



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Sovereignty of the State

Registered by NSB 08, Law, Military Science and Security, publishes the following qualifications 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 upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 13 March 2004***. All correspondence should be marked **Standards Setting – Justice in Society** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Established in terms of Act 58 of 1995

TITLE: Advanced Diploma in Diplomacy
LEVEL: 7
CREDITS: 246
FIELD: Law, Military Science and Security
SUBFIELD: Sovereignty of the State
ISSUE DATE:
REVIEW DATE

RATIONALE OF THE

This qualification provides learners with access to employment opportunities within the broader diplomatic community in order to protect and promote the sovereignty of the State and advance the interests of the Republic of South Africa. This qualification provides the diplomatic community for competencies and a skills base that will enable the learners to contribute to the advancement of national interests by promoting a positive image of South Africa in diplomatic circles.

PURPOSE OF THE QUALIFICATION:

The Advanced Diploma in Diplomacy is intended to provide trainees with competencies that will enable them to serve the Republic of South Africa in diplomatic services.

The purpose of the qualification is to assist learners to gain insight and a understanding of what diplomacy entails and acquire competencies in conducting foreign relations.

Learners will develop skills and techniques of negotiation and conflict management which relate to specific issues such as international trade, international environmental policy, international law, ethnic conflicts, human rights and/or humanitarian affairs. The focus is on multilateral diplomacy and developing practical and analytical diplomatic and negotiation skills.

LEARNING ASSUMED TO BE IN PLACE

Persons wishing to pursue this qualification are assumed to have:

- Completed a Level 6 qualification or its equivalent.
- Sufficient knowledge of English to enable them to cope with the studies.
- Good general knowledge of current affairs.
- Excellent knowledge of the South African situation
- Fair knowledge of other countries.
- End-user computing

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

1. Demonstrate a comprehensive knowledge of international politics and economics.
 - A comprehensive knowledge of international politics and economics to enable the practice of diplomacy is demonstrated
2. Demonstrate an understanding of the historical, social, political and economic realities of South Africa in a global context.
 - A broad understanding of the historical, social, political and economic of South Africa to enable the practice of diplomacy is demonstrated
3. Demonstrate an understanding of international law.
 - A comprehensive knowledge of international law to enable the practice of diplomacy is demonstrated
4. Communicate and interpret information reliably and accurately in a diplomatic context.
 - Information is communicated and interpreted reliably and accurately within a diplomatic context
5. Conduct research, access information and critically reflect on regional and international issues.
 - Information is sourced, analysed and the best possible solutions to regional and international issues are determined
6. Generate and negotiate solutions to key regional and international problems within the context and agency of consular work.
 - Solutions to regional and international problems are negotiated and arrived at within the context of consular work
7. Perform practical aspects of agency and consular work.
 - Agency and consular work is performed within the ambit of the Department of Foreign Affairs regulations

INTERGRATED ASSESSMENT

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

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

NOTES TO ASSESSORS

The assessment of learners against this standard should meet the requirements of established principles, such as validity, reliability, fairness.

It will be necessary to develop assessment activities and tools which are appropriate to the workplace. These activities and tools may include an appropriate combination of self-assessment and peer assessment; formative and summative; portfolios and observations, etc.

The **specific outcomes** listed in the relevant unit standards must be assessed against the criteria indicated through observation of performance, e.g. submitting a learner profile to a assessment panel. Supporting evidence should be used to prove competence of specific outcomes *only* when they are not clearly seen in the actual performance.

Essential embedded knowledge must be assessed in its own right, through oral and written evidence. It cannot be assessed only through seeing the knowledge being applied.

The specific outcomes and essential embedded knowledge of the relevant unit standards must be assessed **in relation to one another**. If a learner is able to explain the essential embedded knowledge, but is unable to perform the specific outcome, they should not be assessed as competent. Similarly, if a learner is able to perform the specific outcome but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should also not be assessed as competent.

Evidence of the specified **critical cross-field outcomes** should be found both in performance (e.g. working in a project team) and in the essential embedded knowledge (collecting, organizing and evaluating information)

RECOGNITION OF PRIOR LEARNING

This qualification may be obtained through the recognition of relevant prior learning and/or experience. For the purpose of recognising prior learning, providers are required to develop structured means for the assessment of individual candidates on a case-by-case basis. Such procedures and the assessment of individual candidates must be subject to moderation.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Anyone assessing a learner against this qualification must be registered as an assessor with the relevant ETQA.

Anyone assessing a learner against this qualification must have a level 7 qualification or NQF equivalent in their main academic field(s) or expertise and applicable prior or concurrent experience as a Higher Education and Training or further Education and Training practitioner.

INTERNATIONAL COMPARABILITY

The Advanced Diploma in Diplomacy addressed the international competencies needed by the personnel functioning missions. Although this qualification is particular to the needs of the South African personnel, the diploma compares favourably with international practice. Traditionally diplomats studied history, law and languages, but current practice is towards multi-disciplinary academic knowledge and diplomats must have basic familiarity with history, law, economics and political science. Diplomats must however have the capacity to acquire specialist knowledge in nearly any subject when needed.

Most tailor-made programmes focus on Negotiation and Conflict Management programmes and may relate to specific issues such as the transfer of technology, ethnic conflicts, international trade, environmental policy, refugees and human rights or humanitarian and health (HIV Aids) affairs. Some programmes focus on community-building strategies in conflict prone areas. Tailor-made programmes are highly intensive and last between two to seven days, but diplomatic programmes range up to several weeks. Many programmes have two to three working languages included.

In this programme the focus is on the outcomes and the context will be determined by the particular target group who undertake the training programme. The choice of languages will also be determined by the foreign countries where the learners will eventually be placed.

ARTICULATION POSSIBILITIES

Some fundamental and core competencies will enable the learner to gain credits that will be useful in the Sovereignty of the State sector and other related fields that the learner may wish to pursue. The learner could change to another pathway in diplomacy at the same level or at the next level. Learners qualifying with this qualification may articulate with a Masters degree in any field within the Sovereignty of the State sector.

MODERATION OPTIONS

Accredited providers should establish or refine moderation procedures and systems in line with the requirements of the relevant ETQA.

Results of assessment should be moderated by one or more external moderators. External moderators should provide reports not only on the fairness and consistency of

assessment, but also on the validity of the assessment design in terms of the specified outcomes.

CRITICAL CROSS FIELD OUTCOMES

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

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

**POSTGRADUATE DIPLOMA IN DIPLOMACY
QUALIFICATIONS MATRIX (246 Credits)**

NO	TITLE OF UNIT STANDARD	LEVEL	CREDITS
FUNDAMENTAL UNIT STANDARDS			
12161	Establish, develop and manage media relationships to promote the image of government	7	5
12163	Manage government communication processes and strategies	7	5
12435	Develop government communication policies, strategies and processes	7	6
12436	Develop and manage government communication campaigns	7	6
12437	Establish, develop and manage media relationships to promote the policies of government	7	6
7.03	Demonstrate ethical professional conduct in diplomatic practice	7	5
7.04	Develop negotiation and conflict management skills in diplomatic practice.	7	10
7.05	Demonstrate effective teamwork in diplomatic practice	7	5
TOTAL NUMBER OF FUNDAMENTALS			48
CORE UNIT STANDARDS			
7.06	Demonstrate an understanding of Diplomacy and the structure of the South African Department of Foreign Affairs.	7	5
7.07	Analyse South Africa's domestic policies	7	25
7.08	Analyse South Africa's Foreign Policy	7	20
7.09	Explain the policies of the African States and the SADC countries.	7	5
7.10	Analyse International Law in diplomatic relations.	7	12
7.11	Assess the role of the United Nations and other key World Organisations in diplomatic relations.	7	8
7.12	Review Xenophobia and Racism in diplomatic context.	7	5
7.13	Review Nuclear Non-proliferation and Disarmament	7	5
7.14	Analyse global economic structures.	7	10
7.15	Review and Analyse South African economic structures	7	15
7.16	Demonstrate economic diplomacy.	7	10
7.17	Promote South Africa abroad	7	10
7.18	Manage and direct consular and agency services	7	15
7.19	Manage and apply Protocols and etiquette in diplomatic context	7	10
7.20	Assist SA nationals in criminal justice procedures abroad.	7	5
7.21	Manage the administration of a mission office	7	10
7.22	Protect the confidentiality of mission activities and information	7	5
7.23	Manage time productively	5	2
TOTAL NUMBER OF CORE			178
ELECTIVES			
7859	Lead and manage teams of people	6	6
10301	Complete a research assignment	6	20

7889	Manage quality in the organisation	6	6
7881	Manage workplace diversity	6	5
7880	Prepare, implement, manage and control budgets	6	10
	TOTAL NUMBER OF ELECTIVES (Only 20 credits needed)		47

1. TITLE: Analyse South Africa's domestic policies.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 25**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will demonstrate an understanding of the historical, political, social and economic realities of South Africa. They will demonstrate a clear understanding of how the government functions and evaluate the South African domestic policies.

The qualifying learner will be able to:

- Demonstrate an understanding of the South African government.
- Explain the history of the achievement of democracy in South Africa.
- Analyse the Government policy on key issues.
- Analyse the impact of Government policy on domestic issues.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Demonstrate an understanding of the South African Government.

ASSESSMENT CRITERIA

- 1.1 The concept of what constitutes a government is explained.
- 1.2 The structure, role and functioning of the Government at national, provincial and local level is evaluated.
- 1.3 The SA Constitution is analysed.
- 1.4 The role of the Constitutional Court is explained.
- 1.5 The tabling of new legislation and decision-making processes is explained.

Specific Outcome 2: Explain the history of the achievement of

democracy in South Africa.**ASSESSMENT CRITERIA**

- 2.1 The role of the Liberation and Mass Democratic Movement internally and internationally is evaluated.
- 2.2 The events that led to the unbanning of political movements are explained.
- 2.3 The role played by individuals and international communities to negotiate change, is discussed.
- 2.4 Major historic decisions and events are highlighted and explained in detail.

