apply accounting skills in an attorney's books of account	Level 5	New Level Assignment Pend.	8
Core	116087	Fundamentals of legal costs	Level 5	New Level Assignment Pend.	3
Core	116101	Recover fees and disbursements in an attorney's practice	Level 5	New Level Assignment Pend.	4
Core	116096	Apply effective communication skills in legal practice	Level 6	New Level Assignment Pend.	10
Core	116108	Fundamentals of effective communication skills in legal practice	Level 6	New Level Assignment Pend.	6
Core	116104	Use technology effectively in the practice of law	Level 6	New Level Assignment Pend.	6
Core	116100	Apply relevant labour law	Level 7	New Level Assignment Pend.	4
Core	116112	Apply relevant South African law with due consideration to the values of the Constitution	Level 7	New Level Assignment Pend.	3
Core	116093	Apply the aspects of commercial litigation	Level 7	New Level Assignment Pend.	5
Core	116103	Apply the basic aspects of insolvency, matrimonial, divorce and personal injury litigation	Level 7	New Level Assignment Pend.	15
Core	116088	Apply the practical aspects of trial advocacy	Level 7	New Level Assignment Pend.	19
Core	116094	Apply the rules of practice management and administration in an attorney's office	Level 7	New Level Assignment Pend.	11

Core	116118	Draft a range of legal documents in an attorney's practice	Level 7	New Level Assignment Pend.	8
Core	116098	Draft and interpret wills and administer deceased estates	Level 7	New Level Assignment Pend.	7
Fundamental	116092	Exercise ethical responsibility and professional conduct in the attorneys profession	Level 7	New Level Assignment Pend.	5
Fundamental	116090	Solve real legal problems, through information research	Level 7	New Level Assignment Pend.	14
Elective	116095	Advise on and implement appropriate forms of business enterprises	Level 7	New Level Assignment Pend.	8
Elective	116116	Apply relevant customary law	Level 7	New Level Assignment Pend.	2
Elective	116099	Apply relevant Gender Law	Level 7	New Level Assignment Pend.	1
Elective	116106	Apply the principles contained in the constitution	Level 7	New Level Assignment Pend.	2
Elective	116091	Execute legal administrative and alternative dispute resolution procedures	Level 7	New Level Assignment Pend.	4

National Diploma: Legal Interpreting NQF 5

SAQA QUALI ID: 50023

Purpose and Rationale of the Qualification

Purpose:

The purpose of this qualification is to improve the professional status of court interpreters by obtaining recognised professional competence. Credited learners will be able to render specialised interpreting services within the South African legal system, professionally and ethically. A National Diploma: Court Interpreting will allow credited learners to contribute to social and economic transformation by ensuring human rights in the court setting and equal access to a fair trial in terms of effective communication.

Interpreting dialogue from source language to target language, and vice versa, means that qualified learners will be capable of:

- Applying written and oral communication strategies in a legal interpreting context.
- Applying interpreting skills within a legal interpreting environment.
- Demonstrate knowledge and understanding of law to solve interpreting problems within the South African legal context.
- Demonstrate relationship-building skills within a legal environment.
- Exercise ethical conduct, values and professionalism in a legal interpreting context.
- Apply basic knowledge and skills to effectively manage a business within a legal interpreting environment.

Rationale:

The individual's right to be tried in his/her own language is enshrined in the Constitution. In a courtroom where the languages of the court still exclude the vast majority of South Africans, this results in interpreting services having to be provided for speakers of the indigenous African languages (roughly seventy-five per cent of the population). The complexity of the court interpreting process demands of the court interpreter to integrate interpreting, legal, and social knowledge, skills and values. Despite the enormity of the court interpreting task, court interpreters have been marginalised, not only in terms of professional remuneration but also academic training.

A National Diploma: Court Interpreting (NQF Level 5) will allow credited learners to become professionals employed in the lower courts and tribunals alongside their legal colleagues and, as such, to facilitate access to information, mutual participation and protection of human rights, whilst improving their own earning ability. Additional roles that qualified learners will be able to fulfil include interpreting in Council for Conciliation, Mediation and Arbitration cases, disciplinary hearings and telephone interpreting.

Entry Requirements:

Learning assumed to be in place and recognition of prior learning

It is assumed that learners have already attained the following competencies:

- FETC or similar at NQF Level 4
- Communication skills at NQF Level 4
- Numeracy skills at NQF Level 4

Recognition of prior learning (RPL)

Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standard or Unit Standards. A qualification will be awarded should a candidate demonstrate that all the Unit Standards outcomes have been attained.

Access to the qualification:

- Further Education and Training Certificate at level 4

Articulation Options

Learners who have achieved the National Diploma in Court Interpreting may articulate vertically to the BA Court Interpreting.

Horizontal articulation on the Framework is possible with:

- National Certificate: Policing, NQF Level 5
- National Certificate: Paralegal Practice, NQF Level 5
- National Certificate: Resolving of Crime, NQF Level 5
- National Diploma: Corrections Science, NQF Level 5
- National Diploma: Liaison Interpreting, NQF Level 5
- National Diploma: Paralegal Practice, NQF Level 5

Competence in individual Unit Standards will be retained by the learner who exits the qualification before completion.

The Legal Interpreting NQF 5 consists of 28 unit standards worth 240 credits

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	115231	Determine the impact of crime and victimisation on individuals, society and ecological systems	Level 4	NQF Level 04	9
Core	116616	Analyse liaison interpreting contexts	Level 5	New Level Assignment Pend.	15
Core	116613	Analyse linguistic structure of source messages	Level 5	New Level Assignment Pend.	15
Core	117449	Apply the general principles of criminal law to the investigation of crime	Level 5	New Level Assignment Pend.	8
Core	116620	Deliver target messages	Level 5	New Level Assignment Pend.	15
Core	119503	Demonstrate an understanding of procedure in courts and other fora	Level 5	New Level Assignment Pend.	20
Core	116617	Evaluate source and target content	Level 5	New Level Assignment Pend.	15
Core	11978	Identify and apply different sections of the Criminal Procedure Act	Level 5	New Level Assignment Pend.	9
Core	11977	Identify and apply relevant knowledge of specific common law and statutory offences	Level 5	New Level Assignment Pend.	12
Core	11979	Identify and apply relevant knowledge on applicable law related to policing	Level 5	New Level Assignment Pend.	9
Core	115326	Identify and apply the principles of law of evidence	Level 5	New Level Assignment Pend.	6
Core	116618	Manage interpreting situations	Level 5	New Level Assignment Pend.	15

Core	116619	Produce target messages	Level 5	New Level Assignment Pend.	15
Fundamental	115006	Analyse various texts in different contexts	Level 5	New Level Assignment Pend.	10
Fundamental	8647	Apply workplace communication skills	Level 5	New Level Assignment Pend.	10
Fundamental	115014	Decode source culture	Level 5	New Level Assignment Pend.	20
Fundamental	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	New Level Assignment Pend.	5
Fundamental	116484	Evaluate a specified code of ethics and/or code of conduct	Level 5	New Level Assignment Pend.	6
Elective	114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	NQF Level 04	5
Elective	14667	Describe and apply the management functions of an organization	Level 4	NQF Level 04	10
Elective	114215	Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	NQF Level 04	3
Elective	114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	Level 5	New Level Assignment Pend.	12
Elective	15094	Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	New Level Assignment Pend.	5
Elective	15219	Develop and implement a strategy and action plans for a team, department or division	Level 5	New Level Assignment Pend.	4
Elective	10043	Develop, implement and manage a project/activity plan	Level 5	New Level Assignment Pend.	5

Elective	15238	Devise and apply strategies to establish and maintain relationships	Level 5	New Level Assignment Pend.	3
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	New Level Assignment Pend.	4
Elective	15220	Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	New Level Assignment Pend.	4

National Certificate: Multi – National Safety and Security Operations Management NQF 5

SAQA QUALI ID: 49336

Purpose and Rationale of the Qualification

The purpose of the qualification is to impart knowledge of peacetime, joint and multi-national operations and to provide the necessary competencies for senior supervisors at the operational and strategic levels to deal effectively with the safety and security issues of the 21st century.

The qualifying learner will be able to:

- Contribute towards the planning of joint, combined and multi-national operations.
- Communicate ideas, concepts and arguments verbally and in writing when dealing with internal/ external stakeholders.
- Advice and support higher authority on the application of sound leadership and management principles in the execution of their daily tasks.

This qualification will add value to senior supervisors and will facilitate their reintegration into civil society once their tenure of service expires. This qualification promotes the South African Qualifications Authority's (SAQA) ideal of lifelong learning and contributes to the personal development of the learner.

Rationale:

This qualification is intended for senior supervisors who participate on the operational and strategic levels in the safety and security sectors. South Africa finds itself more and more involved in international military, search and rescue missions. Foreign forces and other institutions such as the Southern African Development Community (SADC) could also benefit from this qualification. The intention of the programme is to enable senior supervisors to contribute towards the planning of joint, combined and multi-national safety and security operations.

The wide range of skills acquired will support Government initiatives such as New Partnership for Africa Development (NEPAD). This qualification provides employees with access to employment opportunities within the broader military, security, and safety community such as African Union (AU), United Nations (UN) and NEPAD.

