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CONTENTS • INHOUD

GOVERNMENT NOTICE

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 826

27 September 2010

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

TRAFFIC

registered by Organising Field 08 – Law, Military Science and Security, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate for Registration and Recognition at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later than 27 October 2010* . All correspondence should be marked **Registration and Recognition – Task Team for Traffic** and addressed to

The Director: Registration and Recognition
SAQA
Attention: Mr. E. Brown
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: ebrown@saqa.org.za

D. MPHUTHING
ACTING DIRECTOR: REGISTRATION AND RECOGNITION

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
National Certificate: Tactical Road Traffic Operations

SAQA QUAL ID	QUALIFICATION TITLE		
80046	National Certificate: Tactical Road Traffic Operations		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	8 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	143	Level 5	Regular-Unit Stds Based

New NQF Level: NQF Level 05

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

This qualification will equip the learner with tools and techniques to understand the concept of Tactical Road Traffic Operations within the context of the road traffic safety management environment. It will assist learners to implement performance improvements at a team, project or small organization level. It will also enable learners to understand how different functional perspectives work together to approach the real and complex problems of Tactical Road Traffic Operations and will give learners an opportunity to apply a range of management concepts to resolve management problems in their own organisation.

The learner achieving this Qualification will be able to:

• Analyse the application of the general management functions in a selected traffic organisation.
• Induct new members into a team and coach existing members.
• Monitor and evaluate team members against performance and deal with substandard performance in a team.
• Build teams to achieve goals and objectives.
• Conduct a range of audits.
• Apply the principles of situational leadership in the traffic environment and analyse leadership related theories in the work context.
• Manage a diverse workforce and apply the principles of ethics to improve organizational culture.
• Develop, implement and evaluate operational plans.
• Use communication techniques effectively.
• Demonstrate knowledge of health and safety requirements within the ambit of a traffic law enforcement officer.
• Apply time management effectively.
• Create maintain and keep records.

Rationale:

South African leadership and in particular road traffic safety management is entering a future which is characterized by radical change. It is fast moving, integrated and extremely complex. It is complicated by immense volatility, sensitivity and international turmoil.

In order to understand the above it is necessary to have a new and innovative approach to be competitive in an increasing dynamic environment. The increased knowledge and skills required by supervisors and managers in the traffic environment and operational activities which consume supervisors and managers attention requires well developed plans to monitor and evaluate the performance of the organisation and organisations processes.

Road traffic law enforcement constitutes one aspect in a series of essential services currently being rendered on rural and urban roads. As traffic volumes increase significantly year on year and South Africa becomes a sought after tourist destination and host for international events, the demand for this essential service is envisaged to grow astronomically. It will be in the interest of the country to ensure that the skills and knowledge of traffic law enforcement officials are enhanced and that they not only have the academic knowledge but also the technical competence and the ability to apply specialised knowledge or expertise in various situations in order to improve safety and efficiency on South African roads. Safety and efficiency on the country's roads are one of the factors which leads to an improved and dependable road transport system thus benefiting society and the economy.

This qualification is intended to meet the needs of the first line managers, supervisors and section heads within the road traffic law enforcement sector by enhancing the skills and knowledge of traffic law enforcement officials throughout South Africa and providing an entry point for learners interested in a career in road traffic and safety management.

This qualification would be open to any learners who wish to achieve supervisory management skills whether in the law enforcement profession or not.

This Qualification supports the objectives of the NQF in that it gives the learner access to a registered qualification. It will ensure that the quality of education and training in the sub-field is enhanced and of a high standard. The qualification will allow learners not only to develop their knowledge and skills in the field of road traffic law enforcement, but will also enable them to benchmark their competence against international standards.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
• Mathematical Literacy at NQF Level 4.
• Communication at NQF Level 4.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Road Traffic Law Enforcement Qualification. Recognition of Prior Learning will be done by means of Integrated Assessment.

This Recognition of Prior Learning may allow:

• For accelerated access to further learning.
• Gaining of credits towards a unit standard.
• For full or partial recognition of the Qualification.

All Recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training Quality Assurance body and is conducted by a registered workplace assessor.

Recognition of Prior Learning will allow for accelerated access to further learning and gaining of credits towards the qualification. All Recognition of Prior Learning should be carried out by a provider in agreement with the relevant ETQA or another ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

Access to the Qualification:

There is an open access to this qualification, keeping in mind the "Learning Assumed to be in Place".

QUALIFICATION RULES
The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 143 credits.

The Fundamental Component consists of Unit Standards to the value of 34 credits all of which are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 89 credits all of which are compulsory.

Elective Component:

The Elective Component consists of a number of Unit Standards. Learners must choose Elective Unit Standards to the value of 20 credits from the Unit standards listed.

EXIT LEVEL OUTCOMES
1. Manage operational projects and action plans in a road traffic unit.

2. Monitor and improve interventions in a road traffic safety unit.

3. Conduct risk management in a road traffic unit.

Critical Cross Field Outcomes:

The programme aims to develop the SAQA critical cross-field outcomes listed below:

• Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made when operational plans are compiled.
• Work effectively with others as a member of a team, group, organisation, community when compiling skills development plans.
• Organise and manage oneself and one's activities responsibly and effectively when the team's performance is monitored and measured.
• Collect, analyse, organise and critically evaluate information when operational plans are initiated and developed.
• Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation when building relationships both vertically and horizontally.
• Use science and technology effectively and critically, showing responsibility towards the environment and health of others benefits of change are explained and recommendations are made to achieve intended results.

- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation. A risk management plan is compiled considering the impact and likelihood of a variety of internal and external factors.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

- The need for and the benefits of change are explained and recommendations are made to achieve intended results.
- Operational projects and action plans are initiated and developed in accordance with the organisational goals and objectives.
- Operational projects and action plans are evaluated in accordance with the intended outcomes.

Associated Assessment Criteria for Exit Level Outcome 2:

- The performance of the teams and the unit is monitored and measured according to the entity's systems and procedures.
- Resources are identified and used to accomplish the objectives of the unit.

Associated Assessment Criteria for Exit Level Outcome 3:

- Communication processes are developed to contribute towards building of relationships both vertically and horizontally.
- A risk management plan is compiled considering the impact and likelihood of a variety of internal and external factors.
- The intellectual assets of the unit are identified, developed and protected through the application of the principles of knowledge management.
- A skills management plan is compiled by means of a people development processes.

Integrated Assessment

Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever thus an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic selling and specific economic sector contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Benchmarking was done by comparing with similar qualifications offered in New Zealand and the United States. Social Sciences Degrees which have elements of policing within them on the NZQA at Levels 5 and 6 (National Certificate in Security).

A direct comparison of the title, specific outcomes, assessment criteria and embedded knowledge was undertaken with each and the best practise points were highlighted and incorporated.

The United Kingdom, the United States of America and Canada are known to have highly sophisticated traffic law enforcement agencies considering the human and financial resources at their disposal. Other European countries like Germany and Sweden were also considered but the United Kingdom qualification encapsulated many of their programme competencies.

This qualification is comparable to a variety of management qualifications. In many countries the universities that offer management courses have a first degree as an entry level qualification, with the possibility of the learner, in many cases, being able to pursue a Masters in Business Administration. The qualification compares favourably with what many universities and colleges call Executive Development Programmes. These constitute a series of high level short courses, designed to meet the needs of the individual who will be managing supervisors.

United Kingdom:

The School of Management of Cranfield University in the United Kingdom offers a series of two to three week intensive short courses that cover a number of competencies offered by this qualification. The Developing General Management Potential programme is designed to accelerate the early development of promising managerial careers and allows a manager to develop his/her visibility, credibility and maturity. The manager will make a wider business contribution through personal development and the acquisition of managerial knowledge. The programme has an unconventional design with a strong personal development focus. Managerial knowledge is translated into action through a powerful development process emphasising personal contribution, style and impact.