Specific Outcome 3: Analyse the Government policy on key issues.

ASSESSMENT CRITERIA

- 3.1 Government policy on land reform is discussed.
- 3.2 The economic policy is analysed within the context of poverty alleviation.
- 3.3 Government policy on immigration/emigration/legal and illegal immigrants is evaluated
- 3.4 Equity policies are analysed within the context of job creation and transformation.
- 3.5 The Education policy and other social policies are evaluated.

Specific Outcome 4: Analyse the impact of Government policy on domestic issues.

ASSESSMENT CRITERIA

- 4.1 The South African constitution is interpreted including aspects pertaining to the Constitutional Court, Labour Court, Human Rights Commission, Nedlac, Rule of Law, the Land Reform Act, etc.
- 4.2 The impact of Government policies on the social and economic development of South Africa is analysed.
- 4.3 The influence of global reaction to the political, social and economic conditions in South Africa, is appraised.
- 4.4 Issues pertaining to Human Rights, moral regeneration, violence against women and children are evaluated in terms of government, NGO and other programmes to address the issues.
- 4.5 Partnerships between Government, NGOs, business and civil society are reviewed for effectiveness.
- 4.5 On site visits to Crises Centres and prisons are undertaken and reported on.
- 4.6 The SA Aids pandemic and government Aids programmes are discussed.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the ETQA's discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: Ensure that the commonalities that exist between a number of unit standards are integrated in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- The concept of what constitutes a government
- National, provincial and local government structure.
- The SA Constitution
- Tabling of new legislation and decision-making processes
- History of SA
- The role of the Liberation and Mass Democratic Movement internally and internationally
- The unbanning of political movements.
- The role of individuals and international communities in negotiating change
- Major historic decisions and events
- Government Social and Economic Policies
- Global reaction to the political, social and economic conditions in SA
- Constitutional Court, Labour Court, Human Rights Commission, Nedlac, Rule of Law, land reform Act, etc.
- Government immigration/emigration/legal and illegal immigrants policies
- Government Education policy
- Government policy on land reform
- Issues pertaining to Human Rights, moral regeneration, violence against women and children.
- Partnerships between Government, NGOs, business and civil society
- The SA Aids pandemic and assistance programmes

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to the realities of SA.
- Communicate effectively in presentation of relevant information.

- Work effectively with others in presenting the best interest of South Africa.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of the SA realities.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	100	
Experiential Learning	40	
Self-directed learning	100	
Skills coaching	10	
Other		
Total	250	

1. TITLE: Develop Negotiation and Conflict Management Skills for diplomatic practice.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 10**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will be competent in using specific negotiation skills in reaching and securing agreements and for South Africa. It will also address the political, social, cultural and behavioural (psycho-social) barriers that contribute to failure/success in achieving solutions in disputes or securing agreements.

This unit standard is aimed at people who need to acquire skills in negotiating agreements at a diplomatic level. They will apply and observe diplomatic practice; demonstrate negotiation skills while generating solutions to regional and international problems. Learners will be able to practice conflict resolution skills.

The qualifying learner will be able to:

- Demonstrate knowledge of the principles and procedures of negotiation.
- Demonstrate negotiations skills in practice.
- Advocate conflict resolution.
- Record the outcome of negotiations/conflict resolutions in an agreed format.
- Review negotiation/conflict resolution outcomes and modify own approach.
- Assess political, social and/or cultural barriers in negotiation and conflict resolution.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this unit standard are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Demonstrate knowledge of the principles and procedures of negotiation.

ASSESSMENT CRITERIA:

- 1.1 Advantages and disadvantages of negotiation are discussed.
- 1.2 Principles of negotiation are identified and explained in context.
- 1.3 Procedural steps for negotiation within a particular context are described.
- 1.4 Legislative requirements for a particular context are determined.
- 1.5 Knowledge of different negotiation styles is demonstrated.
- 1.6 The basic elements of conflict and need for resolution thereof within diplomatic context are identified.
- 1.7 The core role players in diplomatic negotiations are identified.

Specific Outcome 2: Demonstrate negotiations skills in practice.

ASSESSMENT CRITERIA:

- 2.1 The negotiation situation is assessed and the parameters set.
- 2.2 The participation of the key stakeholders is agreed upon.
- 2.3 Suitable negotiation processes are defined and evaluated in terms of outcome to be achieved.
- 2.4 A negotiation situation is role-played in a manner appropriate to the context.
- 2.5 Rules and procedures related to inter-regional and international diplomacy are applied.
- 2.6 Protocols are strictly adhered to.

Specific Outcome 3: Advocate conflict resolution.

ASSESSMENT CRITERIA

- 3.1 Potential conflict situations are identified.
- 3.2 The concepts of stability, peacekeeping and security are analysed within context of UN Agreements.
- 3.3 Strategies to monitor conflict situations are discussed.
- 3.4 Policies and procedures for conflict management are reviewed in line with National Policy reviews.
- 3.5 Terms of reference in conflict situations are negotiated.
- 3.6 The mandate of constituencies are determined.
- 3.7 Disagreements are discussed within the negotiated terms of reference.
- 3.8 Types of bargaining methods are described.
- 3.9 Reports on conflict situations are discussed and evaluated.
- 3.10 Peacekeeping initiatives are evaluated.

Specific Outcome 4: Record the outcome of negotiations/conflict resolutions in an agreed format.

ASSESSMENT CRITERIA:

- 4.1 Format for recording the outcome of negotiations is agreed to by all parties.
- 4.2 Relevant information gathered is evaluated and results communicated in a manner that meets everyone's requirements.
- 4.3 Press statements are prepared.
- 4.4 Reports for Department of Foreign Affairs are compiled.
- 4.5 The contribution of the key individuals/stakeholders is evaluated.

Specific Outcome 5: Review negotiation/conflict resolution outcomes and modify own approach based there on.

ASSESSMENT CRITERIA:

- 5.1 The advantages and disadvantages of the negotiated outcomes for SA are identified and discussed.
- 5.2 Expertise and abilities of all parties involved are assessed for credibility and appropriateness of agreements reached.
- 5.3 The compatibility of SA policies with the negotiation agreement is assessed.
- 5.4 The ethics of the negotiation/conflict resolution process are discussed.

Specific Outcome 6: Assess political, social and/or cultural barriers in negotiation and conflict resolution.

ASSESSMENT CRITERIA:

- 6.1 The advantages and disadvantages of political policies of negotiating parties are assessed.
- 6.2 Social barriers influencing negotiations in a diplomatic context are identified and evaluated.
- 6.3 The cultural compatibility of negotiating parties is analysed.
- 6.4 The influence of political, social and/or cultural bias on negotiations, is appraised.
- 6.4 The role of language in intercultural communication is assessed.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Principles of negotiation.
- Procedural steps within particular contexts e.g. bilateral, multilateral.
- Political and legislative requirements if appropriate.
- Negotiation and conflict resolution styles, e.g. win – win.
- Purpose of negotiation.
- Conflict resolution within diplomatic context.
- Conference diplomacy including networking skills and strategies
- Rules and procedures relating to inter-regional and international agreements
- Application of protocols
- Representation and participation at diplomatic level
- Accountability and decision-making
- Conflict resolution and management: terms of reference and bargaining methods
- Strategies to monitor conflict
- Peacekeeping initiatives
- Press releases and reporting

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to conflict situations and problem solving.
- Communicate effectively in negotiations using the appropriate channels and procedures.
- Communicate effectively in a diplomatic context, lobbying formally and informally to establish networks and support in diplomatic circles.
- Work effectively with others to secure agreements in the best interest of South Africa.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of diplomatic relations and agreements.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning	50	
Self-directed learning	10	
Skills coaching	20	
Other		
Total	100	

1. TITLE: Assess the role of the United Nations and other key World Organizations in diplomatic relations.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 8**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will demonstrate an understanding of the United Nations and other World Organizations and the importance of such organizations in diplomacy.

The qualifying learner will be able to:

- Explain and analyse the United Nations Charter.
- Discuss the obligations of South Africa in terms of the Charter.
- Discuss the role of important monetary and trade organizations.
- Compare the European Union and the African Union.
- Align SA policies to the international policies.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**Specific Outcome 1: Explain and analyse the United Nations Charter.****ASSESSMENT CRITERIA**

- 1.1 The United Nations Charter is discussed.
- 1.2 Principles and objectives of the United Nations are interpreted.
- 1.3 Memoranda of understanding are evaluated.

Specific Outcome 2: Discuss the obligations of SA in terms of the Charter.

ASSESSMENT CRITERIA

- 2.1 The UN agreements to be honoured by South Africa are described
- 2.2 Countries in breach of UN agreements are identified and action planned is in the best interest of South Africa.
- 2.3 Conflict situations are studied and interpreted in a South African and International context.

Specific Outcome 3: Discuss the role of important monetary and trade organizations.

ASSESSMENT CRITERIA

- 3.1 Policies of the World Trade Organisation (WTO) and Bretten Woods Institutions such as the World Bank and the International Monetary Fund, are evaluated.
- 3.2 The benefits, implications and opportunities of the monetary and trade organizations for the South African economy are appraised
- 3.3 The effects of globalization on the SA economy are analysed.

Specific Outcome 4: Compare the European Union and the African Union.

ASSESSMENT CRITERIA

- 4.1 The reasons for the formation of the European Union and African Union are articulated.
- 4.2 The similarities and differences between the EU and AU are explained.
- 4.3 The functions of the EU, NAFTA, Mercosur and Asean are discussed.

Specific Outcome 5: Align SA policies to the international policies.