Entry Requirements:

Learning assumed to be in place and recognition of prior learning

Leading to the achievement of this qualification, it is assumed that persons are competent in the following areas of learning:

- Communication (NQF Level 4)
- Numeric Literacy (NQF Level 4)
- Computer literacy (NQF Level 3)

Recognition of Prior Learning (RPL)

This qualification may be achieved in part or in whole through the recognition of prior learning. Access through RPL is to be determined and explained in the RPL policy documents of ETD Providers.

Qualification Rules

Credit Composition:

- Fundamental: 12 credits
- Core: 102 credits
- Elective: 8 credits
- TOTAL: 122 credits

- **Fundamental:** All Unit Standards in the Fundamental section are compulsory. A total of 12 credits.

- **Core:** All Unit Standards in the Core section are compulsory. A total of 102 credits.

- **Elective:** Four Unit Standards with a total weight of 14 credits have been selected for this component. The learners are compelled to select unit standards (totalling at least 8 credits) that suit them best and prepare them to further their development on completion of the qualification.

Exit Level Outcomes

Persons exiting this qualification before completion, retain the credits for unit standards successfully completed. Persons may also retain the credits should further studies be recommended, provided the unit standards are still relevant to the qualification.

Qualifying learners can:

1. Contribute towards the planning of joint, combined and multi-national operations.
2. Communicate ideas, concepts and arguments verbally and in writing when dealing with internal/ external stakeholders.
3. Advise and support higher authority on the application of sound leadership and management principles in the execution of their daily tasks.

Articulation Options

This qualification articulates horizontally with the following qualifications:

- National Certificate in Human Resources Management and Practices Support (NQF level 5)
- National Certificate Generic Project Management (NQF level 5)

This qualification articulates vertically with the following qualifications:

- Advanced Diploma Management (NQF level 6)
- Advanced Diploma Management: Human Resource Management (NQF level 6)

The Multi National Safety and Security Operations Management NQF 5 consists of 19 unit standards worth 122 credits.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	114873	Apply basic financial procedures to PFMA principles	Level 5	New Level Assignment Pend.	3
Core	117988	Apply the Strategic Process during Planning	Level 5	New Level Assignment Pend.	3
Core	117987	Contextualize concepts of National Security	Level 5	New Level Assignment Pend.	8
Core	117986	Demonstrate an understanding of the Evolution of Warfare	Level 5	New Level Assignment Pend.	8
Core	117985	Demonstrate an understanding of the Law of Armed Conflict during multi-national operations	Level 5	New Level Assignment Pend.	10
Core	118027	Demonstrate an understanding of the planning process at the operational level	Level 5	New Level Assignment Pend.	13
Core	114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	Level 5	New Level Assignment Pend.	12
Core	9224	Implement policies regarding HIV/AIDS in the workplace	Level 5	New Level Assignment Pend.	4
Core	114226	Interpret and manage conflicts within the workplace	Level 5	New Level Assignment Pend.	8
Core	11911	Manage individual careers	Level 5	New Level Assignment Pend.	5
Core	13640	Research and analyse an environmental issue in terms of principles of environmental justice and sustainability and recommend possible solutions	Level 5	New Level Assignment Pend.	8

Core	10146	Supervise a project team of a developmental project to deliver project objectives	Level 5	New Level Assignment Pend.	14
Core	14505	Apply the principles of ethics and professionalism to a business environment	Level 6	New Level Assignment Pend.	6
Fundamental	15234	Apply efficient time management to the work of a department/division/section	Level 5	New Level Assignment Pend.	4
Fundamental	12433	Use communication techniques effectively	Level 5	New Level Assignment Pend.	8
Elective	15237	Build teams to meet set goals and objectives	Level 5	New Level Assignment Pend.	3
Elective	15231	Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	New Level Assignment Pend.	4
Elective	15219	Develop and implement a strategy and action plans for a team, department or division	Level 5	New Level Assignment Pend.	4
Elective	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	New Level Assignment Pend.	3

National Certificate: Paralegal Practice NQF 5

SAQA QUALI ID: 49597

Purpose and Rationale of the Qualification

Purpose:

The purpose of the qualification is to provide the qualifying learner with a basic knowledge and understanding of the South African legal system, fundamental laws, their application and social context so as to enable the learner to provide supervised support and assistance in a paralegal environment.

Qualifying learners will be able to:

- Apply fundamental knowledge and understanding of law to a specific problem within the South African legal context.
- Apply appropriate technology in order to conduct legal research on behalf of a legal or paralegal practitioner.
- Communicate with internal and external clients in a paralegal or legal workplace.
- Guide and refer clients in a paralegal context.
- Assist in solving problems in a paralegal context by working in a team and individually.
- Provide administrative and organisational support in an office environment.
- Exercise ethical conduct, values and professionalism when dealing with all clients.

This qualification equips learners to make a meaningful contribution to South Africa's constitutional democracy by enhancing access to justice and promoting economic and social transformation.

Rationale:

This qualification is meant to prepare qualifying learners for supervised practice as paralegal assistants in all sectors of the industry, which includes:

- Community-based paralegal Advice Offices.
- Non-governmental organisations.
- Public institutions.
- Commercial institutions.
- Private practices.

Paralegal assistants play an important role in providing support services to legal and paralegal practitioners; as well as limited assistance to members of the public. This results in a greater capacity to address the growing social demand for legal services and limited legal assistance as South Africans embrace democracy and seek to protect their rights.

This qualification will produce qualified and competent assistants to ensure that primary legal services are more accessible and affordable to the public. It includes legal, administrative and social knowledge and skills; although the emphasis is on providing support or supervised practice. It intends to equip the learner with the necessary life skills and has an integrated approach on critical cross-field outcomes. This certificate establishes minimum standards and contributes to quality service provision; as a result communities will receive assistance in compliance with ethical and professional standards.

This qualification will provide a career-path for those qualifying learners intending to further their studies in all sectors of the paralegal or legal profession. The portable unit standard format allows specific unit standards to contribute to qualifications in the legal, development, public administration and commercial fields. This qualification will facilitate the accumulation of credits through institutionalised and workplace learning. The qualification also provides learners who have gained relevant experience in the workplace with an opportunity to gain credits through a RPL process.

Entry Requirements:

Learning assumed to be in place and recognition of prior learning

It is assumed that learners enrolling for this qualification will have acquired all the outcomes in the following learning areas:

- Communicate at NQF level 4
- Numeracy skills at NQF level 4
- Computer skills at NQF level 3

Articulation Options

Learners who have achieved the Certificate in Paralegal Practice will have access to the Diploma in Paralegal Practice.

This qualification articulates horizontally with the following qualifications:

- National Diploma - Service Management (Court Management).
- National Certificate - Mission Administration

The Paralegal Practices NQF 5 consist of 24 unit standards worth 131 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	115855	Create, maintain and update record keeping systems	Level 5	New Level Assignment Pend.	5
Core	119503	Demonstrate an understanding of procedure in courts and other fora	Level 5	New Level Assignment Pend.	20
Core	119508	Demonstrate an understanding of South African law and the legal system with specific emphasis on Paralegalism	Level 5	New Level Assignment Pend.	15
Core	115823	Gather and manage information for decision-making	Level 5	New Level Assignment Pend.	5
Core	119509	Guide and refer clients in terms of legal enquiries	Level 5	New Level Assignment Pend.	10
Core	7865	Improve service to customers	Level 5	New Level Assignment Pend.	6
Core	8663	Plan and conduct a research project	Level 5	New Level Assignment Pend.	6
Core	110531	Plan, organise and control the day-to-day administration of an office support function	Level 5	New Level Assignment Pend.	4
Core	14505	Apply the principles of ethics and professionalism to a business environment	Level 6	New Level Assignment Pend.	6
Core	116104	Use technology effectively in the practice of law	Level 6	New Level Assignment Pend.	6
Fundamental	119505	Apply fundamental legal concepts, principles, theories and values within a paralegal sector	Level 5	New Level Assignment Pend.	20

Fundamental	11994	Monitor, reflect and improve on own performance	Level 5	New Level Assignment Pend.	3
Elective	114478	Conduct basic lay counselling in a structured environment	Level 4	NQF Level 04	15
Elective	14646	Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	NQF Level 04	12
Elective	110055	Facilitate learning in development practice	Level 4	NQF Level 04	14
Elective	13948	Negotiate an agreement or deal in an authentic work situation	Level 4	NQF Level 04	5
Elective	114738	Perform financial planning and control functions for a small business	Level 4	NQF Level 04	6
Elective	13648	Apply appropriate social protocols in the workplace and community	Level 5	New Level Assignment Pend.	4
Elective	119510	Apply fundamental concepts, theories and related values of a selected subject area	Level 5	New Level Assignment Pend.	15
Elective	15093	Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	New Level Assignment Pend.	5
Elective	13484	Perform successful event administration	Level 5	New Level Assignment Pend.	8
Elective	13925	Present information in a public setting	Level 5	New Level Assignment Pend.	5

National Diploma: Joint and Multi-National Operations

SAQA QUALI ID: 49783

Purpose and Rationale of the Qualification

Purpose

Persons acquiring this qualification will be prepared as officers for senior appointment at the operational level by developing their command, staff and analytical skills, and by broadening their professional understanding of military single-service, joint and multi-national operations, the management of defence and the wider aspects of conflict. This qualification is for senior officers who are being developed so that they may be able to lead and manage the South African National Defence Force (SANDF) successfully into the future. Qualifying learners will be able to:

- Exercise appropriate judgement in complex military planning at the operational level of war.
- Organise, plan and conduct joint, combined and multi-national military operations.
- Lead, manage and command a mission by applying mission analysis, mission command and mission orientated orders/instructions within the legal prescripts.
- Respond decisively in the application of operational plans to meet the strategic purpose of national security.
- Critically evaluate and solve qualitative and quantitative problems at the operational level through the application of military appreciation within the legal prescripts.