Some of the specific competencies that a learner will acquire during the course are:

• Make the transition from an operational into a managerial role.
• Develop a wider perspective on management and business.
• Become better informed about management thinking.
• Understand the politics and social dynamics of organisations.
• Challenge the status quo in constructive ways.
• Differentiate between good and bad managerial practice.
• Creating change through pockets of good practice.

Some of the specific areas of focus that overlap with this qualification are:

• Developing managerial potential: Understanding managerial roles distinguishing between managerial and operational contributions assessing and developing individual management style and impact.
• Organisational culture and change: Exploring how different ways of thinking affect managerial contribution determining the role of individual managers in organisational change creating change through pockets of good practice.

• Leadership and teamwork: Understanding the roles of leadership and management applying the concept of leadership at all levels understanding how to develop as a leader from within the organisation, appraising the use of teams in organisations exploring the role of the individual in teams.
• Finance and management accounting: Understanding and using financial information ratio analysis managing the budgetary process investment appraisal interpreting corporate finance issues.

Cranfield University also offers a series of short courses under 'leadership', which covers most of the leadership and people management competencies of this qualification. The course explores the many diverse issues that need to be addressed so that the manager can be an effective and successful leader. The personal awareness programmes assist one in understanding own leadership style, drivers, successes and the challenges one faces.

The management development programmes stimulate the learner to think about his/her contribution as a strategic leader. In addition the course assists the learner to lead and influence teams, lead through change and understand organisational politics to aid her/his leadership contribution.

Some of the short courses that constitute the Leadership module are:

• High Performance Leadership (duration 10 days full-time): It provides a unique, sustainable pathway to high performance and also provides a vision and motivation for others.
• The Director as Strategic Leader (duration 5 days full-time): It addresses the question of an effective leader by understanding strategic leadership and one's role in the process.

Ashridge Business School in the United Kingdom has a 5-day leadership programme called the Ashridge Leadership Process Fact File. It is a blend of small group development activities and one-to-one leadership coaching and delivers real impact and lasting change for the learner and her/his organization.

Insead, which has campuses in Europe (Paris) and Singapore, offers several management programmes of a short duration. The following is a brief comparison of their programmes. They offer an Advanced Management Programme, an International Executive Programme and a Management Acceleration Programme.

The Institute of Leadership and Management (ILM), based in the United Kingdom, is Europe's largest awarding body for leadership and management qualifications. It is also a professional membership body for leaders and managers providing a wide range of career support services to members.

ILM qualifications are practically based, designed to complement the individual's role at work. Aligned to the UK's National Qualifications Framework (NQF), ILM qualifications begin at Level 2 and continue right up to Level 7. Other specialist qualifications cover skills in volunteer management, business start-up, coaching, and personnel management. All ILM qualifications have been accredited by the Qualifications and Curriculum Authority (QCA).

The ILM offers the following Generic Management Qualifications:

• Level 2 Introductory Certificate in Team Leading.
• Level 2 Certificate in Team Leading.
• Level 3 Introductory Certificate in First Line Management.
• Level 3 Certificate in First Line Management.
• Level 5 Introductory Diploma in Management.
• Level 5 (new NQF) Diploma in Management.
• Level 7 (new NQF) Introductory Executive Diploma in Management.

• Level 7 (new NQF) Executive Diploma in Management.

The ILM Level 5 (new NQF) Diploma in Management qualifications are for those people who are likely to be either practising or aspiring middle managers, particularly those who are already in posts but have had little or no formal training. They may work in factories and offices, in hospitals, in call centres, on building sites, in leisure centres, in the armed services and in the voluntary sector. Wherever people and resources are employed, middle managers with an ILM Level 5 (new NQF) Diploma qualification ensure that they are employed effectively.

Both qualifications are designed to improve performance in the organisation through their strong focus on the specific job role. These highly practical programmes can generate significant payback for the employer in terms of cost savings and quality improvements in the workplace. They may also have internal short training sessions in the organisation which can be incorporated into the programme structure.

Australia:

Monash University in Australia has a similar programme called Executive Certificate in Management. This course has been designed for experienced managers without a first degree to enable them to obtain an introductory qualification in management. The course content focuses on an appreciation of the management role and the crucial contribution that managers make to organisational effectiveness. The course examines major theories and concepts concerning the behaviour and performance of individuals and groups in organisations. Moreover, it explores the importance of self-awareness, learning and learning styles, self-management and specific managerial competencies.

Malaysia:

As part of Malaysia's integrated road safety strategy a pilot programme is being undertaken to support the professional development of the traffic police in strategic law enforcement and road safety. The aim of the programme is to strengthen the capacity of traffic law enforcement professionals in Malaysia to reduce the incidence, severity and costs of road trauma in the community.

These Qualifications however lack content like leadership, effective use of intelligence, planning strategies and tactics and collision investigation.

Conclusion:

In conclusion the Certificate: Road Traffic Supervisory Management is a more comprehensive Qualification for first line supervisors within the road traffic safety environment than those surveyed and covers a wide variety of management aspects of three levels of complexity. Although many of the aspects in management are generic this Qualification is very specific to the South African law enforcement environment.

ARTICULATION OPTIONS
This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

• ID 59201: National Certificate: Generic Management, NQF Level 5.
• ID 50122: National Certificate: Policing, NQF Level 5.
• ID 49398: National Certificate: Incident Management, NQF Level 5.

Vertical articulation is possible with the following Qualifications:

This qualification can articulate vertically to a variety of degrees or diplomas offered at Public or Private Training Institutions for example:

- Advanced Diploma: Management, NQF Level 6.
- Advanced Diploma: Management, NQF Level 6.
- Diploma: Public Administration, NQF Level 6.
- Advanced Diploma: Management: Human Resource Management, NQF Level 6.
- Advanced Diploma: Management: Finance, NQF Level 6.
- Advanced Certificate: Administration and Policy, NQF Level 6.
- Bachelor of Administration, NQF Level 6.

MODERATION OPTIONS
Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, and Assurance (ETQA) Body.

Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.

Assessment and 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 ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.

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 and the integrated competence described in the Qualification.

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

- Be registered as an assessor with the relevant ETQA.
- Be in a possession of a relevant Qualification at NQF Level 6 or higher.
- Have two years' work experience in traffic law enforcement.

NOTES
N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	114873	Apply basic financial procedures to PFMA principles	Level 5	3
Fundamental	252042	Apply the principles of ethics to improve organisational culture	Level 5	5
Fundamental	120484	Demonstrate understanding of the principles of common law crimes and statutory law offences	Level 5	12
Fundamental	252043	Manage a diverse work force to add value	Level 5	6
Fundamental	12433	Use communication techniques effectively	Level 5	8
Core	242816	Conduct a structured meeting	Level 4	5
Core	242668	Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	Level 4	4

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	14667	Describe and apply the management functions of an organization	Level 4	10
Core	10980	Induct a new employee	Level 4	6
Core	110023	Present information in report format	Level 4	6
Core	252037	Build teams to achieve goals and objectives	Level 5	6
Core	255514	Conduct a disciplinary hearing	Level 5	15
Core	117392	Conduct a range of audits	Level 5	6
Core	252189	Deal with sub standard performance in a team	Level 5	5
Core	252022	Develop, implement and evaluate a project plan	Level 5	8
Core	252034	Monitor and evaluate team members against performance standards	Level 5	8
Core	251963	Utilise communication and information management systems	Level 5	10
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Elective	117853	Conduct negotiations to deal with conflict situations	Level 5	8
Elective	115855	Create, maintain and update record keeping systems	Level 5	5
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5
Elective	252033	Demonstrate ways of dealing with the effects of dreaded diseases and in particular HIV/AIDS	Level 5	8
Elective	255496	Manage a training intervention	Level 5	8
Elective	258116	Manage community schemes	Level 5	8
Elective	252035	Select and coach first line managers	Level 5	8
Elective	10301	Complete a research assignment	Level 6	20

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
National Certificate: Road Safety Development

SAQA QUAL ID	QUALIFICATION TITLE		
80047	National Certificate: Road Safety Development		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	8 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	140	Level 5	Regular-Unit Stds Based

New NQF Level: NQF Level 05

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

This qualification will provide the broad knowledge, skills and values needed for learners who wish to pursue a career in the road safety and road traffic law enforcement field. It will also enable learners to acquire a certain amount of management skills and skills in the legislative framework for road traffic law enforcement. The focus of this qualification is to enable learners to develop competence in a wide range of knowledge skills, attitudes and values including:

• Initiating, developing, implementing and evaluating interventions, projects and action plans, and where appropriate, recommending change within teams and/or the unit to improve the effectiveness of the unit.
• Undertake basic research and analyse data and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
• Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.

Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.

The skills, knowledge and understanding demonstrated within this qualification are essential for the creation of a talent pool of experienced road safety officers that represents the demographics of the South African society.

The ability to communicate is an essential part of the job of any road safety professional. This could include communicating with members of the public, colleagues, other professionals and elected representatives. The learner needs to demonstrate how he or she have devised and

managed particular communication campaigns which could cover meetings, exhibitions and use of the media.

Rationale:

Road safety development is primarily about managing road safety interventions and promoting safety on the roads. The qualification broadly addresses a broad range of competencies including understanding legislation and communicating to stakeholders and members of the public, planning and managing interventions and projects, leading and managing a team, and enhancing the development of teams and team members. Hence, the focus of this qualification is on showing creativity, community support and promotion of safety interventions with relevant stakeholders.

Road Traffic Safety and road traffic law enforcement constitutes one aspect in a series of essential services currently being rendered on rural and urban roads as well as in communities. As traffic volumes increase and suburbs and townships grow, there is an increase in the number of persons who utilise the roads and the transport facilities. Safety and efficiency on roads is one of the factors which lead to an improved and dependable road transport system thus benefiting society and the economy.

This qualification is intended to enable road safety officials who wish to change career paths to do so. At the same time, it affords those road safety officials without degree qualifications who wish to further their studies at postgraduate level with the opportunity of gaining access to other qualifications and give them exposure to new legislation and policies that have a direct impact on their current functions.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that the learner accessing this qualification is competent in:

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

Recognition of Prior Learning:

The structure of this Unit standard based qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. Therefore this qualification can be achieved wholly or in part through Recognition of Prior Learning in terms of the defined Exit Level Outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous national qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios and/or performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the Qualification:

Access to the qualification is open keeping in mind the Learning Assumed to be in Place.

QUALIFICATION RULES
The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 140 credits.

Fundamental Component:

The unit standards included in the fundamental component of the qualification total 24 credits and are compulsory.

Core Component:

The unit standards in the core component total 97 credits and are compulsory.

Elective Component:

The elective component of the qualification consists of a number of unit standards. The learner must choose and complete unit standards totalling a minimum of 19 credits from the unit standards listed.

EXIT LEVEL OUTCOMES
1. Apply continuous or innovative improvement interventions in the unit.

2. Compile a road traffic safety intervention brief.

3. Develop and evaluate a road safety operational plan.

Critical Cross-Field Outcomes:

The learner will be expected to demonstrate the ability to:

• Identify and solve problems and make responsible ethical decisions within own scope of responsibility.
• Work effectively with others as a member of a team, group, organisation or community to achieve unit objectives.
• Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control in order to achieve unit objectives.
• Collect, organise and critically evaluate information in order to manage performance in the unit.
• Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team of first line managers.
• The learner will be required to demonstrate an understanding of the world as a set of related systems by managing others in multiple teams within a unit.
• Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.
• Use science and technology effectively in researching, recommending and implementing management solutions in the unit, showing responsibility towards the environment and health of others.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

• Partnership and information sharing opportunities are created to achieve team effectiveness and desired outcomes.
• A training intervention is planned to meet identified training needs.
• The talents of each team member are evaluated according to the needs and operational requirements of the unit.
• First line managers are coached on possible career progression within the entity.

Associated Assessment Criteria for Exit Level Outcome 2:

● Resources are identified and used by the leader to accomplish the objectives of the unit.
● Research projects are identified and formulated in order to address problems and issues.
● Qualitative and quantitative data collection methods are identified and applied.

Associated Assessment Criteria for Exit Level Outcome 3:

● A systematic process is followed to develop goals, objectives and performance standards that are clear, concise, measurable and achievable.
● A operational plan is developed to transform the goals and objectives into tasks, responsibilities, time frames, performance measures, resource needs and contingencies.
● Project performance is monitored and evaluated.
● Customer needs are interpreted and distilled through effective communication processes in order to ensure that relationships are sustained.
● The intellectual assets of the unit are identified, developed and protected through the application of the principles of knowledge management.
● The acquisition and enhancement of skills is facilitated through people development processes.

Integrated Assessment:

Assessment practices must be fair, transparent, valid and reliable and should ensure that the learner is not disadvantaged in any way. Integrated assessment provides the opportunity for learners to demonstrate that they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of competence attained by the learner.

The assessment strategies used must ensure that that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes.

The learner who has provided the required evidence for all the Exit Level Outcomes of the qualification will be assessed as competent and awarded the qualification. This will ensure that learning and competence are not achieved only in the building blocks of the unit standards but also in the integration and application of the fundamental, core and elective building blocks to a particular context, i.e. the Exit Level Outcomes.

INTERNATIONAL COMPARABILITY
The countries chosen for the international comparison either gradually developed their traffic management systems or had to make major interventions to ensure a safe traffic management system.

Singapore:

In Singapore the objective of the traffic management course is to provide participants with necessary information on traffic management. At the end of the course, participants are expected to have a good understanding of:

● The Road Safety Management systems in Singapore and Japan, and how these systems enhance road safety.
● How Traffic Police, Land Transport Authority and other partners work together to enhance Road Safety in Singapore.

The course will cover the following areas:

- Singapore's approach to Road safety - Enforcement, Education and Legislation.
- Ensuring the competency of drivers - Testing and licensing.
- Education as a means to enhance Road Safety - Working with partners.
- Road Safety Through Road Engineering.
- Traffic Enforcement Strategies.
- Examples of traffic policy in Asian region (Bangkok, Manila, Jakarta, Kuala Lumpur).
- Traffic and traffic management in Japan.

Malaysia:

As part of Malaysia's integrated road safety strategy a pilot programme is being undertaken to support the professional development of the traffic police in strategic law enforcement and road safety. The aim of the programme is to strengthen the capacity of traffic law enforcement professionals in Malaysia to reduce the incidence, severity and costs of road trauma in the community.

The overall programme content includes:

- Leadership in policing.
- The purpose of road policing.
- Evidence-based policing.
- Effective use of intelligence.
- Planning strategies and tactics.
- Identifying and understanding the risks.
- Understanding the safety factors.
- Traffic operational policing.
- Overcoming barriers to enforcement.
- Safety in traffic policing.
- Speed and speed control strategies.
- Alcohol interventions.
- Occupant restraints.
- Reporting and obtaining evidence.
- Collision investigation.

The content not covered in this Qualification includes leadership, effective use of intelligence, planning strategies and tactics and collision investigation.

United Kingdom:

The Welsh Assembly Government offers a OU Level 4 NV Qualification in Road Safety. This qualification is designed for those working within road safety. Candidates must complete seven mandatory units covering: contribute to formulating and implementing policy; formulate and implement strategies; identify, allocate and monitor resources; manage team performance; develop teams and individuals; maintain business relationships; and participate in advancing knowledge and practice. Candidates must also complete three optional units including: implement quality assurance systems; manage media relations and communications campaign; and recommend and co-ordinate a project design.

The overall qualification content includes:

- U1019515 - Maintaining Business Relationships.
- U1027795 - Develop Teams and Individuals to Enhance Performance.