ASSESSMENT CRITERIA

- 5.1 The alignment of the SA policies to the international policies is assessed.
- 5.2 Economic policy frameworks are analysed.
- 5.3 The National economic National policy is assessed and reviewed against international benchmarks.
- 5.4 Position papers on international organisations are compiled.
- 5.5 UN position papers on the environment and poverty alleviation are assessed.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

12. NOTES:**ASSESSMENT METHODS AND INTEGRATED ASSESSMENT**

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

13. NOTES:**EMBEDDED KNOWLEDGE:**

- The United Nations and other World Organisations.
- International relations including the concept of globalisation.
- The principles and objectives of the United Nations.
- Policies of the World Trade Organisation.
- The European Union and Africa Union
- The South Africa policies and the International policies.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information about World Organizations
- Communicate effectively in analyzing concepts.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of diplomatic relations and agreements.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	40	
Experiential Learning		
Self-directed learning	40	

Skills coaching		
Other		
Total	80	

1. TITLE: Demonstrate ethical professional conduct in diplomatic service.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 5**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will demonstrate ethical and professional conduct in diplomatic service. They will evaluate and apply the Batho Pele principles, develop appropriate intra-personal and leadership skills; think strategically; determine strategies to adjust to new environments and cultures; manage diversity and develop leadership skills.

The qualifying learner will be able to:

- Develop a base-line knowledge of self in a diplomatic career context.
- Implement strategies to address identified shortcomings.
- Plan sustainable personal short, medium and long term goals for a diplomatic career.
- Evaluate and apply the Batho Pele principles.
- Determine strategies to adjust to new environments and cultures.
- Manage diversity and develop leadership skills.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent. Co-requisites are unit standards on time management and maintaining confidentiality.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Develop a base-line knowledge of self in a diplomatic career context.

ASSESSMENT CRITERIA

1.1. Socio-economic factors and personal values, interests and abilities are

identified and critically evaluated with regards to a career.

- 1.2 Personal expectations and abilities are defined in the context of a diplomatic career.
- 1.3 The trends and demands of a diplomatic career are described.
- 1.4 Core elements of a diplomatic career are explained.
- 1.5 The value of a diplomat is explained and the importance of work ethic is explained.
- 1.6 Personal challenges of a diplomatic career are identified.
- 1.7 A personal profile is compiled of personal strengths and weaknesses in meeting the challenges of diplomatic career.
- 1.8 Decision to enter the diplomatic field is motivated.

Specific Outcome 2: Implement strategies to address identified shortcomings

ASSESSMENT CRITERIA:

- 2.1 Strategies to enhance own self-esteem are applied.
- 2.2 Own goals to address shortcomings are articulated with relevant time frames.
- 2.3 Skills to achieve set goals are practiced.
- 2.4 Progress to overcome weaknesses are monitored and evaluated.
- 2.5 Assistance of support services are sought to address shortcomings.
- 2.6 Enabling programmes to address weaknesses are planned.

Specific Outcome 3: Plan sustainable personal short, medium and long term goals for a diplomatic career.

ASSESSMENT CRITERIA:

- 3.1 General "life" goals are established and evaluated.
- 3.2 Short term personal goals in diplomatic context are clearly articulated and discussed.
- 3.3 Medium term goals are planned and determine the priority in achieving them.
- 3.4 Long term goals are articulated and sustainability of the goals is discussed.
- 3.5 Alternatives to set goals are articulated.

Specific Outcome 4: Evaluate and apply the Batho Pele principles.

ASSESSMENT CRITERIA

- 4.1 Batho Pele is defined and its origin explained.
- 4.2 The eight Batho Pele principles are evaluated.
- 4.3 The significance of the eight principles for the diplomatic service is discussed.
- 4.4 Own performance is measured against these principles.
- 4.5 Strategies to implement Batho Pele are planned and evaluated in context.
- 4.6 A code of conduct is established and service excellence is promoted.

Specific Outcome 5: Determine strategies to adjust to new environments and cultures.

ASSESSMENT CRITERIA

- 5.1 The elements of "culture shock" are determined and discussed.

- 5.2 Strategies to deal with "culture shock" are identified and evaluated for effectiveness.
- 5.3 Environmental issues and challenges of a target host country are identified.
- 5.4 Coping mechanisms to deal with issues and challenges are developed.
- 5.5 Plans to assist family members with adjusting are devised.

Specific Outcome 6: Manage diversity and develop leadership skills.

ASSESSMENT CRITERIA

- 6.1 Foundations for developing healthy relationships are evaluated.
- 6.2 Strategies to create an environment for co-operation and effective teamwork are planned.
- 6.3 Coping mechanisms are devised to deal with culture shock and to adjust to new environments.
- 6.4 Support structures for family members to deal with change are identified.
- 6.5 Skills of assertiveness are developed.
- 6.6 The ethical code of conduct for diplomats is evaluated and implications investigated.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the ETQA's discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment cover the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Principles, methods and techniques to discover values, attitudes, interests. Etc. to determine own profile.
- Goals setting activities
- Personality testing
- Personality profiling: personality types, learning styles, managerial styles, own strengths and weaknesses.
- Personal growth and development
- Assertiveness training
- Batho Pele principles and practice: Consultation, Service Standards, Access, Courtesy, Information, Openness and transparency, Redress and Value for Money.
- Management of cultural diversity
- Formal assessment for future career-building and development
- Professional skills as in life of a diplomat
- Leadership skills
- Adjustment and culture shock
- Managing diversity

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to self-knowledge.
- Communicate effectively in cross-cultural circumstances.
- Work effectively with others in presenting the best interest of South Africa.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding diversity.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	30	
Experiential Learning	10	
Self-directed learning	10	
Skills coaching		
Other		
Total	50	

1. TITLE: Demonstrate an understanding of Diplomacy and the structure of the Department of Foreign Affairs.

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: 7

4. CREDITS: 5

5. FIELD: Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

This unit standard has as its core purpose, qualifying learners who will demonstrate an understanding of what diplomacy entails and gain insight into the structure of the Department of Foreign Affairs.

They will examine the structure, functions and management processes of the DFA. Learners will analyse the mission and vision of the DFA and South Africa in relation to Africa and the world.

The qualifying learner will be able to:

- Examine the structure and functions of the DFA
- Analyse the concept Diplomacy in general and in particular to SA.
- Assess diplomatic responsibility.
- Apply and observe diplomatic relations.
- Compare the practice of Diplomacy in foreign countries.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Examine the structure and functions of the Department of Foreign Affairs.

ASSESSMENT CRITERIA:

- 1.1 The structure of the DFA is explained.
- 1.2 The functions and management processes of the DFA are evaluated.
- 1.3 The strategic plan of the DFA is analysed.

- 1.4 The inter-relatedness of the components of the DFA is reviewed.
- 1.5 The role of the Office of the Chief State Law Adviser within Foreign Affairs and International law is explained.
- 1.6 The DFA's Public Diplomacy role is reviewed.
- 1.7 The services of the Early Warning Centre are accessed.
- 1.8 The WEB and Information Management service of the DFA is mastered.

**Specific Outcome 2: Analyse the concept Diplomacy in general
 And in particular to SA.**

ASSESSMENT CRITERIA:

- 2.1 The concept diplomacy is defined in international context.
- 2.2 Diplomacy in South Africa is discussed
- 2.3 The challenges of merging and adjusting two systems of diplomacy in SA, are outlined

Specific Outcome 3: Assess diplomatic responsibility.

ASSESSMENT CRITERIA:

- 3.1 The nature of representation and participation in governance is discussed.
- 3.2 Evidence of accountability and transparency of decisions in governance is reviewed critically.
- 3.3 Mechanisms to settle interregional and international disputes are evaluated.

Specific Outcome 4: Apply and observe diplomatic relations.

ASSESSMENT CRITERIA:

- 4.1 Mechanisms, which promote co-operation and trust, are identified.
- 4.2 Shared infrastructure is identified in an informed manner.
- 4.3 Co-operative measures to preserve quality natural resources and the environment are adopted procedurally.
- 4.4 Debates relating to shared development in the African continent are summarised.

**Specific Outcome 5: Compare the practice of Diplomacy in
 foreign countries.**

ASSESSMENT CRITERIA:

- 5.1 The advantages and disadvantages of various diplomatic practices are evaluated.
- 5.2 Diplomacy in other countries is compared to that of SA.
- 5.1 Observations based on visits to other Foreign Mission are noted and discussed.
- 5.2 The mission and vision of the DFA and South Africa in relation to Africa and the world is discussed.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the ETQA's discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for

EMBEDDED KNOWLEDGE

- The concept diplomacy
- Comparative studies of the practice of Diplomacy
- Mission visits and evaluations thereof.
- Mission and vision of the DFA and SA
- Structure and functions of the DFA
- Strategic plan and management processes of the DFA.
- The role of the Office of the Chief State Law Adviser.
- Early Warning Centre
- WEB and Information Centre
- Rules and procedures relating to inter-regional and international agreements
- Nature and scope of trade and other problems
- Application of protocols
- Representation and participation at diplomatic level
- Accountability and decision-making

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to diplomacy and the DFA.
- Communicate effectively in presentation of relevant information.

- Work effectively with others in presenting the best interest of South Africa.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	10	
Experiential Learning	10	
Self-directed learning	20	
Skills coaching	10	
Other		
Total	50	

1. TITLE: Demonstrate economic diplomacy.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 10**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will be able to promote trade and investment for South Africa. The learner will demonstrate knowledge and insight in practising economic diplomacy towards implementing one of SA major foreign policies namely: the creation of wealth and the eradication of poverty in the region and the African continent.

The qualifying learner will be able to:

- Analyse the trade and investment scene in South Africa.
- Explore the application of the International Trade Law in South Africa.
- Evaluate the role of SA in the economy of Africa.
- Analyse the influence of foreign markets on the economy of South Africa.
- Generate solutions to key regional and international trade problems.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Analyse the trade and investment scene in South Africa.