The achievement of this qualification will reflect that the individual person is capable of effectively undertaking processes related to joint and multi-national military operations at the operational level of war. The skills, knowledge and understanding within this qualification and its associated unit standards will impact positively on national security, social and economic transformation and upliftment within the South African society. The qualification aims at developing a competent and professional SANDF senior command cadre to ensure the effective delivery of relevant and appropriate military services.

Rationale

As part of the transformation process of the South African National Defence Force (SANDF) investigations were undertaken into the transformation requirements of education, training and development within the SANDF in order to satisfy its operational needs. The primary need to move from the concept of joint command to unified command was identified. This qualification allows learners to achieve the necessary competencies to conduct joint and multi-national military operations at the operational

level of war, thereby enhancing the ability of the SANDF to operate effectively on a joint and multi-national basis and become internationally competitive.

This qualification provides learners with the competencies specifically within joint and multi-national military operations at the operational level of war to protect and promote the sovereignty of the State, uphold national security and advance the interests of the Republic of South Africa.

This qualification allows for the further development of learners in the military environment through vertical mobility to higher-level military professional development qualifications and horizontally to qualifications on the same level but in different disciplines. In general, the learner will also have opportunities for professional development and career advancement within the broader military, security, and safety community such as United Nations (UN), African Union (AU), South African Developing Community (SADC) and New Economic Partnership for African Development (NEPAD).

Learning assumed to be in place and recognition of prior learning

- Knowledge of the context of the Department of Defence and military activities - L5
- Communication skills - L4
- Analysis and research skills - L5
- Security awareness - L5
- Social awareness - L4
- Single Service doctrinal knowledge - L5
- Problem solving skills - L5
- Management skills - L5

Recognition of prior learning

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification. The smallest unit for which RPL may be granted is a Unit Standard.

Access to the Qualification:

This qualification is open to all learners who are in possession of a Military Professional Development Tactical Level qualification (Currently under construction).

Recognise previous learning?

Y

Qualification Rules

- All fundamental unit standards are compulsory: 31 credits.
- All core unit standards are compulsory: 176 credits.
- At least 35 credits must be completed in the elective component.

Exit Level Outcomes

Qualifying learners are able to:

1. Exercise judgement in complex military operational planning.
2. Organise, plan and conduct joint and multinational operations at the operational level in accordance with relevant military doctrine.
3. Lead, manage and command an operation by applying mission analysis, mission command and directives within legal and ethical prescripts.
4. Critically evaluate and solve qualitative and quantitative problems.

Associated Assessment Criteria

1.
 - Interpersonal and interaction skills are demonstrated through concise and coherent briefings at the operational level.
 - The goals and objectives of the joint and multinational teams are set, monitored and measured through the application of appropriate military management techniques, leadership techniques and the values and standards of the organisation.
 - Accounting procedures are applied in managing and controlling unit or formation budgets in accordance with the Public Finance Management Act (PFMA).
 - The principles of economics are applied to ensure maximum efficiency and effectiveness with regards to resource allocations.
 - The effects of global trends on defence and the military are analysed to determine economic implications and impact on military operational deployments.
 - The SANDF doctrine and strategies are applied with a tolerance for cultural diversity, ethical differences, equal opportunity and be in accordance with the South African Constitution and international law.
 - Co-operation during planning sessions is promoted by applying sound negotiation, problem solving and conflict resolution skills.
 - Historical lessons are taken into account when planning campaigns.

- 2.** - Joint operational plans and deployment procedures are formulated at the operational level through application of the planning cycle and interpretation and application of doctrine and policy.
 - The military Strategic Direction process is supported through the utilisation of operational and tactical planning processes and participation in strategic planning processes.
 - Operational planning is conducted in accordance with the campaign planning process.
 - Personnel and resources are organised to ensure maximum efficiency and effectiveness in achieving operational and strategic objectives, through interpreting and application of policies.
 - The theory of operational art is applied in planning and conducting joint and multinational operations at the operational level of war.
 - The strategic purpose and application of risk and crisis management for the maintenance of national security is analysed in order to develop operational plans and objectives.
 - Operational plans are developed in the context of national policy, national security and relevant strategy.

- 3.** - The links between levels of war and command are utilised to ensure effective and efficient command and control.
 - The art of command is demonstrated through exercising mission command and sound military command principles.
 - Responsibilities are delegated to subordinates, reflecting the art of command.
 - Military situational leadership is applied through inspiring and gaining mutual respect of subordinates and junior commanders.
 - Personnel are managed by employing the most appropriate management style within military operations.
 - Time management techniques are applied to achieve operational goals.
 - National and military strategic goals are translated into operational level objectives.
 - The concept of mission analysis and the mechanics of command are applied in making rapid operational decisions, in accordance with legal prescripts, principles of war and the application of force.
 - The role, responsibilities and capabilities of the various organisations, their modus operandi, doctrine and policy issues are considered in the planning and conduct of operations.

4. - The military appreciation process is applied in solving quantitative and qualitative problems in joint and multi-national operations at the operational level of war.
 - The appropriate qualitative and quantitative problem solving techniques are applied in the design, conduct and coordination of research.
 - Military doctrine and strategy are evaluated in accordance with policy on joint and Multi-national operations and deployment procedures.
 - Inductive/deductive reasoning, analytical thinking and conceptualisation are used to solve problems.

Integrated Assessment

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to undertake joint military planning at the operational level of war in accordance with military doctrine, legal prescripts and procedures.

The importance of integrated assessment is to confirm that the learner is able to demonstrate applied competence (practical, foundational and reflexive) and ensure that the purpose of this qualification is achieved.

The achievement of applied competence of this qualification will be demonstrated if the learner is able to contribute towards the planning of joint, combined and multi-national operations through advice and support of higher authority and be able to communicate ideas, concepts and arguments verbally and in writing. To ensure this, all specific outcomes, embedded knowledge and critical cross-field outcomes of the unit standards of the qualification must be assessed as well as the exit level outcomes of the qualification.

Integrated assessment processes could be advanced by the “clustering” of unit standards in order to assess them simultaneously and to avoid duplication of assessment of learning outcomes and fragmented assessments. Even though learners will retain credits for those unit standards successfully completed, the learner must, in order to successfully complete the qualification, demonstrate applied competence through an integrated summative assessment of the exit level outcomes of the qualification.

During formative and summative assessments, a combination of a variety of assessment methods could be used to provide the learner with sufficient opportunity to demonstrate applied competence. Assessment methods could include amongst others observation (eg during syndicate exercises), product evaluation (eg the appreciation) and questioning (oral and or written). Exit level summative assessments of this qualification should include the assessment of knowledge, skills and values whilst greater weighting should be given to application in the workplace environment

in order to integrate theory and practice. Simulated scenarios must be utilised (e.g. planning of a multi-national operation and war gaming) to enable the learner to demonstrate the ability to integrate the knowledge, concepts and ideas and put into practise the learning outcomes achieved across the unit standards.

Learners must be assessed on individual work and as part of a team during formative and summative assessments.

The above-mentioned assessment processes are also capable of being applied to recognition of prior learning.

International comparability

A project team tasked to investigate the ETD transformation requirements for the SANDF visited European and African command and staff colleges to benchmark the international norms concerning command and staff training in general. The specific countries visited were the United Kingdom (UK), France, Spain, Kenya, Tanzania, Ghana and Nigeria. All of these countries present a "Joint" senior command and staff course from their respective single colleges, which serve all Arms of Service (AoS). International comparison was conducted by means of the staff reports compiled by SANDF staff officers during this benchmarking exercise, and interviews with SANDF Directing Staff and International Directing Staff lecturing at the National War College. Extracts of the information available is reflected below:

Information gained through staff visits

United Kingdom

A major war-gaming exercise is held using the JOCASTS (Joint Operational Level Command and Staff Training System) computer simulation package. The exercise usually runs on two cycles per day. Separate from the requirements for the ACSC itself, students have the option of studying for a Master's Degree in Defence Administration (MA), which is presented, by a civilian university (King's College). This work is done in parallel with that of the ACSC and, if successful, the degree is awarded to the student on completion of the ACSC. The opinion of the staff responsible for the MA programme is that although the MA does not drive the ACSC, it enhances it by teaching students to think broadly (ie beyond the military focus). Within the MA each student also has various options regarding subject matter to be studied.

France

The College Interarmees de Defence (CID) curriculum lasts for 12 months. Language training is also available at the CID, as an option for foreign students. The course syllabus is designed to give students the necessary operational training and knowledge to enable them to work and make decisions in a joint services atmosphere as well as to prepare them for work in all types of staff and decision making headquarters within the defence sector.

Single Service Unique Training. A period of 2 months is allocated to specific Service unique training. The remaining 10 months is devoted to joint Service training within joint syndicates. The aim of the Single Service phases is to complement the students' knowledge of their own particular AoS, in order to enable them to represent their respective Service competently in the joint Service environment. Each respective AoS Chief of Staff defines the contents of the single Service syllabi. That said, it is planned that the Single Service phase of the CID will gradually reduce in length, as it is felt that much of the subject matter could be covered elsewhere within a separate single Service environment.