- U1027798 - Manage the Performance of Teams and Individuals.
- U1051216 - Contribute to the Formulation and Implementation of Policies.
- U1051223 - Formulate and Implement Strategies.
- U1051217 - Identify, Allocate and Monitor Resources For Programmes and Projects.
- U1051218 - Participate in Advancing Knowledge and Practice.
- U1019796 - Managing Media Relations.
- U1027820 - Implement Quality Assurance Systems.
- U1051221 - Recommend and Co-ordinate a Project Design.
- U1051222 - Manage a Communications Campaign.
- U1051219 - Prepare and Process Estimate, Bid and Tender Enquiries.
- U1051220 - Negotiate and Agree a Project Brief and Design Programme.

Road Safety GB, formerly LARSO have courses designed for road safety officers. This course is designed for new entrants to the profession who have already completed Phase 1 or have 6-12 months on job experience. A limited number of places are also available for police officers or military staff with a road safety responsibility.

Each delegate has opportunities to learn from experienced tutors and discover together how people work in other organisations. Delegates learn through doing rather than listening. The modules consist of a combination of formal listening and practical activities, including discussions, group work and on site work.

The Highways Agency, which is mandated by the United Kingdom Government, has introduced the Certificate in Traffic Management for Traffic Officers and Supervisors. This provides them with the opportunity to achieve a vocational qualification while undertaking their job. Achieving this qualification begins with the Foundation Course. Following successful completion, the learner will start working with operational teams and work towards achieving the Certificate in Traffic Management using experiences in the job as evidence for their file. The Certificate in Traffic Management is accredited by City and Guilds.

The Foundation Course, which is at the same level as this Qualification, provides learners with a solid grounding in the skills required to carry out their role. The duration of this course varies depending on the future role of the learner; up to 6 weeks for on-road and up to 4 weeks for control room staff. The intensive programme is designed to give learners exposure to managing incidents, dealing with customers and the media, patrolling and closing the network and the full range of activities that they will experience on the job. Further training takes place in the range of activities needed for using specialist equipment from the patrol vehicles and managing incidents. Early in the training learners meet the Police and other emergency services whom they will work alongside when managing incidents on the network.

Cranfield University also offers a series of short courses under leadership, which covers most of the leadership and people management competencies of this qualification. The course explores the many diverse issues that need to be addressed so that the manager can be an effective and successful leader. The personal awareness programmes assist one in understanding own leadership style, drivers, successes and the challenges one faces.

The management development programmes stimulate the learner to think about his/her contribution as a strategic leader. In addition the course assists the learner to lead and influence teams, lead through change and understand organisational politics to aid her/his your leadership contribution.

Some of the short courses that constitute the Leadership module are:

- High Performance Leadership (duration 10 days full-time):
o It provides a unique, sustainable pathway to high performance and also provides a vision and motivation for others.

• The Director as Strategic Leader (duration 5 days full-time):
o It addresses the question of an effective leader by understanding strategic leadership and one's role in the process.

The university also runs a series of short courses on strategy which is a useful comparison for the competencies in this qualification.

Ashridge Business School in the United Kingdom has a 5-day leadership programme called the Ashridge Leadership Process Fact File. It is a blend of small group development activities and one-to-one leadership coaching and delivers real impact and lasting change for the learner and her/his organisation.

Some of the specific competencies that a learner will acquire during the course are:

• Different leadership styles and an action plan to help apply them to the workplace.
• Enhanced self awareness and confidence to meet the challenges of leadership and increased responsibility.
• More effective thinking skills.
• New personal and organisational visions and goals.
• Techniques for leading high performance teams.
• Invaluable insights into lifestyle planning.

Ashridge also runs another programme that covers the key competencies of managing relationships. The course is entitled 'Interpersonal skills for managing relationships'.

Leaders and executives in contemporary society are increasingly recognising that in addition to their technical and professional capability, their ability to establish, develop and create effective and lasting relationships is critical to long-term business success. This programme focuses on key communication, interpersonal and social skills-in today's parlance known as 'emotional intelligence'.

Communication, intrapersonal awareness and interpersonal skills are the bedrock for success in relationship management. This programme will help the learner understand own communication and interpersonal style and skills, and will enable her/him to raise their self-awareness and confidence for managing relationships at work more effectively.

This practical and experiential workshop is designed to introduce the learner to a range of skills, techniques and approaches that will ensure effective communication. It will give her/him an opportunity to practise the acquired communication and interpersonal skills in a range of typical work related situations.

Some of the specific areas of focus that overlap with this qualification are:

• Increase confidence and impact.
• Understand the importance of impression management, impact and perception in managing relationships.
• Gain greater awareness of own communication style and approach.
• Learn the different tools, techniques and approaches to draw upon when working with others.
• Develop the skills to communicate more effectively in a wide range of situations.
• Improve ability to make relationships work.
• Develop skills to help one understand one's colleagues better.
• Enhance own performance in relationship management.
• Practise the skills and get feedback in a variety of real-life situations.

United States of America:

The training offered in the USA is mainly to traffic officers and deals mainly with law enforcement aspects.

The programme consists of a basic introduction which is 6 weeks, depending on the states training programme. Then this is followed by a 4 week field-training program.

The Ohio Peace Officer Training Curriculum includes a substantial amount of traffic officer training and aspects resonate with some of the competencies in this qualification.

The Stanley Community College also offers the Traffic Officer Certificate Program to traffic officers.

Canada:

Traffic officer training in Canada addresses some of the aspects contained in this qualification and deals with aspects other than basic law enforcement aspects. Traffic officer training in Canada typically takes place through a university or registered college over a two year period which culminates in a diploma. Once completed the learner will have acquired the following competencies:

• Enforcement, investigative and legal/court processes, procedures and documentation related to road transportation.
• Conduct interviews, self-initiated or in response to complaints/inquiries, to gather applicable information for potential enforcement action.
• Recognise and evaluate potential risks to yourself or public and take steps to minimize and/or resolve these.
• Reduce and/or manage (the effect of) stress in a non-threatening as well as potentially dangerous or threatening work environments.
• Identify, assess and/or resolve issues and conflicts with people such as violators, complainants, and stakeholders.
• Interpret and apply applicable federal, provincial statutes/regulations, municipal bylaws and policies, programs and agreements relating to road transportation and the safe operation of vehicles.
• Operate an enforcement vehicle, as well as office and specialized equipment in a responsible and safe manner.

Kenya:

In Kenya there is only training in traffic law enforcement seems to be part of the training given to constables who graduate to attempt the junior training wing or the inspectors or supervisory courses. The Traffic Department of the Kenyan Police identified the following key competencies for traffic officers:

• Prevention of road accidents.
• Investigation of road accidents and maintenance of data.
• Provision of free flow of traffic along the roads/escorts of VIPs.
• Enforcement of traffic laws and regulations.
• Apprehension/prosecution of traffic offenders.
• Enforce the axle - load regulations in conjunction with Ministry of Public Works at the weighbridges.
• Carrying out Annual inspections of all Public service vehicles, commercial and private vehicles prior to licensing or registration.
• Inspection and certification of road worthiness of vehicles on the road.
• Inspection of accident vehicles to ascertain/determine the pre accident defects.
• Testing of drivers and issuances of certificate of competence.
• Monitoring the movement of Government vehicles.

Australia:

Monash University in Australia has a similar programme called Executive Certificate in Management. This course has been designed for experienced managers without a first degree to enable them to obtain an introductory qualification in management. The course content focuses on an appreciation of the management role and the crucial contribution that managers make to organisational effectiveness. The course examines major theories and concepts concerning the behaviour and performance of individuals and groups in organisations. Moreover, it explores the importance of self-awareness, learning and learning styles, self-management and specific managerial competencies.

Course structure:

Students must complete two core units (12 points):

• Managing people and organisations.
• Managerial effectiveness.
• Students must complete two elective units (12 points) from 9000-level units taught by the Department of Management.