ASSESSMENT CRITERIA

- 1.1 Knowledge of trade opportunities and incentives in SA is demonstrated.
- 1.2 An investment promotion strategy is planned.
- 1.3 Tendering procedures are mastered

- 1.4 Liaison skills to obtain the participation of SA companies in infra-structural projects abroad, are developed.
- 1.5 Bilateral and multilateral trade agreements are evaluated.
- 1.6 Role players in the promotion of trade and investment are identified.

Specific Outcome 2: Explore the application of the International Trade Law in South Africa.

ASSESSMENT CRITERIA:

- 2.1 Skills to access information on trade related investments matters are demonstrated.
- 2.2 The role of WTO and GATT are evaluated.
- 2.3 The impact of Non-tariff barriers, anti-bumping and countervailing are investigated.
- 2.4 Intellectual Property rights are defined.
- 2.5 The role of Global Economic and Financial Organizations are explained.

Specific Outcome 3: Evaluate the role of SA in the economy of Africa.

ASSESSMENT CRITERIA:

- 3.1 The economies and issues affecting Africa are analysed in terms of trade and investment opportunities.
- 3.2 NEPAD and the economic development of the Southern Region is critically evaluated.
- 3.3 The impact of the African Growth and Opportunity Act (AGOA) is analysed.
- 3.4 Skills in planning and participating in trade shows and exhibitions are demonstrated.

Specific Outcome 4: Analyse the influence of foreign markets on the economy of South Africa.

ASSESSMENT CRITERIA:

- 4.1 Broad principles of International Economics are discussed.
- 4.2 A distinction between micro and macro- economics is made.
- 4.3 The significance of exchange rates is described.
- 4.4 Import and export tariffs are analysed.
- 4.5 Links between the balance of payments, economic activity and economic policy are defined.

Specific Outcome 5: Generate solutions to key regional and international trade problems.

ASSESSMENT CRITERIA:

- 5.1 Rules and procedures relating to inter-regional and international agreements are discussed.
- 5.2 The application of World Trade Organisations (WTO) rules and procedures regarding trade are evaluated.
- 5.3 The nature and scope of trade problems are analysed.
- 5.4 The role of the South African Trade and Industry in multilateral negotiations is discussed.

- 5.5 Annual reports on multilateral negotiations and trade are evaluated for future opportunities.
- 5.6 Development needs of African Countries generally and South Africa in particular, are analysed to inform solutions to regional problems.
- 5.7 The Southern Economic and Trade co-operation and links are investigated.

11. ACCREDITATION AND MODERATION:

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12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- The South African Economy
- Trade and investment in SA: Trade map of SA, information on export and imports, trade opportunities, spatial development scheme, investment promotion strategy.
- Bilateral and Multilateral trade agreements
- International Trade Law
- Role of imaging and branding including Intellectual property
- Economies of Africa: NEPAD, regional economic integration – SACU/SADC
- AU – EU Agreement
- Common Agriculture Policy: impact on NEPAD and developing countries
- Common Fishery Policy Reform
- Africa: debt and ODA
- Exporting and Importing policies
- Links with rest of the world: Export Councils, organized business, target countries for investment recruitment
- International Policy co-ordination: G8, OECD, Cairns group, IIC
- Economics Programmes: Kimberley Process, Tourism, WIPO, WCO

- Global Economic Organizations: EUCDI, CBC, ECOSOC, G15, G77, UNCTAD, etc.
- African Growth and Opportunity Act
- Global Financial Organisations: ECIP, G20, G24, IMF, etc.
- Financing for development: UNCTAD X, UNLDC111, WSSD.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, organise and critically evaluate information pertaining to trade and investment.
- Communicate effectively in economic environments.
- Work effectively with others in presenting the best interest of South Africa.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible trade agreements.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	40	
Experiential Learning	30	
Self-directed learning	20	
Skills coaching	10	
Other		
Total	100	

1. TITLE: Analyse South Africa's Foreign Policy

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: 7

4. CREDITS: 20

5. FIELD: Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will analyse the SA Foreign Policy by examining the concepts of multilateralism and bilateralism in developing policy. They will be able to explain and discuss existing multilateral and bilateral agreements of the South African government. They will be able to explain how these agreements impact on the functions of consulate.

The qualifying learner will be able to:

- Explain and understand the current SA bilateral agreements in context.
- Demonstrate a comprehensive understanding of multilateralism and decision-making in the international arena.
- Develop skills in diplomacy and networking in multilateral forums.
- Analyse SA's Foreign Policy
- Discuss SA's role in International Organizations.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Explain and understand the current SA bilateral agreements in context.

ASSESSMENT CRITERIA

- 1.1 A historical, political and economical overview of SA bilateral agreements is presented.
- 1.2 An understanding of problems and challenges of Africa is demonstrated through identifying strategic partners and conflict areas.

1.3 The links of SA with Europe, Asia, the Middle East and the Americas are noted by recognizing strategic partners and problem areas.

Specific Outcome 2: Demonstrate a comprehensive understanding of multilateralism and decision-making in the international arena.

ASSESSMENT CRITERIA

- 2.1 The concept and implications of multilateralism are analysed.
- 2.2 Regional and international Organisations are identified and their mandates are described.
- 2.3 South Africa's interests in the global arena are described and discussed.
- 2.4 An understanding of globalisation in the 21st Century is demonstrated.

Specific Outcome 3: Develop skills in diplomacy and networking in multi-lateral forums.

ASSESSMENT CRITERIA

- 3.1 Knowledge of how important decisions are "made" and implemented in the international arena is demonstrated.
- 3.2 Various role-players in multilateralism are identified.
- 3.3 Skills in lobbying for support are applied.
- 3.4 The nature of formal and informal consultations is analysed.
- 3.5 The complex process of diplomacy in multilateral forums is critically reviewed and developed.

Specific Outcome 4: Analyse South Africa's Foreign Policy.

ASSESSMENT CRITERIA

- 4.1 The role of South Africa in International Organisations is discussed.
- 4.2 An historical perspective on an integrated multilateral approach for South Africa is investigated.
- 4.3 South Africa's foreign policy in Europe, Asia, The Middle East and the Americas is analysed.

Specific Outcome 5: Discuss the role of South Africa's in International Organizations.

ASSESSMENT CRITERIA:

- 5.1 Knowledge of the various Organizations and Institutions is demonstrated
- 5.2 SA's role in the field of Science and Technology is explained.
- 5.3 SA's role in Social Development programmes is reviewed.
- 5.4 SA's role in promoting peace, security; democracy and good governance is reviewed in the context of international organizations.
- 5.5 SA's role in International Crime is reviewed.

11. ACCREDITATION AND MODERATION:

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12. NOTES:**ASSESSMENT METHODS AND INTEGRATED ASSESSMENT**

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Concepts of bilateralism and multilateralism
- Historical, political and economic overview of bi-lateral agreements, links, problems and challenges: Africa, Europe (NIS), Asia (SA and Asia – Greg Mills), The Middle East (Relations with the Middle East and the Arab World – Yousuf Dadoo) and the Americas (Relations with Latin America – Anthony Leysens & Pieter Fourie).
- South Africa's Foreign Policies
- SA's role in Regional and International Organisations and their particular mandates: Africa (AU, SADC, ECOWAS, SACU, NEPAD, ETC.); Science and Technology (ITU, UPU, ITSO, COPUOS); Environment (all sub-sections: marine, pollution, conservation, etc.); Social Development (humanitarian and disaster relief, migration, etc.); Peace, Security(Disarmament, nuclear & non-proliferation, etc.);the United Nations (SC, NAM, Commonwealth, Peace Missions); Democracy & Good Governance: International Crime.
- Globalization in the 21st Century

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to bi-lateral and multilateral agreements
- Communicate effectively in a diplomatic context, lobbying formally and informally to establish networks and support in diplomatic circles.
- Work effectively with others to secure agreements in the best interest of South Africa.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of diplomatic relations and agreements.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	40	
Experiential Learning	50	
Self-directed learning	50	
Skills coaching	30	
Other	30	
Total	200	

1. TITLE: Analyse International Law in diplomatic relations

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 12**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will demonstrate and understanding of international law and its implications in diplomacy.

The learner will be able to critically evaluate the implications of important international treaties and how these treaties impact on the diplomacy of South Africa with other nations.

The qualifying learner will be able to:

- Explain and analyse the rules governing international law.
- Demonstrate an historical understanding of international law.
- Define and explain the concept of the Community of Nations.
- Analyse the law of intervention and its diplomatic implications.
- Explain the implication of the Nuclear Non-Proliferation Treaty.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Explain and analyse the rules governing International law.

ASSESSMENT CRITERIA

- 1.1. Means of determining rules of law are explained.
- 1.2 Critical international treaties are analysed.
- 1.3 The implications for contravening customary international law are explained.

- 1.4 The rules for the interpretation of international law are stated.
- 1.5 The writings of publicists are discussed to determine interpretations of the law.

Specific Outcome 2: Demonstrate a historical understanding of international law.

ASSESSMENT CRITERIA

- 2.1 How the history of international law informs contemporary law is evaluated.
- 2.2 The history of the writers of the law is discussed within relevant diplomatic themes.
- 2.3 The incorporation of international law into the law of South Africa is explained.
- 2.4 The Human Rights declaration of South Africa is critically analysed.

Specific Outcome 3: Demonstrate Explain and define the concept of the community of nations

ASSESSMENT CRITERIA

- 3.1 The concept of the Community of Nations is analysed.
- 3.2 The membership of the Community of Nations is evaluated.
- 3.3 The status of the Community of Nations is reviewed within the context of existing relationships among nations.
- 3.4 The process that leads to the recognition of the States and Governments is explained.
- 3.5 The immunity of de facto Governments is discussed.

Specific Outcome 4: Explain the law of intervention and its implications for diplomacy.

ASSESSMENT CRITERIA

- 4.1 The law of intervention by right is described.
- 4.2 The obligation of a state to abstain from intervention in affairs of other states is interrogated.
- 4.3 Situations for permissible intervention are critically evaluated..