Ghana

The new Senior Command and Staff Course programme is a 46-week course conducted annually. The programme is split into 4 terms:

• Term 1

> A joint foundation phase of 11 weeks in which students are taught about the role of the military in society, national and international politics, global issues, military theory and doctrine, operational planning processes (mission command, the planning cycle, problem solving and decision making), the roles and combat power of the respective AoS. This term also includes regional tours.

• Term 2

> A single Service component phase of 14 weeks in which students are regrouped into their respective AoS and study in depth their own service unique aspects of operating at the tactical and operational level. Emphasis is on campaign planning at the operational level and the appreciation (estimate) process; as such, each AoS Chief Instructor conducts a confirmatory final exercise at the end of this phase. Higher Management aspects in each of the Services are also covered.

• Terms 3 and 4

> This is a joint studies phase of 17 weeks and is considered the most important part of the course. Here the culmination of what has been taught in Terms 1 and 2 are put into practice and confirmed with the emphasis on the study of joint, combined

multinational and inter-agency operations and defence strategy as a whole. Whilst the focus is at the operational level, both the military and national strategic levels of conflict and command are covered. This phase includes a 2-week block period on defence management, a theatre war-game at the operational level and a 3-week peace support operations package.

Nigeria

The aim of the Nigerian Senior Command and Staff Course is to prepare officers of the rank of major and equivalent for command responsibilities and Grade 2 Staff appointments. The course is presented over a period of 11 months, which is divided into five terms. Two terms are joint and the remaining three are, single service. Service unique modules are presented by the respective individual service faculty. The joint warfare, strategic, geo-political and general studies modules are conducted as tri-service packages presented by the Faculty of Joint Studies. Students also undertake study tours within Nigeria and other African countries as a part of the course. The fact that more time is allocated to single service activity than to joint activity, confirms the impression gained by the team that the course is not really joint.

Information gained through interviews

Canada

The Canadian Command and Staff Course is presented at a degree level. The course is part of a module based/credit gaining programme to gain a Degree or Masters in the military environment. Those who only complete the Senior Command and Staff course are awarded with a military certificate. Learners are thus awarded two separate qualifications.

Ghana

The Ghana Armed Forces Command and Staff Course (Senior Division) is presented above a first-degree level. The military programme runs concurrently with a post-diploma and a masters degree programme of University of Ghana. The military programme is not equated to a civil qualification. Learners are thus awarded two separate qualifications.

USA

The USA Command Course provides an opportunity for access to a masters degree. Learners are, however, awarded two separate qualifications. The Naval Command Course awards a masters degree on graduating from the course.

United Kingdom

Separate from the requirements for the Advanced Command and Staff Course (ACSC) itself, students have the option of studying for a Master's Degree in Defence Administration (MA), which is presented by a civilian university (King's College). This work is done in parallel with that of the ACSC and, if successful, the degree is awarded to the student on completion of the ACSC.

Zimbabwe

The Zimbabwean Joint Senior Command and Staff Course is presented below a first-degree level, however, it provides credits towards a first degree at the University of Zimbabwe.

Uganda

The Ugandan Senior Command and Staff Course had only been in operation since October 2004. No information regarding articulation is available.

Kenya

The Kenyan Grade Two Command and Staff Course is presented below the level of a first degree, however, the programme runs in conjunction with a local university and at the end the learners are awarded a Diploma in Military Strategy at the level of a first degree. The concurrent component is compulsory. Candidates must meet university entry requirements before embarking on the university component. Military qualifications are awarded points by the university board prior to embarking on the university component. Learners are thus awarded two separate qualifications.

India

The Indian Command and Staff Course is presented in conjunction with a local university. At the end learners are awarded a Masters degree in Defence Strategy. The component provided by the university is, however, not compulsory. Candidates must meet university entry requirements before embarking on the university component. Military qualifications are awarded points by the university board prior to embarking on the university component. Learners are thus awarded two separate qualifications.

The proposed South African qualification compares favourably with programmes that are being presented by the armed forces of all the countries considered, more so in terms of the fundamental and core unit standards. The content and level is much the same and seems to follow an international trend. None of the countries consider their programmes as being national qualifications neither degree status unless it integrates with a university component. Most countries have now opted to join forces with their universities and in doing so contribute to the development of well-educated military leaders who are well adjusted to civil society.

Articulation Options

This qualification is a first for officers involved in military operations at the operational level of war. It is intended for officers who will be capable of effectively undertaking processes related to joint and multi-national military operations at the operational level of war and will enable the qualifying learner to advance to other military professional development related qualifications. This qualification would also provide the necessary foundation to articulate vertically to military related qualifications at level 7 and other specialisation areas within military management. The following qualifications have been identified as providing direct articulation and portability:

National Certificate in Security Studies NQF L7 (Currently under construction).
Honours at NQF L7.

Moderation Options

Anyone moderating the assessment of a learner against this qualification and its associated unit standards must be registered as a moderator with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies).

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.

Criteria for the Registration of Assessors

For an applicant to register as an assessor, the applicant has to:

- Have assessment competencies and subject matter expertise.
- Be registered with the relevant Education and Training Quality Assurance Body.
- Have obtained this qualification or an equivalent international qualification at this level.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	15234	Apply efficient time management to the work of a department/division/section	Level 5	New Level Assignment Pend.	4
Core	15236	Apply financial analysis	Level 5	New Level Assignment Pend.	4
Core	15237	Build teams to meet set goals and objectives	Level 5	New Level Assignment Pend.	3
Core	10622	Conduct communication within a business environment	Level 5	New Level Assignment Pend.	8
Core	117987	Contextualize concepts of National Security	Level 5	New Level Assignment Pend.	8
Core	15093	Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	New Level Assignment Pend.	5
Core	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	New Level Assignment Pend.	3
Core	114226	Interpret and manage conflicts within the workplace	Level 5	New Level Assignment Pend.	8
Core	15230	Monitor team members and measure effectiveness of performance	Level 5	New Level Assignment Pend.	4
Core	110526	Plan, organise, implement and control record-keeping systems	Level 5	New Level Assignment Pend.	4
Core	7878	Prepare and Maintain Financial Records and Statements	Level 5	New Level Assignment Pend.	12
Core	15220	Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	New Level Assignment Pend.	4

Core	119918	Apply military joint and multi-national doctrine and policy during campaign planning	Level 6	New Level Assignment Pend.	42
Core	119917	Apply the Campaign Planning Process	Level 6	New Level Assignment Pend.	20
Core	10301	Complete a research assignment	Level 6	New Level Assignment Pend.	20
Core	119919	Manage resources within military operations	Level 6	New Level Assignment Pend.	15
Core	119922	Solve joint and multi-national military and civil-military problems by applying qualitative and quantitative problem solving techniques	Level 6	New Level Assignment Pend.	12
Fundamental	119920	Analyse the impact of global aspects on Southern African military related affairs	Level 6	New Level Assignment Pend.	8
Fundamental	14505	Apply the principles of ethics and professionalism to a business environment	Level 6	New Level Assignment Pend.	6
Fundamental	119921	Apply the Strategic Direction process for a department, division or team at the corporate level	Level 6	New Level Assignment Pend.	7
Elective	119923	Evaluate the impact of the evolution of war on current military affairs	Level 5	New Level Assignment Pend.	10
Elective	119211	Apply systems engineering principles in a complex acquisition management process	Level 5	New Level Assignment Pend.	8
Elective	119215	Develop acquisition requirements to meet stakeholders' needs	Level 5	New Level Assignment Pend.	8
Elective	119209	Develop functional specification for complex acquisition programmes	Level 5	New Level Assignment Pend.	8
Elective	119212	Manage complex acquisition contracts	Level 5	New Level Assignment Pend.	8

Elective	116338	Apply basic business accounting practices	Level 6	New Level Assignment Pend.	9
Elective	116367	Apply basic human resources practices	Level 6	New Level Assignment Pend.	8
Elective	10591	Conduct interpersonal management	Level 6	New Level Assignment Pend.	6
Elective	114868	Demonstrate an understanding of international law in diplomatic context	Level 6	New Level Assignment Pend.	5
Elective	117439	Disseminate information	Level 6	New Level Assignment Pend.	15
Elective	12139	Facilitate the resolution of employee grievances	Level 6	New Level Assignment Pend.	5
Elective	10597	Implement operational management principles and techniques	Level 6	New Level Assignment Pend.	8
Elective	114493	Manage interactive communication between public and government	Level 6	New Level Assignment Pend.	7

National Certificate: Air-conditioning, Refrigeration and Ventilation NQF2

SAQA QUALI ID: 20496

Purpose and Rationale of the Qualification

Purpose:

The air conditioning, refrigeration and ventilation industry provides a service to many sectors of the country's economy such as food processing and warehousing, food transportation, distribution and retailing, deep level mining and industrial process, high rise and retail property, specialized medical care, automotive and mass transport, tourism and hospitality.

This qualification enables a competent learner at NQF Level 2, under supervision, to demonstrate a basic ability to install, service, repair and operate mechanical equipment that is used in the air conditioning, refrigeration and ventilation industry.