The Queensland University of Technology offers a Certificate in Road Safety (PY40) and a Diploma in Road Safety (PY41). The Graduate Certificate fosters specialist and multidisciplinary skills and knowledge in the fields of road safety, accident prevention, and traffic and transport improvements. The program is relevant not only to those already employed by government or industry, as either managers, practitioners or researchers, but also those seeking to enter these fields.

Students become conversant with real-world safety problems with input from psychology, humanities, public health, optometry, civil/mechanical/manufacturing and medical engineering staff, as well as guest lecturers from government and industry (e.g. state transport, police, and the insurance industry). Students undertake field study, and are able to complete workplace-based projects where appropriate. They gain experience in both individual and teamwork approaches to research, problem solving, information retrieval, and oral and written communication.

The Certificate contains the following focus areas:

• Introduction to road safety.
• Traffic Psychology and Behaviour.
• Applying Traffic Psychology.
• Road Safety Theories.

The Diploma course focuses on the following areas:

• Introduction to Road Safety.
• Traffic Psychology and Behaviour.
• Traffic Engineering.
• Applying Traffic Psychology.
• Road Safety Evaluation models.
• Road Safety Audits - Investigation and Treatment of crash locations.

India:

The Indian School of Business (ISB), one of the top performing business schools in the world, like most other providers does not have structured certificates or diplomas like those in South

Africa, in management. Their minimal qualification is an undergraduate degree. However, like most of these institutions the Centre for Executive Education at the ISB provides a range of short courses for managers who are already employed but who wish to move up the management chain. These short courses take place all the time. There is no indication if these short courses are part of a structured programme. The courses do revolve around, inter alia, Strategic Thinking, Leadership Skills, Marketing Strategies and Strategic Talent Management.

Conclusion:

The qualification compares favourably with what many universities and colleges call Executive Development Programmes. These constitute a series of high level short courses, designed to meet the needs of the individual who will be managing projects and interventions.

Although no road safety qualification exists some of the existing qualifications deal with aspects within this qualification relating to the law enforcement or management aspects. This qualification therefore encapsulates some of the programmes competencies within law enforcement agencies considering the human and project resources at their disposal.

In conclusion, the National Certificate in Road Safety Coordination is the first of its kind and is more comprehensive Qualification for Road Safety or enforcement officers wishing to pursue a career in Road Safety Coordination than those surveyed. Most universities investigated in the course of this exercise do not offer certificates and diplomas in the field of road safety management. However, some universities do offer certificates and diplomas in terms of management qualifications, there also seems to be a focus on the Masters in Business Administration and the first degree is seen as a stepping stone towards that qualification. In any case, many of the universities offer Executive Development Programmes for those who are already employed - and this qualification is targeting mainly that category. Seen from that point of view this qualification has much more content and structure than all the others that formed part of this study. This qualification brings together most of the applied competencies in the field of road safety management in a very structured way and paves the way for the generation of many elective streams.

ARTICULATION OPTIONS
This qualification articulates horizontally with:

- ID 59201: National Certificate: Generic Management, NQF Level 5.
- ID 50122: national Certificate in Policing, NQF Level 5.
- ID 49398: National Certificate: Incident Management NQF Level 5.
- National Certificate: Business Consulting, NQF Level 5.
- ID 49554: National Diploma: Public Finance Management and Administration, NQF Level 5.
- ID 20892: National Diploma: Human Resources Management and Practices, NQF Level 5.
- ID 58395: National Certificate: Project Management, NQF Level 5.

Vertical articulation is possible with the following qualifications:

- ID 67696: National Certificate: Governance and Administration, NQF Level 6.

MODERATION OPTIONS
- Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA, 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 ETQA, 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 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); and in terms of the moderation guideline detailed immediately below.

• Moderation must include both internal and external moderation of all unit standard assessments at the exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence of the exit level outcomes of the qualification to ensure the learner has achieved the integrated competence as described in the qualification.

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

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

• A minimum of 2 (two) years' practical, relevant occupational experience in Management.
• To be registered as an assessor with the relevant ETQA.
• To be in possession of a Qualification in Management at NQF Level 6 or higher.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	117853	Conduct negotiations to deal with conflict situations	Level 5	8
Fundamental	255496	Manage a training intervention	Level 5	8
Fundamental	12433	Use communication techniques effectively	Level 5	8
Core	256527	Apply knowledge of road traffic legislation pertaining to traffic officers, road users and vehicles	Level 4	14
Core	256519	Demonstrate an understanding of the legislative framework for road traffic law enforcement	Level 4	10
Core	256517	Demonstrate understanding of the Administrative Adjudication of the Road Traffic Offences Act	Level 4	4
Core	242706	Analyse problems	Level 5	4
Core	120303	Apply principles of risk management	Level 5	8
Core	377260	Apply the concept of community involvement and development within the Road Traffic Safety Management environment	Level 5	8
Core	117392	Conduct a range of audits	Level 5	6
Core	243824	Develop an integrated Project Management plan for a simple to moderately complex project	Level 5	8
Core	252032	Develop, implement and evaluate an operational plan	Level 5	8
Core	337059	Apply monitoring and evaluation approaches and tools to assess an organisation's or programme's performance in a specific context	Level 6	15
Core	377221	Conduct road safety infrastructure audits on the road environment	Level 6	12
Elective	256516	Establish and maintain information on the National Traffic Information System	Level 4	4
Elective	123507	Administer provisioning for procurement	Level 5	4
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Elective	119031	Assess and analyse an incident	Level 5	6
Elective	252037	Build teams to achieve goals and objectives	Level 5	6
Elective	242646	Conceptualise and present a project concept	Level 5	15
Elective	115753	Conduct outcomes-based assessment	Level 5	15
Elective	110058	Demonstrate a critical understanding of theories and principles of transformative development practice	Level 5	8

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	365139	Demonstrate an understanding of human trafficking and its legal implications	Level 5	5
Elective	336707	Demonstrate an understanding of the key issues important for compliance with corporate governance principles and social responsibility	Level 5	6
Elective	337061	Demonstrate knowledge and insight into a bid committee system applicable to an Organ of State in South Africa	Level 5	15
Elective	10066	Establish customer needs and relationships	Level 5	16
Elective	110063	Plan advocacy campaigns and workshops in development practice	Level 5	8
Elective	244560	Present advertising ideas	Level 5	7
Elective	10301	Complete a research assignment	Level 6	20
Elective	365190	Demonstrate an understanding of the legislative factors and principles of common law impacting on specific alcohol-related road traffic offences	Level 6	10

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
National Certificate: Strategic Road Traffic

SAQA QUAL ID	QUALIFICATION TITLE		
80066	National Certificate: Strategic Road Traffic		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	8 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	147	Level 6	Regular-Unit Stds Based

New NQF Level: NQF Level 06

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

This qualification is a follow on from the National Certificate: Tactical Road Traffic Operations and is primarily about equipping and enhancing the skills of traffic centre managers or regional traffic managers within the road traffic safety management environment. The qualification broadly addresses a broad range of competencies including monitoring and measuring the performance of junior managers, leading and managing a team, and enhancing the development of teams and team members. Hence, the focus of this qualification is on showing leadership in the management of traffic officials in accordance with the road traffic legislation.

This qualification is for the road traffic safety officials and will equip people who operationalise aspects of the core processes and functions at a management level across the four clusters in road traffic safety management and practices:

• Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
• Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.
• Acquisition, development and utilisation of people.
• Manage service delivery and interactive communication between public and government.

This qualification will equip learners with tools and techniques to implement performance improvements at a team, departmental, project or small organisation level. It will also enable learners to understand how different functional perspectives work together to approach the real and complex problems of management and will give learners an opportunity to apply a range of management concepts to an in-depth analysis of a management problem in their own organisation.