Specific Outcome 5: Explain the implications of the Nuclear Non-Proliferation Treaty (NPT)

ASSESSMENT CRITERIA

- 5.1 The status of the NPT is determined and explained.
- 5.2 The provisions of the treaty are analysed.
- 5.3 The implications of the NPT for South Africa are evaluated.

11. ACCREDITATION AND MODERATION:

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE:

- International law and contemporary law
- Critical international treaties
- Human Rights Declaration
- Community of Nations
- The Law of intervention
- Disarmament and Nuclear Non-proliferation Treaty
- Racism and Xenophobia (WCAR)
- International crime and drugs
- Bi-lateral Commissions
- World Summit on Sustainable Development (WSSD).

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to important international treaties.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of diplomatic relations as determined by international law.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	40	
Experiential Learning		
Self-directed learning	40	
Skills coaching		
Other	20	Research
Total	120	

1. TITLE: Explain the policies of the African States and SADC countries.

- 2. UNIT STANDARD NUMBER:**
- 3. LEVEL ON THE NQF:** 7
- 4. CREDITS:** 5
- 5. FIELD:** Law, Military Sciences and Security
 Sub Field: Sovereignty of the State
- 6. ISSUE DATE:**
- 7. REVIEW DATE:**
- 8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will demonstrate an understanding of the historical, political, social and economic realities of African States and the SADC countries. They will demonstrate a clear understanding of how these governments function and evaluate their relations with the South African government.

The qualifying learner will be able to:

- Demonstrate an understanding of the policies and issues of the African States
- Evaluate the policies and issues of the SADC countries.
- Analyse the role of SA in the challenges facing the African continent.
- Evaluate the NEPAD Policy and the implications for South Africa.
- Explain the concept of the African Renaissance.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Demonstrate an understanding of the policies and issues of the African States

ASSESSMENT CRITERIA

- 1.1 The main challenges facing the African Continent are evaluated.
- 1.2 Appropriate information sources about conflicts in Africa are identified.
- 1.3 The information on conflicts is analysed within the context of relevant policies.
- 1.4 The main challenges in resolving the conflict situations are identified.

1.5 Possible solutions to identified challenges are considered and recommended

Specific Outcome 2: Evaluate the policies and issues of the SADC countries.

ASSESSMENT CRITERIA

- 2.1 The main challenges facing the SADC countries are analysed.
- 2.2 Appropriate information sources about the SADC countries are identified.
- 2.3 The relevant policies of the SADC countries are analysed.
- 2.4 Possible solutions to identified challenges and issues are considered and recommended.

Specific Outcome 3: Analyse the role of SA in the challenges facing the African continent.

ASSESSMENT CRITERIA

- 3.1 The impact of the SA Government's policy on the social and economic development of Africa is analysed.
- 3.2 The influence of global reaction to the political, social and economic conditions in Africa, is appraised.
- 3.3 The economic policies of African States are analysed within the context of poverty alleviation.
- 3.4 The immigration/emigration/legal and illegal immigrants policies of African states are compared to those of SA and the implications evaluated.

Specific Outcome 4: Evaluate the NEPAD Policy and the implications for South Africa.

ASSESSMENT CRITERIA

- 4.1 An understanding of the NEPAD policy is demonstrated through critical analysis.
- 4.2 The principles underpinning NEPAD are discussed.
- 4.3 The feasibility of NEPAD is analysed within the context of the challenges faced by the African Continent.
- 4.4 The implications of NEPAD for SA are discussed.

Specific Outcome 5: Explain the concept of the African Renaissance.

ASSESSMENT CRITERIA

- 5.1 The concept and origin of the African Renaissance is evaluated.
- 5.2 African Union organizations are identified and their purposes evaluated.
- 5.2 Common values of SADC, AU organisations and NEPAD are identified.
- 5.3 The principles underpinning SADC, AU, NEPAD and African Renaissance are analysed.

11. ACCREDITATION AND MODERATION:

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12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment cover the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Challenges facing the African Continent.
- Conflicts in Africa
- Possible solutions to identified challenges
- Main challenges facing the SADC countries.
- The relevant policies of the SADC countries
- The SA Government's policies on the social and economic development of Africa
- Global reaction to the political, social and economic conditions in Africa.
- The economic policies of African States
- The immigration/emigration/legal and illegal immigrants policies of African states and SA
- NEPAD policy and principles
- African Renaissance: concept and principles
- AU organizations
- Common values of SADC, AU organisations and NEPAD are identified.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to the realities of Africa.
- Communicate effectively in presentation of relevant information.
- Work effectively with others in presenting the best interest of Africa.

- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of the realities of the African continent.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning	10	
Self-directed learning	20	
Skills coaching		
Other		
Total	50	

1. TITLE: Review Xenophobia and Racism in diplomatic context.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 5**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will gain an in depth knowledge of xenophobia and racism in order to effectively address issues in this regard. This will enable learners to gain insight into complex unpredictable situations. They will be able to critically review and diagnose such situations to resolve contextual problems.

The qualifying learner will be o:

- Analyse the concepts Xenophobia, Racism and Human Rights.
- Discuss the awareness of human rights amongst South Africans
- Evaluate the views of South Africans on immigration and the presence of non-citizens in the country
- Investigate the attitude of South Africans towards extending human rights to migrants and refugees.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Analyse the concepts Xenophobia, Racism and Human Rights.

ASSESSMENT CRITERIA

1.1 Xenophobia is defined and analysed in the context of diplomacy.

1.2 Racism is discussed in terms of the obstacles it places on civil and human rights.

- 1.3 Xenophobia as a major source of concern to human rights is evaluated.
- 1.4 International instances of xenophobia are compared.

Specific Outcome 2: Discuss the awareness of human rights amongst South Africans

ASSESSMENT CRITERIA

- 2.1 The extent and character of 'xenophobia' amongst South Africans is analysed.
- 2.2 SA's history of human rights abuse is evaluated.
- 2.3 The South African Bill of Rights is evaluated.

Specific Outcome 3: Evaluate the views of South Africans on immigration and the presence of non-citizens in the country.

ASSESSMENT CRITERIA

- 3.1 The findings of the SAMP research (1997) on xenophobia against African immigrants are noted and discussed.
- 3.2 The immigration policy of SA is examined and appraised with regards to the limitations it places on the rights of immigrants.
- 3.3 The civil and political rights of immigrants is discussed.
- 3.4 The civil and political rights for unauthorized migrants and refugees are determined.
- 3.5 Procedures of the DFA and Department of Home Affairs to deal with illegal immigrants are explained.

Specific Outcome 4: Investigate the attitude of South Africans towards extending human rights to migrants and refugees.

ASSESSMENT CRITERIA

- 4.1 Racism as a factor in migration and refugee flow is reviewed.
- 4.2 The implications of restrictive policies for asylum seekers, refugees and migrants are outlined.
- 4.3 The social and economic problems caused by refugee and migrant populations are discussed.
- 4.4 The unintentional discriminatory effect of public policy and administrative practice on fundamental human rights is reviewed.
- 4.5 Diplomatic procedures to deal with migrants and refugees are explained.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the ETQA.

- Anyone assessing a learner against this unit standard must be registered as an assessor with the ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the ETQA's discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Xenophobia, Racism and Human Rights
- "Xenophobia" amongst South Africans
- SA's history of human rights abuse
- SA's Bill of Rights
- International conventions and treaties
- The Vienna and the Hague Conventions
- Extradition treaties
- Identification of persons, aliens control, refugee control and repatriation
- Temporary and permanent residence permits
- The SAMP research (1997) on xenophobia against African immigrants
- The emigration/immigration policy of SA
- Civil and political rights of immigrants
- Civil and political rights for migrants and refugees
- Policy on asylum seekers, refugees and migrants
- The social and economic problems caused by refugee and migrant populations

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to racism and xenophobia.
- Communicate effectively inter-culturally.

- Organise and manage the consular and agency service to immigrants.
- Work effectively with others in assisting immigrants, migrants and refugees.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning	10	
Self-directed learning	20	
Skills coaching		
Other		
Total	50	

1. TITLE: Review and analyse South African Economic Structures

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: 7

4. CREDITS: 15

5. FIELD: Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

This unit standard has as its core purpose, qualifying learners who will demonstrate an understanding of the economy of South Africa and be prepared for future involvement in trade relations. They will gain background knowledge in the tax structure and fiscal policy of South Africa and have an overview of the economic policy. They will be able to identify growth and investment opportunities for SA.

The qualifying learner will be able to:

- Demonstrate skills in financial and economic diplomacy.
- Demonstrate understanding of financial and economic diplomacy in South Africa
- Explain South Africa's tax structure.
- Evaluate the role of imaging and branding in the economy.
- Analyse the trade and investment scene in South Africa.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Demonstrate understanding of financial and economic diplomacy

ASSESSMENT CRITERIA

1.1 Economic concepts are defined.

- 1.2 Broad principles of International Economics are discussed.
- 1.3 A distinction between micro and macro- economics is made.
- 1.4 Current economic predictions are analysed.
- 1.5 Models of economic policy are analysed.
- 1.6 Skills to evaluate the performance of economic systems are developed
- 1.7 Criteria for evaluating economic performance are developed and applied

Specific Outcome 2: Demonstrate understanding of financial and economic diplomacy in South Africa

ASSESSMENT CRITERIA

- 2.1 Features of the South African economy are identified and discussed.
- 2.2 The nature of SA household and business enterprises are reviewed.
- 2.5 The role of the Government in the SA economy is analysed.
- 2.6 The concepts: inflation rate, interest rates, balance of payment and foreign exchange markets are clearly described.
- 2.7 The role of the workers' unions in the South African economy is outlined.
- 2.8 The role of the private business sector is explained.
- 2.9 Conflict situations between business and unions are discussed.

Specific Outcome 3: Explain South Africa's tax structure.