The current rate of urban development, the advance in technology and development of tourism creates an ever-increasing demand for air conditioning, refrigeration and ventilation equipment and systems and therefore a corresponding demand for technicians to repair, maintain, install and manufacture such equipment and systems.

The technical skills required for this purpose are scarce and there is a growing demand for technicians skilled in the mechanical, electrical and thermal sciences. These qualifications are ideally suited to school-leavers (male and female) who have an interest in the engineering sciences and have practical skills. This series of qualifications also equips the learner with entrepreneurial skills which would lead to self employment in the SMME field (Most businesses in the field of air conditioning, refrigeration, and ventilation are in fact SMME's).

South African trained technicians are the obvious choice for work in this field, in many African countries. We also see an untapped potential for work and learning in this field, in many parts of Africa.

This qualification specifically suits learners who have an interest in science and mathematics as well as manual dexterity (ability to use tools) and a consciousness of personal and environmental safety.

Learners credited with this Qualification will be able to:

- Identify and handle refrigerants.
- Identify and use basic tools.
- Identify and work with component parts for air-conditioning, refrigeration and ventilation equipment.
- Understand the basic operation of air-conditioning, refrigeration and ventilation systems.
- Work safely and responsibly in the plant environment.

Rationale:

Air conditioning, refrigeration and ventilation are subfields of specialized engineering which account for the design, manufacture, installation, maintenance, and repair of systems which provide artificial cooling for the environment and the processing and preservation of foodstuffs. The development of the urban lifestyle with its concentration of population into centralized areas, the food chain from producer to consumer as well as the working environment and medical care would not be possible without these specialized engineering services.

This is the first qualification in a series of qualifications which will lead to a learner acquiring all the skills required to work in the industry in the repair, maintenance, installation, manufacture and ultimately design of the mechanical/electrical systems which provide temperature control for environmental or process needs. By qualifying at this level, a learner will achieve the status of an Assistant Mechanic. The broader framework of qualifications (2008) is demonstrated by the following hierarchy of qualifications:

- Assistant Mechanic - Level 2 (Technical competence - Has a basic understanding of equipment and is able to carry out technical work under supervision).
- Mechanic - Level 3, - (Technical competence - Has a knowledge of equipment and systems and is able to carry out technical work without supervision).
- Artisan - Level 4, - (Technical competence - Has an advanced knowledge of systems and equipment and is able to work without supervision and to supervise a team).
- Technician/Project Leader - Level 5, - (Has knowledge of system design, selection and engineering and has management skills).

The learner will be required to reach competence in the advanced skills of the servicing, repair and commissioning of systems and the selection of components and to understand and operate supervisory control systems. He will be required to supervise work teams and communicate at all levels in the workplace and with customers.

There are many applications of air conditioning, refrigeration and ventilation which relate directly to the tourism and hospitality industry:

- Air conditioning of hotels, restaurants and recreation areas.
- Air conditioning of luxury buses, automobiles and other transport modes.
- Refrigeration related to the food chain (producers, processors, warehouses, transport, and retailing).

Relevant future socio-economic developments, for example, the increase in level of tourism will create further demand for the services of trained technicians to install, service and repair cooling equipment at all skills levels.

Learning assumed to be in place and recognition of prior learning

This qualification assumes that the candidate has already achieved a General Education and Training Certificate at NQF Level 1 or ABET Level 4 or Grade 9 school level.

Recognition of Prior Learning:

This qualification may be achieved in part (or whole) through the recognition of relevant prior knowledge and/or experience. The learner must be able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. As part of the provision of recognition of prior learning providers are required to develop a structured means for the assessment of individual learners against the Unit Standards of the Qualification on a case-by-case basis. A range of assessment tools and techniques during formative and summative assessment procedures should be used which have been jointly decided upon by the learner and the assessor. Such procedures, and the assessment of individual cases, are subject to moderation by independent assessors. The same principles that apply to assessment of this qualification also apply to recognition of prior learning.

Learners may provide evidence of prior learning for which they may receive credit towards the Unit Standards and/or the qualification by means of portfolios or other forms of appropriate evidence as agreed to between the relevant provider and relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

RPL is particularly important, as there are people in the metal production sector with a variety of skills and competencies of differing quality and scope. It is important that an RPL process be available to assist in making sense of existing competencies and skills, and helping to standardise these competencies and skills towards a common standard.

Recognise Previous Learning?

Y

Qualification Rules

- Fundamental component: 36 credits.
- Core component: 78 credits.
- A minimum total of 19 credits is required in the elective component. A learner may select any combination of credits adding up to a minimum of 19 credits.

Exit Level Outcomes

1. Identify and handle refrigerants.
2. Identify and use basic tools.
3. Identify and work with component parts for air-conditioning, refrigeration and ventilation equipment.
4. Understand the basic operation of air-conditioning, refrigeration \ and ventilation systems.
5. Work safely and responsibly in the plant environment.

Critical Cross-field outcomes:

This Qualification addresses the following Critical-Cross Field Outcomes:

Identifying and solving problems in which responses display that responsible decisions using thinking have been made when:

- Identifying, using and handling equipment in the air conditioning, refrigeration and ventilation industry.

Working effectively with others as a member of a team, group, organization and community when:

- Maintaining safety standards in handling air conditioning and refrigeration equipment.

Organising and managing oneself and one's activities responsibly and effectively when:

- Identifying tools, equipments and instruments.
- Sequencing installation of parts and components.

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:

- Explaining basic tools.
- Explaining sequence of installing component parts.
- Explaining the functions of components.
- Explaining refrigeration, air conditioning and ventilation systems.

Use science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- Describing how the various components are aligned and integrated into the bigger whole.

Demonstrate understanding of the world as a set of related systems by recognizing the complex and dynamic nature of the various systems, system components and the inter-relationships that exist between systems when:

- Interpreting air conditioning, refrigeration and ventilation plant layout and component and systems.
- Handling refrigerants responsibly.

Associated Assessment Criteria

Associated Assessment Criteria for Exit Level Outcome 1:

- Types of refrigerants are identified as required.
- Procedures for the handling of refrigerants are demonstrated in line with specifications.
- Procedures for the handling of refrigerants are demonstrated in line with occupational safety norms and standards.

Associated Assessment Criteria for Exit Level Outcome 2:

- Types of basic tools are identified.
- Procedures and sequences for the use of basic tools are followed and demonstrated in line with manufacturer's specifications.
- Basic tools are handled in line with occupational safety norms and standards.

Associated Assessment Criteria for Exit Level Outcome 3:

- Component parts for air-conditioning, refrigeration and ventilation equipment are identified.
- Component parts for air-conditioning, refrigeration and ventilation equipment are used as required and in line with manufacturer's specifications.
- Component parts for air-conditioning, refrigeration and ventilation equipment are handled in line with occupational safety norms and standards.
- Consequences of defective assembly are explained in terms of safety, legal and contractual considerations.
- Standards for control of quality are explained and their application is discussed.

Associated Assessment Criteria for Exit Level Outcome 4:

- Components of air-conditioning, refrigeration and ventilation systems are identified.
- How air-conditioning, refrigeration and ventilation systems operate are explained in terms of procedure.
- The functioning of the devices and systems are explained by means of control and wiring diagrams.
- The need for control devices and systems is explained.

Associated Assessment Criteria for Exit Level Outcome 5:

- The required installation methods or application are discussed and safety precautions noted.
- Safety requirements for the plant environment are described.
- The operation of different systems and refrigerants is explained and reasons for their selection is given.

Integrated Assessment:

Integrated assessment at the level of this qualification will evaluate the learner's capacity to integrate engineering principles, processes and behaviour across a range of workplace domains and thus be able to carry out maintenance, repair and installation work under supervision for the benefit of his employer.

Integrated assessment must specifically evaluate the learner's ability to:

- Understand and apply mathematics literacy, communicate and behave appropriately.
- Understand and use tools, instruments and equipment safely and purposefully.
- Understand and apply the engineering principles and safety considerations related to the specific workplace tasks and environment.

This will require assessment methodologies which will include demonstration, oral and written responses, both summative and formative, and evidence of these in the form of portfolios or projects. Since this is a basic qualification, the learner must show sufficient evidence of ability to understand engineering principles and workplace behaviour and procedures. Such ability may be obtained in a formal learnership, by practice gained in the workplace (RPL) or by a combination of formal learning and practice in the workplace. The assessment must also ensure that learners have achieved the critical outcomes.

International Comparability

European Union:

Through the European Federation of National Refrigeration and Air Conditioning Associations (ERA, comprising 21 EU states), there is a move towards the harmonisation of EU refrigeration training and certification.

This stems from the current lack of a singular reference point in respect of competence levels and a resulting measurement of compliance to EU refrigeration codes. For example, there is an EU legislative requirement (EC842-2006 for F Gas handling) which requires refrigeration workers to achieve certification in the handling of gases. This can be achieved through (City & Guild 2078) or CITB. The handling of ammonia is dealt with at Level 2 and at subsequent levels in our system.

Great Britain:

Equivalent qualifications-to the South African Qualifications-in Britain include the 6087 series, that is:

Level 2: Small commercial air conditioning systems below 10kw.

Level 3: Commercial and industrial non ammonia refrigeration systems above 10kw.

Level 3: Ammonia refrigeration system.

South African air conditioning, refrigeration and ventilation Qualifications at NQF Levels 2-4 are equivalent to the expansive NVQ (UK) and SVQ's (Scottish) Levels 1, 2, 3 and some elements of their Level 4.