The learner achieving this Qualification will be able to:

• Apply the principles of situational leadership in the traffic environment and analyse leadership related theories in the work context.
• Apply monitor and evaluation approaches and tools to assess an organisation or its programmes performance in a specific context.
• Evaluate and plan the role of self as leader in a function.
• Apply problem solving techniques to make decision on a multi-faceted problem.
• Facilitate and handle the employee grievances.
• Administer the provisioning of procurement.
• Create opportunities for innovation and lead projects to meet innovative ideas.
• Develop a plan to combat corruption within the organization.
• Develop, implement and evaluate operational plans and prepare and manage a budget whilst being able to interpret basic financial statistics.
• Performing road safety and infrastructure audits and analyse situations on the road in order to be proactive.

Rationale:

This qualification introduces key terms, rules, concepts, principle and practices within the road traffic safety management environment that will enable learners to be informed managers in other occupations as well. It has also been developed to enable managers to access higher education and provide flexible access to life-long learning.

The scope of co-ordination covers four domains:

• Leadership.
• Self management.
• People management.
• Management practices.

Within the road traffic safety environment. Although generic competencies address these domains as well, learning programmes have been contextualised for this specific sector. This will therefore also enable management competencies to be strengthened and enable managers to better management systems, processes, resources, self, teams and individuals and therefore contribute towards the reduction in the crash accident rates in South Africa.

This qualification is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work.

Ultimately, this qualification is aimed at improving the productivity and efficiency of managers within the road traffic safety management environment in South Africa.

This Qualification also supports the objectives of the NQF in that it gives the learner access to a registered qualification. It will ensure that the quality of education and training in the sub-field is enhanced and of a high standard. The qualification will allow learners not only to develop their knowledge and skills in the field of road traffic law enforcement, but will also enable them to benchmark their competence against international standards.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners are competent in:

• Mathematical Literacy at NQF Level 4.
• Communication at NQF Level 4.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Road Traffic Law Enforcement Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment.

This Recognition of Prior Learning may allow:

• For accelerated access to further learning.
• Gaining of credits towards a unit standard.
• For full or partial recognition of the Qualification.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training Quality Assurance body and is conducted by a registered workplace assessor.

Recognition of Prior Learning will allow for accelerated access to further learning and gaining of credits towards the qualification. All Recognition of Prior Learning should be carried out by a provider in agreement with the relevant ETQA or another ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

Access to the Qualification:

To enter the programme applicants need to:

• Be in possession of a Further Education and Training Certificate.
• Have completed the National Certificate: Tactical Road Traffic Operations at NQF Level 5.
Or
• Have experience in applying the skills related to the Exit Level Outcomes of the National Certificate: Tactical Road Traffic Operations.

QUALIFICATION RULES
The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 147 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Unit Standards to the value of 10 credits all of which are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 118 credits all of which are compulsory.

Elective Component:

The Elective Component consists of a number of Unit Standards. Learners must choose Elective Unit Standards to the value of 19 credits from the Unit standards listed.

EXIT LEVEL OUTCOMES
1. Organise, plan and conduct regional road traffic safety operations.

2. Critically evaluate and solve road traffic safety problems.

3. Conduct risk management within a road traffic safety management environment.

Critical Cross Field Outcomes:

The programme aims to develop the SAQA critical cross-field outcomes listed below:

• Identify and solve management problems in the road traffic safety environment in which responses display that responsible decisions using critical and creative thinking have been made.
• Work effectively with others as a member of a team, group, organisation, community when operational plans and deployment procedures are formulated.
• Organise and manage oneself and one's activities responsibly and effectively when principles of economics are applied to ensure maximum efficiency and effectiveness with regards to resource allocations.
• Collect, analyse, organise and critically evaluate information when road safety doctrine and strategy are evaluated.
• Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation .when operational plans are developed.
• Use science and technology effectively and critically, showing responsibility towards the environment and health of others when operational plans are developed.
• Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation when the performance of the teams and units is monitored and measured.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

• Deployment procedures are formulated at the operational level through application of the planning cycle and interpretation and application of doctrine and policy.
• Operational plans are developed in the context of national policy, national road safety and relevant strategy.
• Operational projects and action plans are evaluated in accordance with the intended outcomes.

Associated Assessment Criteria for Exit Level Outcome 2:

• Management problems are identified and solved with judgements across a range of functional areas.
• Road safety doctrine and strategy are evaluated in accordance with policy on road traffic safety operations and deployment procedures.
• Personnel are managed by employing the most appropriate management style within road traffic safety operations.
• The performance of the teams and units is monitored and measured according to the entity's systems and procedures.

Associated Assessment Criteria for Exit Level Outcome 3:

• The strategic purpose and application of risk and crisis management for the maintenance of road traffic safety is analysed in order to develop operational plans and objectives.
• The principles of economics are applied to ensure maximum efficiency and effectiveness with regards to resource allocations.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic selling and specific economic sector contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term `Integrated Assessment` implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Many countries have been surveyed to generate this international comparability. The United Kingdom, the United States of America and Canada are known to have highly sophisticated traffic law enforcement agencies considering the human and financial resources at their disposal. Other European countries like Germany and Sweden were also considered but the United Kingdom qualification encapsulated many of their programme competencies.

This qualification is comparable with a variety of management qualifications. In many countries the universities that offer management courses have a first degree as an entry level qualification, with the possibility of the learner, in many cases, being able to pursue a Masters in Business Administration. However, no qualifications could be found that integrated management skills with the operational requirements of road traffic law enforcement. This qualification does however compare favourably with what many universities and colleges call Executive Development Programmes. These constitute a series of high level short courses, designed to meet the needs of the individual who will be managing junior managers.

United Kingdom:

The School of Management of Cranfield University in the United Kingdom offers a series of two to three week intensive short courses that cover a number of competencies offered by this qualification. The Developing General Management Potential programme is designed to accelerate the early development of promising managerial careers and allows a manager to develop his/her visibility, credibility and maturity. The manager will make a wider business contribution through personal development and the acquisition of managerial knowledge. The programme has an unconventional design with a strong personal development focus.

Managerial knowledge is translated into action through a powerful development process emphasising personal contribution, style and impact.

Some of the specific competencies that a learner will acquire during the course are:

• Make the transition from an operational into a managerial role.
• Develop a wider perspective on management and business.
• Become better informed about management thinking.
• Understand the politics and social dynamics of organisations.
• Challenge the status quo in constructive ways.
• Differentiate between good and bad managerial practice.
• Creating change through pockets of good practice.

Some of the specific areas of focus that overlap with this qualification are:

• Developing managerial potential: Understanding managerial roles distinguishing between managerial and operational contributions assessing and developing individual management style and impact.

• Organisational culture and change: Exploring how different ways of thinking affect managerial contribution determining the role of individual managers in organisational change creating change through pockets of good practice.

• Leadership and teamwork: Understanding the roles of leadership and management applying the concept of leadership at all levels understanding how to develop as a leader from within the organisation, appraising the use of teams in organisations exploring the role of the individual in teams.

• Finance and management accounting: Understanding and using financial information ratio analysis managing the budgetary process investment appraisal interpreting corporate finance issues.

Cranfield University also offers a series of short courses under 'leadership', which covers most of the leadership and people management competencies of this qualification. The course explores the many diverse issues that need to be addressed so that the manager can be an effective and successful leader. The personal awareness programmes assist one in understanding own leadership style, drivers, successes and the challenges one faces.

The management development programmes stimulate the learner to think about his/her contribution as a strategic leader. In addition the course assists the learner to lead and influence teams, lead through change and understand organisational politics to aid her/his your leadership contribution.

Some of the short courses that constitute the Leadership module are:

• High Performance Leadership (duration 10 days full-time):
○ It provides a unique, sustainable pathway to high performance and also provides a vision and motivation for others.

• The Director as Strategic Leader (duration 5 days full-time):
○ It addresses the question of an effective leader by understanding strategic leadership and one's role in the process.