ASSESSMENT CRITERIA:

- 3.1 Knowledge of the tax structure of SA is demonstrated.
- 3.2 The Skills Development Act and levies are explained.
- 3.3 Knowledge of regional service taxes, UIF and Workman's compensation is demonstrated.
- 3.4 Tax incentives to investors are explained.

Specific Outcome 4: Evaluate the role of imaging and branding in the economy in South Africa.

ASSESSMENT CRITERIA:

- 4.1 The concepts of imaging and branding are described.
- 4.2 Famous brands and imaging of SA are acknowledged and profiled.
- 4.3 SA tourism as a sector for investment is analysed and promoted.

Specific Outcome 5: Analyse the trade and investment scene in South Africa.

ASSESSMENT CRITERIA:

- 5.1 The SA government's economic policies are reviewed.
- 5.2 Current trade links with the rest of the world are identified and opportunities for growth investigated.
- 5.3 Exporting and Importing options in the SA economy are evaluated.
- 5.4 Factors influencing trade and investment in SA are analysed.
- 5.5 Poverty in developing countries is discussed within the politics of the international economic relations.

11. ACCREDITATION AND MODERATION:

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the ETQA's discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- The South African Economy: Flow of goods and services; household and business enterprises, macro-economic performance of SA; unemployment, inflation rate fluctuations, balance of payment, foreign exchange markets, Role of Reserve Bank.
- Fiscal policies, taxes on investments opportunities;
- Trade and investment in SA: Trade map of SA, information on export and imports, trade opportunities, spatial development scheme, investment promotion strategy.
- SA Tax Structure: SA Income Tax; SARS, VAT, PAYE, Skills development levies, regional services tax; UIF, Workman's Compensation, etc.
- Role of imaging and branding including Intellectual property
- Africa: debt and ODA
- Exporting and Importing policies
- Exchange Rates

- Links with rest of the world: Export Councils, organized business, target countries for investment recruitment
- African Growth and Opportunity Act

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to trade and investment.
- Communicate effectively in trade and investment negotiations.
- Work effectively with others in promoting trade and investment for South Africa.
- Demonstrate an understanding of the world as a set of related systems to secure meaningful trade and investment opportunities.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	70	
Experiential Learning	20	
Self-directed learning	50	
Skills coaching	10	
Other		
Total	150	

1. TITLE: Analyse Global Economic Structures

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 10**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will demonstrate an understanding of international economic structures. They will be able to evaluate monetary and economic concepts and explain the effects of globalization on the economy.

The qualifying learner will be able to:

- Review the history of international Economic structures.
- Analyse international trade concepts and the role of international economic and financial organisations.
- Discuss monetary and economic concepts.
- Explain the effects of globalization on the economy.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Review the history of international Economic structures.

ASSESSMENT CRITERIA

- 1.1 The theory of hegemonic stability is outlined in detail
- 1.2 The development stages of International Economic Policies (Theories) are discussed.

- 1.3 The eras of economic dominance by Great Britain and United States are evaluated.
- 1.4 The current international economic status is analysed.
- 1.5 The African Union and European Union trade relations are analysed.

Specific Outcome 2: Analyse international trade concepts and the of international economic and financial organizations.

ASSESSMENT CRITERIA:

- 2.1 The International Investment and Trade concepts are described.
- 2.2 Facets of Multinational Corporations are analysed.
- 2.3 The effects of the policies of Multinational Corporations on countries are analysed.
- 2.4 The structures and roles of international Financial organisations are reviewed.

Specific Outcome 3: Discuss monetary and economic concepts.

ASSESSMENT CRITERIA:

- 3.1 The History of International Monetary Relations is outlined.
- 3.2 The effects of the internationalisation of capital are analysed to gain insight into the trade relations that exist.
- 3.3 The concepts of Third World indebtedness is evaluated and discussed.
- 3.4 The position and influence of Transnational Enterprises are explained in relation to international trade agreements.
- 3.5 International Export and Import practices of selected countries are compared.

Specific Outcome 4: Explain the effects of globalisation on the Economy.

ASSESSMENT CRITERIA:

- 3.1 The concept of globalisation is analysed.
- 3.2 Major global economic subsystems are outlined.
- 3.3 Problems in International Political Economy are discussed within the context of a country's economic situation.
- 3.4 Poverty in developing countries is discussed within the politics of the international economic relations.

11. ACCREDITATION AND MODERATION:

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12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

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Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Bi-lateral and Multi-lateral trade agreements
- International Trade Law
- The theory of hegemonic stability
- International Economic Policies (Theories)
- Economic dominance by Great Britain and United States
- The International Investment and International Trade concepts
- Characteristics and policies of Multi-national Corporations
- The History of International Monetary Relations
- Third World debts
- Transnational Enterprises and international trade agreements.
- The concept of globalisation and major global economic subsystems
- Poverty in developing countries and international economic relations
- Economies of Africa: NEPAD, regional economic integration – SACU/SADC
- AU – EU Agreement
- Exporting and Importing policies
- Links with rest of the world: Export Councils, organized business, target countries for investment recruitment
- International Policy co-ordination: G8, OECD, Cairns group, IIC
- Global Economic Organizations: EUCDI, CBC, ECOSOC, G15, G77, UNCTAD, etc.
- African Growth and Opportunity Act
- Global Financial Organisations: ECIP, G20, G24, IMF, etc.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to international economic structures and policies.
- Communicate effectively in economic environments.
- Work effectively with others in economic diplomacy to the best interest of South Africa.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible economic for South Africa.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	60	
Experiential Learning	20	
Self-directed learning	20	
Skills coaching		
Other		
Total	100	

1. TITLE: Review Nuclear Non-Proliferation and Disarmament.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 5**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will gain an in depth knowledge of Nuclear Non-proliferation and Disarmament. The learner will review the principles and objectives of nuclear non-proliferation and disarmament and realise the implications of the implementation of the Nuclear Non-Proliferation Treaty at an international level.

The qualifying learner will be to:

- Describe the universal understanding of Nuclear Non-proliferation and disarmament.
- Analyse the principles and objectives of the Nuclear Non-Proliferation Treaty.
- Recognised the nuclear-weapon-free zones and security assurances
- Evaluate the role of The International Atomic Energy Agency (IAEA)
- Explain the peaceful uses of nuclear energy.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Describe the universal understanding of Nuclear Non-proliferation and disarmament.

ASSESSMENT CRITERIA

- 1.1 The concept of nuclear disarmament is described.
- 1.2 States not yet party to the disarmament Treaty are identified and reasons for non-participation are discussed.
- 1.3 The implications of a nuclear power abuse are discussed.

Specific Outcome 2: Analyse the principles and objectives of the Nuclear Non-Proliferation Treaty.

ASSESSMENT CRITERIA

- 2.1 The principle of universality as defined in the Treaty is explained.
- 2.2 The desirability of universal adherence to the Nuclear Non-Proliferation Treaty is motivated.
- 2.3 Good faith negotiations on effective measures relating to nuclear disarmament are evaluated.
- 2.4 The principles of Nuclear testing, production of fissile material for nuclear weapons and efforts for reduction of such weapons are analysed.

Specific Outcome 3: Recognize the nuclear-weapon-free zones and review existing security assurances

ASSESSMENT CRITERIA

- 3.1 Nuclear-weapon-free zones are identified.
- 3.2 The co-operation of all nuclear-weapon States and their respect and support for the relevant protocols are analyzed.
- 3.3 The nuclear-weapon States security assurances to non- nuclear-weapon States against the use of nuclear weapons, is reviewed.

Specific Outcome 4: Evaluate the role of The International Atomic Energy Agency (IAEA).

ASSESSMENT CRITERIA

- 4.1 The role and purpose of the IAEA is described.
- 4.2 The mandate of the IAEA is determined.
- 4.3 The procedures followed by the IAEA to carry out its mandate are analysed.
- 4.4 The financial and human resources of the IAEA are determined.

Specific Outcome 5: Explain the peaceful uses of nuclear energy.

ASSESSMENT CRITERIA

- 5.1 The inalienable right of all parties to the Treaty to develop research, production and use of nuclear energy for peaceful purpose, is discussed.
- 5.2 Exchange of equipment, materials and scientific and technological information for the peaceful uses of nuclear energy, is investigated in diplomatic context.
- 5.3 Nuclear-related export controls are reviewed.
- 5.4 Nuclear safety, including waste management, observing of standards, physical protection and transport of nuclear materials, is evaluated.
- 5.5 Environmental issues regarding nuclear waste management are evaluated.

11. ACCREDITATION AND MODERATION:

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12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- The Nuclear Non-Proliferation Treaty
- Principles and Objectives of the NPT.
- The International Atomic Energy Agency : its role, purpose and mandate
- The safeguards for nuclear safety
- Peaceful uses of nuclear energy
- Security Assurances
- Nuclear-weapon-free zones

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to nuclear safety and security.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of nuclear energy and treats involved in the use of nuclear weapons.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning		
Self-directed learning	30	

Skills coaching		
Other		
Total	50	

1. TITLE: Review Nuclear Non-Proliferation and Disarmament.

2. **UNIT STANDARD NUMBER:**
3. **LEVEL ON THE NQF:** 7
4. **CREDITS:** 5
5. **FIELD:** Law, Military Sciences and Security
Sub Field: Sovereignty of the State

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will gain an in depth knowledge of Nuclear Non-proliferation and Disarmament. The learner will review the principles and objectives of nuclear non-proliferation and disarmament and realise the implications of the implementation of the Nuclear Non-Proliferation Treaty at an international level.

The qualifying learner will be to:

- Describe the universal understanding of Nuclear Non-proliferation and disarmament.
- Analyse the principles and objectives of the Nuclear Non-Proliferation Treaty.
- Recognised the nuclear-weapon-free zones and security assurances
- Evaluate the role of The International Atomic Energy Agency (IAEA)
- Explain the peaceful uses of nuclear energy.

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: Describe the universal understanding of Nuclear Non-proliferation and disarmament.