On the other hand, the City and Guilds equivalents are found in the following range: 207- Level 2 (refrigeration and air conditioning craft certificate); 207- Level 3 (refrigeration and air conditioning advanced certificate and 257 technician certificate).

Commonalities between the SA (NQF Level 2, 3 and 4) and UK Qualifications 6087 NVQ in Refrigeration and Air Conditioning Levels 2, 3 and 4) are as follows:

The core competence areas under which there is commonality across the four levels are from simple to complex systems, as follows:

- People skills range: Maintaining effective work relationships, diversity and supervision. Safety and compliance range: Health, safety and regulatory requirements in respect of national, international codes of practice and applicable legislation.
- Commissioning and decommissioning of refrigeration and air conditioning systems: range: Planning and factoring of tools, requirements, process and use.
- Service and repair: Installation, maintenance, diagnosis and fault finding.

In both jurisdictions the various levels have the following similarities:

Level 2: Basic safety, the handling of ammonia and the installation of simple systems.

Level 3: Relevant safety area, assembling, design and sketching of a complex system.

Level 4: Maintenance, fault finding / diagnosis, repair of a complex system, measurements of air flow, supervision, determining evaluation parameters and servicing.

Operatives

The operatives (SA) in the air conditioning, refrigeration and ventilation field are: Assistant mechanic at Level 2, who carries out technical work under supervision; the mechanic (without supervision) at Level 3; the Technician/Protect Leader at Level 4 whose role is supervisory and is able to deal with complex systems.

In the UK Level 2 is for the Trainee, Level 3 is for the craftsperson and Level 4 is for the Specialist/Supervisor and Team leader.

An example from British Columbia:

For illustration, a specific Heating, Ventilation and Air-conditioning Technician course from British Columbia Institute of Technology (BCIT) in Canada. In it there is consistency with the SA and UK qualifications in the core/main elements, though with some minor differences of terminology, duration and qualification pegging.

BCIT Qualification:

It is noted that the BCIT qualification has been made up of 3 separate levels of Unit Standards that make up the total Credit of 125. The South African equivalent qualifications have three qualifications that span three Levels, that is, Levels 2-4 with credits as follows: (Level 2; 133, Level 3: 122 and Level 4 at 156 credits).

The Table below illustrates the difference in the BCIT Credit Level 1 Unit Standards and the South African Qualification Unit standard Level 2 Qualification and their respective Credits.

Level 1; Unit Standards; Credits:

- HVAC 1095; Apply Effective Learning Technique; 0.5.
- HVAC 1100; Apply Trade Safety Practices; 2.0.
- HVAC 1101; Process Technical Information; 2.5.
- HVAC 1103; Apply Trade Tools and Fastener; 4.0.
- HVAC 1104; Apply Fundamental of Refrigeration; 8.5.
- HVAC 1105; Proper Service Procedures; 5.5.
- HVAC 1106; Apply Electrical Fundamentals; 5.5.
- HVAC 1107; Interpret Electrical Diagrams; 3.0.
- HVAC 1108; Apply Electrical Test Equipment; 2.0.
- HVAC 1109; Install Electrical Devices; 4.0.
- HVAC 1111; Install Refrigeration Project; 2.0.
- HVAC 1112; Prepare for Employment; 0.5.
- HVAC 1990; Co-op 1; 22.0.

An example from British Columbia:

It should be noted that the international standard is arguably set higher than the South African standards based on the reason listed below. A BCIT qualified graduate at level two is expected to be able to Design Refrigeration Systems, Describe Basic HVAC Systems, Air Distribution Arrangement for HVAC, Air Properties and Measurement, Explain HVAC Control Loops, Maintain Heat Pump Systems, whereas our graduate is only expected to demonstrate understanding of the basic understanding of mechanical/technical equipment and carry out technical work and understand principles of Air-Conditioning, refrigeration and ventilation and demonstrate a b. The BCIT graduate would have learned all the South African NQF Level 2 core unit standards in his/her Level 1.

Learning assumed to be in place

South African Qualification requires that the candidate learner must have achieved a National Certificate at NQF Level 1, Abet Level 4 or Grade 9 school Level. BCIT requires that the candidate must have completed High school graduation or any if the following: English 12, Communications 12, English-language proficiency, Academic Math 11 (C) Applicants must pass a BCIT Mechanical Reasoning test.

New Zealand:

South African Level 3 and 4 qualifications compare relatively favourably with those of New Zealand (Level 3: 1415, Level 4:1416; Level 4: 0124; Level 4: 0130). It is note that the New Zealand Qualifications Authority allows for specialization in the following areas:

Automotive Heating etc. Automotive machining, Diesel Fuel injection and Motorsport. The New Zealand Qualification Authority (NZQA) has listed an equivalent qualification as a Heating, Ventilation an Air-conditioning (HVAC) qualification which would be a component of an Engineering Qualification (e.g. Mechanical Engineering, Motor Industry Engineering or Building maintenance).

SADC and beyond:

Many SADC countries are still in the early stages of developing their NQF's. Equivalents for the qualifications under review were not found.

Summary:

The International comparability exercise has revealed the following:

New Zealand, Great Britain, and EU qualifications have a number of occupational streams and learning pathways within the domestic, commercial/industrial and auto applications of heating, ventilation and air conditioning. It was also observed that the South African air conditioning unit standards within the NQF Level range 2-4 overlaps the international equivalent at Levels 1-6, in the various countries. Other countries make provision for school based vocational education at level 1 equivalent, for example, the United States of America.

In line with the international experience, South African Qualifications seek comply with the requirements of safety, national standards and the handling of dangerous substances.

Articulation Options

This Qualification allows for both horizontal and vertical articulation.

Horizontal Articulation:

ID: 58860: National Certificate: Electro-Mechanical Winding, Level 2.

Vertical Articulation:

ID: 49056, National Certificate: Domestic Appliance Repair, Level 3.

Moderation Options

- Anyone assessing a learner or moderating the assessment of a learner against the qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA`s policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the associated unit standards.

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

Criteria for the registration of assessors

- Anyone assessing a learner against this qualification must be registered with the relevant ETQA as an assessor.
- Any institution offering learning that will enable the achievement this qualification must be accredited as a provider with the relevant ETQA. Assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment of that ETQA, in terms of agreements reached around assessment and between various ETQA's (including professional bodies).
- Anyone wishing to be assessed against this qualification may apply to be assessed any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.
- The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid reliable and non-discriminatory.
 - > For an applicant to register as an assessor or moderator of this qualification, the applicant should be registered as an assessor with the relevant ETQA.
 - > In possession of the relevant qualification.
 - > Have sufficient relevant experience.
 - > Have the appropriate qualification to assess communication and mathematical literacy.

The Air-conditioning, Refrigeration and Ventilation consist of 35 unit standards worth 147 credits

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	116236	Define and explain the principles of thermodynamics and carry out basic calculations involving heat	Level 2	NQF Level 02	5
Core	116223	Demonstrate knowledge of the OHS Act as it applies to employees in the air-conditioning, refrigeration and ventilation industries	Level 2	NQF Level 02	3
Core	116232	Demonstrate understanding of fundamentals of electricity and its application in air conditioning, refrigeration and ventilation equipment	Level 2	NQF Level 02	4
Core	262177	Explain the basic vapour compression cycle, the components, the handling and storage of refrigerants	Level 2	NQF Level 02	8
Core	116355	Handle refrigerant containers and transfer refrigerants into service cylinders	Level 2	NQF Level 02	3
Core	116230	Identify materials, piping, fitting, jointing methods and insulation materials used for air-conditioning and refrigeration installations	Level 2	NQF Level 02	4
Core	116334	Identify refrigerant containers, explain handling procedures and discuss the use of refrigerants	Level 2	NQF Level 02	3
Core	116239	Identify, use and maintain hand tools and measuring instruments used in the air-conditioning, refrigeration and ventilation trades	Level 2	NQF Level 02	12
Core	116335	Identify, use and maintain refrigeration trade specific tools and instruments	Level 2	NQF Level 02	8

Core	116229	Join and install refrigerant piping	Level 2	NQF Level 02	9
Core	9322	Work in a team	Level 2	NQF Level 02	3
Core	116241	Work Safely and use safety equipment when carrying out mechanical or electrical work on air conditioning, refrigeration and ventilation installations	Level 2	NQF Level 02	7
Core	116700	Maintain safety in the handling group 1 and 2 refrigerants	Level 3	NQF Level 03	9
Fundamental	119463	Access and use information from texts	Level 2	NQF Level 02	5
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	NQF Level 02	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	NQF Level 02	3
Fundamental	12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	NQF Level 02	3
Fundamental	119455	Respond to selected literary texts	Level 2	NQF Level 02	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	NQF Level 02	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	NQF Level 02	2

Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	NQF Level 02	5
Fundamental	119456	Write/present for a defined context	Level 2	NQF Level 02	5
Elective	13202	Apply study and learning techniques	Level 2	NQF Level 02	3
Elective	116246	Behave in the proper manner under working conditions	Level 3	NQF Level 03	4
Elective	116238	Clean air-conditioning, refrigeration and ventilation plants, components and work sites	Level 2	NQF Level 02	4
Elective	116234	Identify and apply fixing methods for piping, ducting and equipment used in the trade of air-conditioning, refrigeration and ventilation	Level 2	NQF Level 02	6
Elective	116233	Identify and state application of belt drives, couplings, gearboxes and bearings used on air-conditioning, refrigeration and ventilation plants and recognize misaligned, mismatched and worn components	Level 2	NQF Level 02	6
Elective	244564	Identify causes of stress in own life and indicate techniques to manage it	Level 2	NQF Level 02	2
Elective	9266	Install self propelled transport refrigeration systems	Level 2	NQF Level 02	4
Elective	116243	Install, connect and maintain electrical cables and conductors as applied in air conditioning, refrigeration and ventilation installations	Level 2	NQF Level 02	6
Elective	116245	Perform basic arc welding of metals as applicable to air-conditioning, refrigeration and ventilation installations	Level 2	NQF Level 02	4

Elective	116244	Sketch and construct electrical circuits applicable to single-phase air conditioning, refrigeration and ventilation installations	Level 2	NQF Level 02	9
Elective	116704	Maintain safety in the handling of ammonia refrigerant	Level 3	NQF Level 03	9
Elective	261802	Perform maintenance and repair on non-specialised marine refrigerated containers	Level 3	NQF Level 03	8
Elective	262161	Set instrumentation and perform inspections on marine refrigerated containers	Level 3	NQF Level 03	8

National Certificate: Policing NQF 5

SAQA QUALI ID: 20496

Purpose and Rationale of the Qualification

The qualification will allow a learner in the sector safety in society to obtain a nationally recognized qualification in the policing environment. It will contribute to the upliftment of the sector safety in society and set an acceptable standard for professionalism in the industry. It will also assist in changing perceptions of the lack of integrity and business ethics within the safety in society sector, particularly the Policing environment.

It will assist in improving relationships between employer and employees. The attainment of a nationally recognized qualification will help to attract and retain quality learners and employees. It will also provide for recognition of prior learning to allow for the recognition of existing and common knowledge and skills that will not only allow a learner to gain credits towards this qualification, but also to progress to further learning in the safety in society environment and Policing environment in particular.

The generic core unit standards as well as the specialized context (functional) unit standards provide credits that allow access to both vertically and horizontally articulated qualifications. These enhance the status, productivity and employability of the learner within the industry, particularly within the Policing environment, as well as contribute to the quality, and growth within the industry. This allows for access, progression, portability and mobility within the Policing environment. Through the electives component of the qualification learners are able to demonstrate specific vocational skills.

Qualifying learners are capable of using a series of learning, legal and policing skills to protect and serve members of communities and in accordance to the Constitution of South Africa. This will allow the learner to provide a more effective service that will improve community satisfaction and place them to fulfill their mission of creating a safe and secure environment for all who live in South Africa. Attainment of this qualification allows a learner to begin a career in the Policing environment and will, in addition, open possibilities of future specialization and advancement.

This qualification will also allow for transformation within the Policing environment, as learners will be models for other employees/learners. This will as mentioned earlier, attract quality people and allow for the aspirations of people to be part of the Policing environment. The recognition of prior learning will formalize informal and non-formal learning and learners will be able to obtain a national qualification. This will improve the level of participation of employees in the Policing environment.

A learner acquiring this qualification will have skills, knowledge and experience to:

- Balance constitutional and legal rights of individuals with the competence to legally infringe those rights in the service of maintaining a safe and secure society.
- Prevent crime by conducting patrols.
- Support a criminal investigation by gathering initial information and evidence of a crime and attend to court duties by giving evidence.
- Prioritise and conduct an armed response to reported crimes.
- Conduct a lawful arrest.
- Safeguard, transport and release prisoners in detention.
- Conduct oneself in a professional manner that delivers quality service to the community.
- Conduct themselves as effective members of a policing team.
- Monitor, reflect and improve their own practices.

Rationale:

This qualification reflects the workplace-based needs of the sector safety in society that are expressed by employers and employees, both for current and future purposes. It provides the learner with accessibility to be employed within the sector safety in society sector, with specific references to policing environment and provides the flexibility to pursue different careers in the broader policing environment.

Learning assumed to be in place and recognition of prior learning

It is assumed that learners wishing to enter a programme leading to this qualification have the necessary literacy, numeracy and communication skills at NQF level 4.

Recognition of prior learning:

This qualification may be achieved in part or in whole by recognition of prior learning. The candidate in this case must be assessed/evaluated in the same manner as described in the paragraph that deals with integrated assessment above.

Exit Level Outcomes

1. Balance constitutional and legal rights of individuals with the competence to legally infringe those rights in the service of maintaining a safe and secure society.
2. Prevent crime by conducting patrols.
3. Support a criminal investigation by gathering initial information and evidence of a crime and attend to court duties by giving evidence.
4. Prioritise and conduct an armed response to reported crimes.
5. Support a criminal prosecution by preparing relevant documentation and ensuring court testimonies.

6. Conduct a lawful arrest.
7. Safeguard, transport and release prisoners in detention.
8. Conduct oneself in a professional manner that delivers quality service to the community.
9. Conduct oneself as an effective member of a policing team.
10. Reflect on one`s own practice in order to make improvements.

Articulation Options

The choice of elective learning component allows the learner to change to another pathway in policing environment at the same level or at the next level.

The Paralegal Practices NQF 5 consist of 24 unit standards worth 131 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	11985	Inspect, drive and maintain an official vehicle	Level 4	NQF Level 04	3
Core	11980	Administer a centre	Level 5	New Level Assignment Pend.	10
Core	11982	Attend to and handle crime	Level 5	New Level Assignment Pend.	6
Core	11983	Compile and administer a case docket for investigation purposes	Level 5	New Level Assignment Pend.	6
Core	11975	Conduct a lawful arrest	Level 5	New Level Assignment Pend.	4
Core	11976	Conduct a lawful search and seizure	Level 5	New Level Assignment Pend.	6
Core	11984	Give evidence in a court of law	Level 5	New Level Assignment Pend.	4
Core	14130	Master restraining techniques	Level 5	New Level Assignment Pend.	6
Core	11986	Plan and conduct various kinds of crime prevention patrols	Level 5	New Level Assignment Pend.	6
Core	11987	Receive and handle complaints	Level 5	New Level Assignment Pend.	5
Core	11988	Receive and release detainees	Level 5	New Level Assignment Pend.	4
Core	11989	Take care of detainees and cells	Level 5	New Level Assignment Pend.	4
Core	11991	Transport a prisoner	Level 5	New Level Assignment Pend.	3

Core	14118	Use of firearms in a policing environment	Level 5	New Level Assignment Pend.	12
Fundamental	8975	Read analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	8979	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5
Fundamental	8976	Write for a wide range of contexts	Level 4	NQF Level 04	5
Fundamental	11973	Build and maintain relationships with local communities	Level 5	New Level Assignment Pend.	4
Fundamental	11974	Conduct oneself in a professional manner in a policing environment	Level 5	New Level Assignment Pend.	4
Fundamental	11978	Identify and apply different sections of the Criminal Procedure Act	Level 5	New Level Assignment Pend.	9
Fundamental	11977	Identify and apply relevant knowledge of specific common law and statutory offences	Level 5	New Level Assignment Pend.	12
Fundamental	11979	Identify and apply relevant knowledge on applicable law related to policing	Level 5	New Level Assignment Pend.	9
Elective	11981	Attend to and manage a collision scene	Level 5	New Level Assignment Pend.	12
Elective	14122	Collate crime intelligence	Level 5	New Level Assignment Pend.	5
Elective	11992	Deal with suspects in the investigation of an alleged crime	Level 5	New Level Assignment Pend.	8
Elective	9224	Implement policies regarding HIV/AIDS in the workplace	Level 5	New Level Assignment Pend.	4
Elective	11993	Investigate a crime scene	Level 5	New Level Assignment Pend.	8
Elective	11994	Monitor, reflect and improve on own performance	Level 5	New Level Assignment Pend.	3

Elective	14125	Move tactically in pairs to conduct medium risk, crime-combating operations	Level 5	New Level Assignment Pend.	10
Elective	11995	Plan and perform special operations in the prevention and resolving of crime	Level 5	New Level Assignment Pend.	3
Elective	11996	Recruit and maintain informers to assist in the prevention and resolving of crime	Level 5	New Level Assignment Pend.	3
Elective	11990	Take finger, palm and sole prints of persons for identification purposes	Level 5	New Level Assignment Pend.	3
Elective	14131	Use appropriate force to uphold and enforce the law and protect people and property	Level 5	New Level Assignment Pend.	8

National Certificate: Resolving of Crime NQF 5

SAQA QUALI ID: 59989

Purpose and Rationale of the Qualification

Purpose:

This qualification will contribute to the setting of standards in the resolving of crime sectors and will enhance the ability of professionals within the sector. This qualification will equip the learners with the abilities and competencies needed within the sector. This qualification will provide learners with elective areas in which learners will be able to specialise such as commercial investigations, private investigations, organized crime investigations and violent crime investigations.

Resolving of crime can be undertaken by the South African Police Services through one of their many units or by corporate and/or organisations prior to the involvement of the South African Police Services. This qualification will enable these learners to have common competencies which will make them mobile across the employment sector in this regard while still addressing the needs of various sectors through the elective component of the qualification.