The university also runs a series of short courses on strategy which is a useful comparison for the competencies in this qualification.

Ashridge Business School in the United Kingdom has a 5-day leadership programme called the Ashridge Leadership Process Fact File. It is a blend of small group development activities and one-to-one leadership coaching and delivers real impact and lasting change for the learner and her/his organization.

Insead, which has campuses in Europe (Paris) and Singapore, offers several management programmes of a short duration. They offer an Advanced Management Programme, an International Executive Programme and a Management Acceleration Programme. It does not provide for a highly legislated organisation such Traffic Law enforcement. It is rather comparable with generic management qualifications.

The Institute of Leadership and Management (ILM), based in the United Kingdom, is Europe's largest awarding body for leadership and management qualifications. It is also a professional membership body for leaders and managers-providing a wide range of career support services to members.

ILM qualifications are practically based, designed to complement the individual's role at work. Aligned to the UK's National Qualifications Framework (NQF), ILM qualifications begin at Level 2 and continue right up to Level 7. Other specialist qualifications cover skills in volunteer management, business start-up, coaching, and personnel management. All ILM qualifications have been accredited by the Qualifications and Curriculum Authority (QCA).

The ILM offers the following Generic Management Qualifications:

- Level 2 Introductory Certificate in Team Leading.
- Level 2 Certificate in Team Leading.
- Level 3 Introductory Certificate in First Line Management.
- Level 3 Certificate in First Line Management.
- Level 5 Introductory Diploma in Management.
- Level 5 (new NQF) Diploma in Management.
- Level 7 (new NQF) Introductory Executive Diploma in Management.
- Level 7 (new NQF) Executive Diploma in Management.

The ILM Level 5 (new NQF) Diploma in Management qualifications are for those people who are likely to be either practising or aspiring middle managers, particularly those who are already in post but have had little or no formal training. They may work in factories and offices, in hospitals, in call centres, on building sites, in leisure centres, in the armed services and in the voluntary sector. Wherever people and resources are employed, middle managers with an ILM Level 5 (new NQF) Diploma qualification ensure that they are employed effectively.

Both qualifications are designed to improve performance in the organisation through their strong focus on your specific job role. These highly practical programmes can generate significant payback for the employer in terms of cost savings and quality improvements in the workplace. They may also have internal short training sessions in the organisation which can be incorporated into the programme structure.

Australia:

Monash University in Australia has a similar programme called Executive Certificate in Management. This course has been designed for experienced managers without a first degree to enable them to obtain an introductory qualification in management. The course content focuses on an appreciation of the management role and the crucial contribution that managers make to organisational effectiveness. The course examines major theories and concepts concerning the behaviour and performance of individuals and groups in organisations. Moreover, it explores the importance of self-awareness, learning and learning styles, self-management and specific managerial competencies.

Malaysia:

As part of Malaysia's integrated road safety strategy a pilot programme is being undertaken to support the professional development of the traffic police in strategic law enforcement and road safety. The aim of the programme is to strengthen the capacity of traffic law enforcement professionals in Malaysia to reduce the incidence, severity and costs of road trauma in the community.

These Qualifications however lack content like leadership, effective use of intelligence, planning strategies and tactics and collision investigation.

Management (supervision) at Level 5 and short specialised courses are available through the University of North Florida and North West University of Chicago.

Benchmarking was done by comparing with similar qualifications offered in New Zealand and the United States. Social Sciences Degrees which have elements of policing within them on the NZQA at Levels 5 and 6 (National Certificate in Security.

A direct comparison of the title, specific outcomes, assessment criteria and embedded knowledge was undertaken with each and the best practise points were highlighted and incorporated.

Conclusion:

In conclusion the Advanced Certificate: Strategic Road Traffic Operations is a more comprehensive Qualification for centre and regional managers within the road traffic safety environment than those surveyed and covers a wide variety of management aspects of three levels of complexity. This qualification together with the Certificate course will enhance their skills and equip them for the challenging positions of traffic law enforcement managers.

Although many of the aspects in management are generic this Qualification is very specific to the South African traffic law enforcement environment.

ARTICULATION OPTIONS
This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

- Advanced Diploma: Management, NQF Level 6.
- Advanced Diploma: Management, NQF Level 6.
- Diploma: Public Administration, NQF Level 6.
- Advanced Diploma: Management: Human Resource Management, NQF Level 6.
- Advanced Diploma: Management: Finance, NQF Level 6.
- Advanced Certificate: Administration and Policy, NQF Level 6.
- Bachelor of Administration, NQF Level 6.

Vertical articulation is possible with the following Qualifications:

- Advanced Diploma: Traffic and Metropolitan Policing, NQF Level 7.
- Bachelor of Administration, NQF Level 7.
- Bachelor of Administration: Human Resource Management, NQF Level 7.
- Bachelor of Administration: Management, NQF Level 7.

MODERATION OPTIONS

• Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, and Assurance (ETQA) Body.

• Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.

• Assessment and 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 ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.

• 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 and the integrated competence described in the Qualification.

• 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
For an applicant to register as an assessor, the applicant needs:

• Be registered as an assessor with the relevant ETQA.
• Be in a possession of a relevant Qualification at NQF Level 6 or higher.
• Have two years' work experience in traffic law enforcement.

NOTES
N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	264403	Apply problem-solving techniques to make decisions on a multi-faceted problem	Level 6	5
Fundamental	264398	Evaluate and plan the role of self as leader in a function	Level 6	5
Core	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4
Core	15229	Implement codes of conduct in the team, department or division	Level 5	3
Core	252040	Manage the finances of a unit	Level 5	8
Core	252025	Monitor, assess and manage risk	Level 5	8
Core	377240	Apply a strategic direction process for a department, authority or division	Level 6	7
Core	337059	Apply monitoring and evaluation approaches and tools to assess an organisation's or programme's performance in a specific context	Level 6	15
Core	10301	Complete a research assignment	Level 6	20
Core	377221	Conduct road safety infrastructure audits on the road environment	Level 6	12
Core	12139	Facilitate the resolution of employee grievances	Level 6	5
Core	264395	Formulate a strategy and an implementation plan for a function	Level 6	6
Core	114493	Manage interactive communication between public and government	Level 6	7
Core	120306	Manage service delivery improvement	Level 6	8
Core	120302	Prepare budgets for a specific sector	Level 6	15
Elective	115792	Access, process, adapt and use data from a wide range of texts	Level 5	5
Elective	123507	Administer provisioning for procurement	Level 5	4

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	120305	Analyse the role that emotional intelligence plays in leadership	Level 5	8
Elective	252020	Create and manage an environment that promotes innovation	Level 5	6
Elective	114882	Develop holistic productivity improvement strategies and plans	Level 5	10
Elective	10044	Implement a generic communication strategy	Level 5	10
Elective	11286	Institute disciplinary action	Level 5	8
Elective	255496	Manage a training intervention	Level 5	8
Elective	258116	Manage community schemes	Level 5	8
Elective	252034	Monitor and evaluate team members against performance standards	Level 5	8
Elective	115817	Provide and respond to feedback	Level 5	4
Elective	12140	Recruit and select candidates to fill defined positions	Level 5	9

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Demonstrate knowledge and understanding of basic vehicle components

SAQA US ID	UNIT STANDARD TITLE			
377200	Demonstrate knowledge and understanding of basic vehicle components			
ORIGINATOR		PROVIDER		
Task Team - Traffic				
FIELD		SUBFIELD		
8 - Law, Military Science and Security		Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		5

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Verify vehicle components.

SPECIFIC OUTCOME 2
Demonstrate an understanding of specific vehicle systems.

SPECIFIC OUTCOME 3
Identify specific parts of a vehicle.