ASSESSMENT CRITERIA

- 1.1 The concept of nuclear disarmament is described.
- 1.2 States not yet party to the disarmament Treaty are identified and reasons for non-participation are discussed.
- 1.3 The implications of a nuclear power abuse are discussed.

Specific Outcome 2: Analyse the principles and objectives of the Nuclear Non-Proliferation Treaty.

ASSESSMENT CRITERIA

- 2.1 The principle of universality as defined in the Treaty is explained.
- 2.2 The desirability of universal adherence to the Nuclear Non-Proliferation Treaty is motivated.
- 2.3 Good faith negotiations on effective measures relating to nuclear disarmament are evaluated.
- 2.4 The principles of Nuclear testing, production of fissile material for nuclear weapons and efforts for reduction of such weapons are analysed.

Specific Outcome 3: Recognize the nuclear-weapon-free zones and review existing security assurances

ASSESSMENT CRITERIA

- 3.1 Nuclear-weapon-free zones are identified.
- 3.2 The co-operation of all nuclear-weapon States and their respect and support for the relevant protocols are analyzed.
- 3.3 The nuclear-weapon States security assurances to non- nuclear-weapon States against the use of nuclear weapons, is reviewed.

Specific Outcome 4: Evaluate the role of The International Atomic Energy Agency (IAEA).

ASSESSMENT CRITERIA

- 4.1 The role and purpose of the IAEA is described.
- 4.2 The mandate of the IAEA is determined.
- 4.3 The procedures followed by the IAEA to carry out its mandate are analysed.
- 4.4 The financial and human resources of the IAEA are determined.

Specific Outcome 5: Explain the peaceful uses of nuclear energy.

ASSESSMENT CRITERIA

- 5.1 The inalienable right of all parties to the Treaty to develop research, production and use of nuclear energy for peaceful purpose, is discussed.
- 5.2 Exchange of equipment, materials and scientific and technological information for the peaceful uses of nuclear energy, is investigated in diplomatic context.
- 5.3 Nuclear-related export controls are reviewed.
- 5.4 Nuclear safety, including waste management, observing of standards, physical protection and transport of nuclear materials, is evaluated.
- 5.5 Environmental issues regarding nuclear waste management are evaluated.

11. ACCREDITATION AND MODERATION:

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12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- The Nuclear Non-Proliferation Treaty
- Principles and Objectives of the NPT.
- The International Atomic Energy Agency : its role, purpose and mandate
- The safeguards for nuclear safety
- Peaceful uses of nuclear energy
- Security Assurances
- Nuclear-weapon-free zones

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to nuclear safety and security.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of nuclear energy and treats involved in the use of nuclear weapons.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning		
Self-directed learning	30	

Skills coaching		
Other		
Total	50	

1. TITLE: Manage and direct consular and agency services.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 15**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will direct and manage consular and agency services. They will demonstrate an understanding of what a consular post entails; establish a consular office and carry out consular and agency services. The learner will be able participate in diplomatic desk activities

The qualifying learner will be to:

- Interpret the International Conventions and Treaties on Consular relations and optional protocols.
- Assist South African citizens abroad.
- Deliver agency services.
- Manage consular services as per Department of Home Affairs prescripts.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Interpret the International Conventions and Treaties on Consular relations and optional protocols.

ASSESSMENT CRITERIA

- 1.1 Categories of consular posts and terminology are explained.
- 1.2 Conditions for the establishment of a consular post are explained.
- 1.3 Consular functions are described in terms of the Vienna Convention.
- 1.4 The terms of the Hague Convention are analysed.

Specific Outcome 2: Assist South African citizens abroad.

ASSESSMENT CRITERIA

- 2.1 South African nationals abroad are afforded protection within the limits of international law.
- 2.2 Consular rights of a specific target country is investigated.
- 2.3 The purpose and scope of consular assistance is determined.
- 2.3 Extradition treaties are analysed to determined processes and procedures.
- 2.4 The visa agreements and requirements of specific countries are explained.
- 2.5 Assistance programmes to distressed South Africans abroad are compiled according to DFA specifications.
- 2.6 Consular assistance upon detention and arrest is determined.

Specific Outcome 3: Deliver agency services to SA citizens abroad

ASSESSMENT CRITERIA

- 3.1 Visa agreements, passports and travel documents are administered.
- 3.2 Legality and authentication of SA documents are officiated.
- 3.3 Development of commercial, economic, cultural and scientific relations is undertaken.
- 3.4 Co-operation with Interpol in international crime combating is given.
- 3.5 Stressful consular situations: child abductions, returning mortal remains, missing persons, security aspects are managed appropriately and according to DFA directives.
- 3.6 Identification of persons, aliens control, refugee control and repatriation is officiated and managed.

Specific Outcome 4: Manage consular services as per Department of Home Affairs prescripts.

ASSESSMENT CRITERIA

- 4.1 The status of persons is determined and confirmed before providing SA documents
- 4.2 Forged documents are identified.
- 4.3 Authenticity of claims are determined by applying observation and questioning techniques.
- 4.4 Prescripts of Department of Home Affairs are correctly applied.
- 4.5 Temporary and permanent residence permits are issued in accordance with Department of Home Affairs specifications

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the ETQA.
- Anyone assessing a learner against this unit standard must be registered as an assessor with the ETQA.

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the ETQA's discretion.

13. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- International conventions and treaties
- The Vienna and the Hague Conventions
- Extradition treaties
- Visa agreements, passports and travel documents
- Legality and authentication of SA documents
- Role of honorary consuls
- Development of commercial, economic, cultural and scientific relations
- The purpose and scope of consular assistance
- Consular assistance upon detention and arrest
- Significance of Timely Consular advice and assistance
- Understanding the legal rights of consulates
- Consular assistance in capital cases
- The role of Interpol in international crime combating
- Assistance programmes to distressed South Africans abroad
- Stressful consular situations: child abductions, returning mortal remains, missing persons, security aspects
- Identification of persons, aliens control, refugee control and repatriation
- Temporary and permanent residence permits

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to consular and agency services.
- Communicate effectively in assisting SA nationals abroad.
- Organise and manage the consular and agency service.

- Work effectively with others in assisting South Africans and others.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of international conventions of consular relations.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	40	
Experiential Learning	50	
Self-directed learning	30	
Skills coaching	30	
Other		
Total	150	

1. TITLE: Manage and direct consular and agency services.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 15**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will direct and manage consular and agency services. They will demonstrate an understanding of what a consular post entails; establish a consular office and carry out consular and agency services. The learner will be able participate in diplomatic desk activities

The qualifying learner will be to:

- Interpret the International Conventions and Treaties on Consular relations and optional protocols.
- Assist South African citizens abroad.
- Deliver agency services.
- Manage consular services as per Department of Home Affairs prescripts.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Interpret the International Conventions and Treaties on Consular relations and optional protocols.

ASSESSMENT CRITERIA

- 1.1 Categories of consular posts and terminology are explained.
- 1.2 Conditions for the establishment of a consular post are explained.
- 1.3 Consular functions are described in terms of the Vienna Convention.
- 1.4 The terms of the Hague Convention are analysed.

Specific Outcome 2: Assist South African citizens abroad.

ASSESSMENT CRITERIA

- 2.1 South African nationals abroad are afforded protection within the limits of international law.
- 2.2 Consular rights of a specific target country is investigated.
- 2.3 The purpose and scope of consular assistance is determined.
- 2.3 Extradition treaties are analysed to determined processes and procedures.
- 2.4 The visa agreements and requirements of specific countries are explained.
- 2.5 Assistance programmes to distressed South Africans abroad are compiled according to DFA specifications.
- 2.6 Consular assistance upon detention and arrest is determined.

Specific Outcome 3: Deliver agency services to SA citizens abroad

ASSESSMENT CRITERIA

- 3.1 Visa agreements, passports and travel documents are administered.
- 3.2 Legality and authentication of SA documents are officiated.
- 3.3 Development of commercial, economic, cultural and scientific relations is undertaken.
- 3.4 Co-operation with Interpol in international crime combating is given.
- 3.5 Stressful consular situations: child abductions, returning mortal remains, missing persons, security aspects are managed appropriately and according to DFA directives.
- 3.6 Identification of persons, aliens control, refugee control and repatriation is officiated and managed.

Specific Outcome 4: Manage consular services as per Department of Home Affairs prescripts.

ASSESSMENT CRITERIA

- 4.1 The status of persons is determined and confirmed before providing SA documents
- 4.2 Forged documents are identified.
- 4.3 Authenticity of claims are determined by applying observation and questioning techniques.
- 4.4 Prescripts of Department of Home Affairs are correctly applied.
- 4.5 Temporary and permanent residence permits are issued in accordance with Department of Home Affairs specifications

11. ACCREDITATION AND MODERATION:

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the ETQA.

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the ETQA's discretion.

13. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- International conventions and treaties
- The Vienna and the Hague Conventions
- Extradition treaties
- Visa agreements, passports and travel documents
- Legality and authentication of SA documents
- Role of honorary consuls
- Development of commercial, economic, cultural and scientific relations
- The purpose and scope of consular assistance
- Consular assistance upon detention and arrest
- Significance of Timely Consular advice and assistance
- Understanding the legal rights of consulates
- Consular assistance in capital cases
- The role of Interpol in international crime combating
- Assistance programmes to distressed South Africans abroad
- Stressful consular situations: child abductions, returning mortal remains, missing persons, security aspects
- Identification of persons, aliens control, refugee control and repatriation
- Temporary and permanent residence permits

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to consular and agency services.
- Communicate effectively in assisting SA nationals abroad.
- Organise and manage the consular and agency service.