Learners will be able to use investigative principles and techniques, interview persons, gather and collate information, understand and apply evidence handling and collection techniques, present evidence and demonstrate recovery techniques. The learner obtaining this qualification will be able to enhance service delivery to the internal and external clients that will endeavour to enhance satisfaction and trust. Qualified learners will be able to exercise their investigative responsibilities in accordance with the Constitution of SA as well as relevant legislation.

These learners will be able to:

- Apply legal prescripts to an investigation.
- Interpret and present information in order to solve a crime or incident.
- Apply investigative methods and techniques within a structured scenario.

Rationale:

South African citizen's rights are entrenched within the Constitution of South Africa. These rights are regarded as of paramount importance to ensure a democratic society. Once these rights are infringed upon, it becomes the responsibility of a wide range of stakeholders to ensure that the rights are restored and corrective actions taken, hence the fact that resolving, prevention and reduction of crime is a national priority on many levels. This qualification will address the need to ensure that a professional cadre of persons is available to perform effective resolving of crime responsibilities.

The successful investigation of crime supports the concept of resolving of crime that will contribute to the trust of the community in the stakeholders within the criminal justice process.

This qualification reflects the workplace-based needs of the investigation environment to perform the relevant roles in resolving of crime. Resolving of crime will contribute to upholding of the Constitution of South Africa that guarantees human rights, such as protection of life and protection of property to create a safe and secure environment. Resolving of crime can be applied in various contexts, such as economic as well as safety in society environment. Criminal tendencies are determined by the desire of the individual, the opportunity that exists to commit crime and the market that it creates the need for the crime.

This qualification will further ensure better service delivery to the community thereby providing a safe and secure community environment, which will enhance economic growth. Effective resolving of crime concepts will win trust from international partners in terms of investments on various levels.

Entry Requirements:

Learning assumed to be in place and recognition of prior learning

- Communication at NQF Level 4.
- Mathematical literacy at NQF Level 4.

Recognition of Prior Learning:

This qualification may be achieved in part or in whole by recognition of prior learning. The learner in this case must be assessed/evaluated in the same manner as described in the paragraph that deals with integrated assessment above.

Access to Qualification:

FETC Level 4 or equivalent.

Qualification Rules

The following rules of combination apply to this qualification:

- **Fundamental:** All unit standards in the Fundamental Component (33 credits) are compulsory.
- **Core:** All unit standards in the Core Component (57 credits) are compulsory.
- **Elective:** Learners are to choose a minimum of 30 credits from the Elective Component. Learners are to choose a specialisation and then choose from the remaining Electives unit standards to the value of 15 credits.

For career purposes this qualification will offer the following specialisations:

- Vehicle Theft Investigations.
- Stock Theft Investigations.
- Family Violence and Child Protection and Sexual Offences.
- Corporate Investigations.

The following electives must be complete for the following elective specialisations:

Vehicle Theft Investigations (15 credits):

- ID 253977: Demonstrate the function of the Vehicle Circulation System in relation to vehicle crime investigation, Level 5, 7 credits.
- ID 253989: Demonstrate understanding of the impoundment of vehicles, Level 5, 4 credit.
- ID 253984: Demonstrate understanding of the vehicle identification, Level 5, 4 credits.

Stock Theft Investigations (15 credits):

- ID 253991: Investigate and control the movement of livestock and livestock Produce, Level 5, 15 credits.

Family Violence and Child Protection and Sexual Offences (15 credits):

- ID 253976: Demonstrate understanding the prevention and investigation of crimes related to Family Violence and Child protection, Level 5, 15 credits.

Corporate Investigations (91 credits):

- ID 10124: Consult to clients on trade related issues, Level 5, 20 credits.
- ID 10985: Conduct a disciplinary hearing, Level 6, 5 credits.
- ID 11286: Institute disciplinary action, Level 5, 8 credits.
- ID 12891: Apply concepts and principles of business ethics in the professional environment, Level 6, 5 credits.
- ID 13018: Contribute to the Implementation of auditing procedures, Level 5, 12 credits.
- ID 13061: Identify and apply the responsibilities, functions and qualities of the auditor, Level 6, 5 credits.
- ID 13062: Establish a framework for internal control and internal control evaluation, Level 6, 10 credits.
- ID 119755: Use specific techniques to identify risk factors contributing to crime and victimisation, Level 5, 10 credits.
- ID 119758: Explain individual, social and corporate factors contributing to crime and victimisation, Level 5, 10 credits.
- ID 120282: Develop, implement and monitor an integrated crime prevention programme, Level 4, 6 credits.

Exit Level Outcomes

1. Apply legal prescripts to an investigation.
2. Interpret and present information in order to solve a crime or incident.
3. Apply investigative methods and techniques within a structured scenario.
4. Apply administrative and communication processes in relation to the resolving and reduction of crime.

Articulation Options

This qualification may articulate horizontally with the following qualifications:

- ID 58696: National Certificate: Close Protection.
- ID 50122: National Certificate: Policing.
- ID 49709: National Certificate: Criminology.
- ID 57651: National Certificate: Forensic Science.
- ID 50418: National Certificate: Immigration Law Enforcement.
- ID 49336: National Certificate: Law Enforcement Sherifing.
- ID 49106: National Certificate: Military Studies.
- ID 49337: National Certificate: Multi National Safety and Security Operations Management.
- ID 48865: National Diploma: Policing.

This qualification may articulate vertically with the following qualifications:

- ID 50194: Bachelors: Policing Practices.
- ID 1235: National Diploma: Correctional Services Management.
- ID 49783: National Diploma: Joint and Multi National Operations.

On completion of this qualification, learners will proceed to the National Diploma in resolving of Crime as well as advanced Certificates in the specialization fields.

The choice of elective learning component allows the learner to change to another pathway in investigation environment at the same level or at the next level. The fundamental and core learning components will equip the learner with credits that will be useful in the safety in society sector and other learning fields that the learner may wish to pursue.

The Resolving of Crime NQF 5 consists of 35 units standards worth 120 credits:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	116594	Function in a team	Level 4	NQF Level 04	4
Core	253979	Manage informers	Level 4	NQF Level 04	5
Core	253986	Administer a case file	Level 5	New Level Assignment Pend.	12
Core	253988	Attend to an incident	Level 5	New Level Assignment Pend.	6
Core	253982	Conduct an Investigative Interview	Level 5	New Level Assignment Pend.	4
Core	253990	Handle suspects in the investigation of an alleged crime	Level 5	New Level Assignment Pend.	8
Core	253980	Investigate a crime or incident	Level 5	New Level Assignment Pend.	8
Core	253985	Manage crime intelligence practices	Level 5	New Level Assignment Pend.	5
Core	253993	Present evidence in a court of law	Level 5	New Level Assignment Pend.	5
Fundamental	253978	Apply principles of law of evidence	Level 5	New Level Assignment Pend.	8
Fundamental	253983	Apply provisions of the Criminal Procedure Act	Level 5	New Level Assignment Pend.	12
Fundamental	253974	Apply the general principles of criminal law	Level 5	New Level Assignment Pend.	8
Fundamental	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	New Level Assignment Pend.	5

Elective	120282	Develop, implement and monitor an integrated crime prevention programme	Level 4	NQF Level 04	6
Elective	243934	Apply Victim Empowerment knowledge and skills for service delivery	Level 5	New Level Assignment Pend.	5
Elective	253987	Conduct an inquest investigation	Level 5	New Level Assignment Pend.	6
Elective	120483	Conduct preliminary investigations	Level 5	New Level Assignment Pend.	6
Elective	10124	Consult to clients on trade related issues	Level 5	New Level Assignment Pend.	20
Elective	13018	Contribute to the Implementation of auditing procedures	Level 5	New Level Assignment Pend.	12
Elective	120492	Demonstrate the application of performance management	Level 5	New Level Assignment Pend.	6
Elective	253977	Demonstrate the functioning of the Vehicle Circulation System in relation to vehicle crime investigation	Level 5	New Level Assignment Pend.	7
Elective	253989	Demonstrate understanding of the impoundment of vehicles	Level 5	New Level Assignment Pend.	4
Elective	253976	Demonstrate understanding of the prevention and investigation of crimes related to Family Violence and Child Protection	Level 5	New Level Assignment Pend.	15
Elective	253984	Demonstrate understanding of vehicle identification	Level 5	New Level Assignment Pend.	4
Elective	119758	Explain individual, social and corporate factors contributing to crime and victimisation	Level 5	New Level Assignment Pend.	10
Elective	11286	Institute disciplinary action	Level 5	New Level Assignment Pend.	8
Elective	253981	Investigate a missing persons case	Level 5	New Level Assignment Pend.	4

Elective	253991	Investigate and control the movement of livestock and livestock produce	Level 5	New Level Assignment Pend.	15
Elective	253992	Perform witness support activities	Level 5	New Level Assignment Pend.	5
Elective	119755	Use specific techniques to identify risk factors contributing to crime and victimisation	Level 5	New Level Assignment Pend.	10
Elective	12891	Apply concepts and principles of business ethics in the professional environment	Level 6	New Level Assignment Pend.	5
Elective	10985	Conduct a disciplinary hearing	Level 6	New Level Assignment Pend.	5
Elective	13062	Establish a framework for internal control and internal control evaluation	Level 6	New Level Assignment Pend.	10
Elective	13061	Identify and apply the responsibilities, functions and qualities of the auditor	Level 6	New Level Assignment Pend.	5

Lawyer
Magistrate
Security Officer
Police officer
Soldier
Interpret
Lot pilot

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