SPECIFIC OUTCOME 4
Verify the functionality of vehicle components.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply advanced driving skills: defensive driving

SAQA US ID	UNIT STANDARD TITLE		
377201	Apply advanced driving skills: defensive driving		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

New NQF Level: NQF Level 05

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115311	Apply advanced driving skills / techniques in defensive and offensive situations	Level 5	9	Will occur as soon as 377201 is registered

SPECIFIC OUTCOME 1
Apply knowledge related to vehicle dynamics to reduce driving risk.

SPECIFIC OUTCOME 2
Demonstrate techniques used to avoid accidents and maintain control.

SPECIFIC OUTCOME 3
Apply techniques to improve driving skills and maintain safety at all times.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply advanced driving skills: offensive driving

SAQA US ID	UNIT STANDARD TITLE			
377220	Apply advanced driving skills: offensive driving			
ORIGINATOR		PROVIDER		
Task Team - Traffic				
FIELD		SUBFIELD		
8 - Law, Military Science and Security		Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		3

New NQF Level: NQF Level 05

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115311	Apply advanced driving skills / techniques in defensive and offensive situations	Level 5	9	Will occur as soon as 377220 is registered

SPECIFIC OUTCOME 1
Apply offensive driving skills when negotiating static hazards/dealing with vehicle damage.

SPECIFIC OUTCOME 2
Apply offensive driving skills in dynamic situations.

SPECIFIC OUTCOME 3
Demonstrate advanced turning skills.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct road safety infrastructure audits on the road environment

SAQA US ID	UNIT STANDARD TITLE			
377221	Conduct road safety infrastructure audits on the road environment			
ORIGINATOR		PROVIDER		
Task Team - Traffic				
FIELD		SUBFIELD		
8 - Law, Military Science and Security		Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 6		12

New NQF Level: NQF Level 06

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Describe road safety audits.

SPECIFIC OUTCOME 2
Collect and analyse accident data/statistics.

SPECIFIC OUTCOME 3
Conduct relevant practical road safety surveys and analyses.

SPECIFIC OUTCOME 4
Collate pertinent information from data (recorded during the practical field surveys).

SPECIFIC OUTCOME 5
Communicate data, information and conclusions to end-user.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	80047	National Certificate: Road Safety Development	Level 5
Core	80066	National Certificate: Strategic Road Traffic	Level 6

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of the land transport legal framework

SAQA US ID	*UNIT STANDARD TITLE*		
377222	Demonstrate knowledge of the land transport legal framework		
ORIGINATOR		*PROVIDER*	
Task Team - Traffic			
FIELD		*SUBFIELD*	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	3

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Describe the Traffic Official related sections of the land transport legislation.

SPECIFIC OUTCOME 2
Demonstrate knowledge of permits and operating licences.

SPECIFIC OUTCOME 3
Apply knowledge of law enforcement in regard to operating licences.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Examine light motor vehicles for fitness and road-worthiness

SAQA US ID	UNIT STANDARD TITLE		
377223	Examine light motor vehicles for fitness and road-worthiness		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Verify applicable light motor vehicles.

SPECIFIC OUTCOME 2
Categorize applicable light motor vehicles in terms of types and classes.

SPECIFIC OUTCOME 3
Assess the different systems of applicable light motor vehicles.

SPECIFIC OUTCOME 4
Certify road-worthiness status based on assessment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the role and functions of a Peace Officer and Traffic Warden

SAQA US ID	UNIT STANDARD TITLE		
377224	Demonstrate an understanding of the role and functions of a Peace Officer and Traffic Warden		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Explain the meaning of terms and phrases used in the legislation.

SPECIFIC OUTCOME 2
Explain the duties and responsibilities of peace officers.

SPECIFIC OUTCOME 3
Explain the procedure for search and seizure.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Examine for a driving licence - Grade B

SAQA US ID	UNIT STANDARD TITLE		
377225	Examine for a driving licence - Grade B		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Determine the suitability of an applicant and motor vehicle for a driving licence assessment - Code B, C1, C, EC1, EC and EB.

SPECIFIC OUTCOME 2
Conduct driving licence yard tests according to minimum requirements.

SPECIFIC OUTCOME 3
Conduct driving licence road tests in accordance with minimum requirements.

SPECIFIC OUTCOME 4
Determine Road Test results.

SPECIFIC OUTCOME 5
Certify driving licence test results.

SPECIFIC OUTCOME 6
Driving licence tests results are recorded as prescribed.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a breath alcohol test

SAQA US ID	UNIT STANDARD TITLE			
377226	Conduct a breath alcohol test			
ORIGINATOR		PROVIDER		
Task Team - Traffic				
FIELD		SUBFIELD		
8 - Law, Military Science and Security		Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		6

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Demonstrate knowledge of the legislation and regulations governing the use of evidential breath alcohol test equipment.

SPECIFIC OUTCOME 2
Demonstrate knowledge and use of the equipment used for breath alcohol testing.

SPECIFIC OUTCOME 3
Operate and conduct a breath alcohol test using the legally approved breath alcohol testing equipment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Examine for a driving licence - Grade D

SAQA US ID	UNIT STANDARD TITLE			
377227	Examine for a driving licence - Grade D			
ORIGINATOR		PROVIDER		
Task Team - Traffic				
FIELD		SUBFIELD		
8 - Law, Military Science and Security		Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		20

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Verify driving licence applicants' identity and information following prescribed procedures.

SPECIFIC OUTCOME 2
Conduct driving licence yard tests according to minimum requirements.

SPECIFIC OUTCOME 3
Conduct driving licence road tests in accordance with minimum requirements.

SPECIFIC OUTCOME 4
Determine Road Test results.

SPECIFIC OUTCOME 5
Certify driving licence test results.

SPECIFIC OUTCOME 6
Record driving licence tests results making use of appropriate recording systems and procedures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Examine for a driving licence - Grade C

SAQA US ID	UNIT STANDARD TITLE		
377228	Examine for a driving licence - Grade C		
ORIGINATOR		PROVIDER	
Task Team - Traffic			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Verify driving licence applicants' identity and information following prescribed procedures.

SPECIFIC OUTCOME 2
Maintain and operate electronic measuring apparatus.

SPECIFIC OUTCOME 3
Conduct motor cycle driving tests Part I according to minimum requirements.

SPECIFIC OUTCOME 4
Conduct motor cycle driving tests Part II according to the minimum requirements.

SPECIFIC OUTCOME 5
Determine the final Test Results.

SPECIFIC OUTCOME 6
Certify driving licence test results.

SPECIFIC OUTCOME 7
Record driving licence tests results making use of appropriate recording systems and procedures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply a strategic direction process for a department, authority or division

SAQA US ID	UNIT STANDARD TITLE			
377240	Apply a strategic direction process for a department, authority or division			
ORIGINATOR		PROVIDER		
Task Team - Traffic				
FIELD		SUBFIELD		
8 - Law, Military Science and Security		Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 6		7

New NQF Level: NQF Level 06

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Incorporate an analysis and interpretation of the strategic guidance in a business plan.

SPECIFIC OUTCOME 2
Draft a business plan by making use of a SD process.

SPECIFIC OUTCOME 3
Apply the SD process for implementation as part of a business plan.

SPECIFIC OUTCOME 4
Draft a control process for a business plan.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	80066	National Certificate: Strategic Road Traffic	Level 6

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply the concept of community involvement and development within the Road Traffic Safety Management environment

SAQA US ID	UNIT STANDARD TITLE			
377260	Apply the concept of community involvement and development within the Road Traffic Safety Management environment			
ORIGINATOR		**PROVIDER**		
Task Team - Traffic				
FIELD		**SUBFIELD**		
8 - Law, Military Science and Security		Safety in Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 5		8

New NQF Level: NQF Level 05

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Apply communication skills and the role of the road safety officer in the community.

SPECIFIC OUTCOME 2
Develop the theoretical framework for a community driven approach.

SPECIFIC OUTCOME 3
Apply community involvement and development processes in the formulation of community structures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	80047	National Certificate: Road Safety Development	Level 5