- Work effectively with others in assisting South Africans and others.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of international conventions of consular relations.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	40	
Experiential Learning	50	
Self-directed learning	30	
Skills coaching	30	
Other		
Total	150	

1. TITLE: Manage the administration of a mission office

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: 7

4. CREDITS: 10

5. FIELD: Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will be able to manage and oversee the administration of the mission office. In functioning as the leader in the diplomatic context, the learner will be responsible for the organisation and management of a mission. The learner will be familiar with administration codes of finance, personnel, accommodation, transport, security and communication.

The learners will accept responsibility and be actively involved in administrative matters pertaining to the efficient functioning of a business-unit abroad or at Head Office.

The qualifying learner will be able to:

- Manage and handle financial matters of a mission office
- Oversee the management of state owned fixed and/or rented properties, movable assets and mission security.
- Manage Human Resources and change in a mission.
- Oversee essential administrative duties.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Manage and handle financial matters of a mission office

ASSESSMENT CRITERIA

- 1.1 Mission accounts, budgets and financial procedures are controlled in accordance with the Public Finance Management Act and Treasury Regulations.

- 1.2 Business plans, budgets and financial statements are drawn up in accordance with general recognized accounting practice.
- 1.3 The ability to compile the MTEF is demonstrated.
- 1.4 Audit practices of mission accounts are maintained.
- 1.5 The reporting lines and procedures in managing finances are observed.

Specific Outcome 2: Oversee the management of state owned fixed and/or rented properties, movable assets and mission security.

ASSESSMENT CRITERIA

- 2.1 A feasibility and property survey is compiled about the suitability of property for mission use.
- 2.2 Contract and lease agreements are negotiated appropriately.
- 2.3 A maintenance and security plan for relevant property is drafted.
- 2.4 Motivations for procuring movable assets and official vehicles are compiled.
- 2.5 Contingency plans for emergency situations are drafted.

Specific Outcome 3: Manage Human Resources and change in a mission.

ASSESSMENT CRITERIA

- 3.1 Knowledge of policies regarding labour relations is demonstrated.
- 3.2 Knowledge about policies concerning LRP service conditions is demonstrated.
- 3.3 Skills to manage diverse people in missions are demonstrated.
- 3.4 The problem of harassment (sexual or abuse of power) is discussed.
- 3.5 Knowledge regarding service conditions in foreign countries is demonstrated.
- 3.6 Personnel effectiveness is promoted by empowering them for action, change and diversity.
- 3.7 Specific actions are identified to facilitate progress of personnel through the change process.

Specific Outcome 4: Oversee essential administrative duties.

ASSESSMENT CRITERIA

- 4.1 The handling of diplomatic mailbags in terms of the Vienna Convention is monitored.
- 4.2 Procurement activities are conducted as per DFA policies and prescripts.
- 4.3 Stock control systems are established and maintained.
- 4.4 The DFA computer security procedures are applied.
- 4.5 Personnel are equipped to deal with medical emergencies.

11. ACCREDITATION AND MODERATION

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA's discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Finance : Requirements of PFMA
- Treasury instructions and procedures
- Business plans, budgets and financial statements
- MTEF .
- Feasibility and property surveys
- Contracts and lease agreements
- Security planning
- Procurement procedures
- Contingency plans for emergency situations
- Labour relations and LRP service
- Labour legislation and discipline
- Skills to manage diverse people
- Harassment (sexual or abuse of power)
- Foreign service conditions
- Purpose of Foreign Service Dispensation (FSD) and elements of FSD
- Change management
- Handling of diplomatic mailbags in terms of the Vienna Convention
- Stock control systems
- First Aid and Fire Drills

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to finance, HR relations, property and general administration.

- Manage and organize effectively in a mission office.
- Communicate effectively by managing personnel and implementing change management.
- Work effectively with others in an administrative context.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning	40	
Self-directed learning	20	
Skills coaching		
Other		
Total	80	

1. TITLE: Assist SA citizens in criminal justice procedures abroad.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 5**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

The qualifying learners will be able to assist South African citizens who are detained or imprisoned abroad. Based on the Vienna Convention on Consular regulations, the qualifying diplomat must know the rule of law and human rights relating to consular protection of all people in custody outside their own country.

The qualifying learner will be able to:

- Explain the purpose of consular assistance to detainees.
- Analyse the legal rights of detained foreign nationals.
- Explain the nature of consular assistance following detention or arrest.
- Establish contact with Local Authorities and defence attorneys.
- Provide ongoing consular assistance to prisoners.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Explain the purpose of consular assistance to detainees.

ASSESSMENT CRITERIA

- 1.1. The Vienna Convention on consular relations is appraised.
- 1.2. The Purpose and scope of consular assistance for detainees are discussed.
- 1.3. Limitations on Consular assistance is determined and explained.
- 1.4. Privacy rights of detainees are adhered to.
- 1.5. The Right to choose or decline consular assistance is respected.
- 1.6. The nature of assistance to Dual Nationals is determined..

Specific Outcome 2: Analyse the legal rights of detained foreign nationals.

ASSESSMENT CRITERIA

- 2.1 The various categories of jurisdictions are described.
- 2.2 Understanding of Local Rights and Procedures of a specified country is demonstrated.
- 2.3 Universal Human Rights of detainees are explained.
- 2.4 Diplomatic enforcement of Consular Rights is discussed.

Specific Outcome 3: Explain the nature of consular assistance following detention or arrest.

ASSESSMENT CRITERIA

- 3.1 The procedures for initial contact with detainees is determined.
- 3.2 The significance of timely consular advice and assistance is evaluated.
- 3.3 Basic consular advice for arrested foreign nationals is formulated.
- 3.4 Security risks are investigated.
- 3.5 Allegations of ill-treatment are followed up.
- 3.5 On-going pre-trial assistance is given.

Specific Outcome 4: Establish contact with Local Authorities and defence Attorneys.

ASSESSMENT CRITERIA

- 4.1 The procedures for contact with the Local Authorities are determined and followed.
- 4.2 Co-operation with defence attorneys is established.
- 4.3 Court proceedings are monitored and reported on.

Specific Outcome 5: Provide ongoing consular assistance to prisoners.

ASSESSMENT CRITERIA

- 5.1 Prison visits are planned and undertaken.
- 5.2 Basic information to prisoners is provided.
- 5.3 Information to families and/or authorities is communicated.
- 5.3 Assistance with post-conviction appeals is arranged.
- 5.4 Consular assistance following release is supplied.

11. ACCREDITATION AND MODERATION:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- The Vienna Convention on Consular Relations
- The purpose and scope of consular assistance
- Legal rights of Consulates
- Basic consular advice for arrested foreign citizens
- Local Legal procedures and processes
- Consular Assistance Programmes

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, organise and critically evaluate information pertaining to legal aspects of consular relations.
- Communicate effectively in presentation of legal information.
- Work effectively with others in presenting the best interest of South Africa detained citizens abroad.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	10	
Experiential Learning	10	
Self-directed learning	20	
Skills coaching	10	
Other		
Total	50	

1. TITLE: Manage and apply protocols and etiquette in diplomatic context.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 5**4. CREDITS:** 10**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will demonstrate and understanding of international and regional protocol requirements; develop an appreciation for professional etiquette; understand the principles of diplomatic immunities and privileges as well as using the South African national flag and anthem correctly.

The qualifying learner will be able to:

- Demonstrate knowledge of international and regional protocol principles
- Apply protocol principles at diplomatic functions
- Apply professional etiquette in appropriate contexts
- Demonstrate an understanding of diplomatic immunities and privileges.
- Use the South African flag and anthem correctly.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 4 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Demonstrate knowledge of international and regional protocol principles

ASSESSMENT CRITERIA:

- 1.1. The official order of precedence in SA is explained.
- 1.2. The official order of precedence in a specific target country is explained.
- 1.3. Knowledge and application of Protocols for State Visits (incoming and outgoing) is demonstrated and managed.

- 1.4. Protocols regarding ceremonial functions and gifts are applied.
- 1.5. Knowledge and application of Protocols pertaining to Second and Third spheres of government including Twinning Agreements is demonstrated and managed.
- 1.6. Diplomatic, Presidential guesthouses and State Protocol lounges are efficiently managed.

Specific Outcome 2: Apply protocol principles at diplomatic functions.

ASSESSMENT CRITERIA

- 2.1 Invitations are worded and issued appropriately.
- 2.2 Seating arrangements are applied in the appropriate order of precedence.
- 2.3 Forms of address and introductions are applied correctly.
- 2.4 The appropriate dress code is adhered to.

Specific Outcome 3: Apply professional etiquette in appropriate contexts.

ASSESSMENT CRITERIA

- 3.1 The general etiquette appropriate to a diplomatic environment is adhered to.
- 3.2 Staff members are trained in the relevant etiquette required of them.
- 3.3 Etiquette rules of a specific target country are investigated and applied.

Specific Outcome 4: Demonstrate an understanding of diplomatic immunities and privileges.

ASSESSMENT CRITERIA

- 4.1 Convention on the privileges and immunities of the United Nations is analysed.
- 4.2 Convention on the privileges and immunities of the specialized agencies is reviewed.
- 4.3 Immunities, security and privileges pertaining to diplomatic appointments, are explained in detail.
- 4.4 Diplomatic immunities and Privileges Act No 74 is analysed.

Specific Outcome 5: Use the South African flag and anthem correctly.

ASSESSMENT CRITERIA

- 5.1 The use of the SA flag for ceremonial and other occasions is monitored.
- 5.2 Correct procedures in the use of the SA flag and anthem are applied.

11. ACCREDITATION AND MODERATION:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

12. NOTES:

EMBEDDED KNOWLEDGE:

- Official order of precedence regionally and internationally
- National and regional (provincial) protocol
- State Visits, Credential Signing Ceremonies, Honorary Consuls
- Guesthouses, State Protocol Lounge, Note Verbales
- Conferences
- Invitations, forms of address and introductions
- Dress codes for all occasions
- Table placements for official occasions
- General etiquette and diplomatic environment
- Diplomatic immunities and Privileges Act No 74
- Diplomatic Security
- Convention on the privileges and immunities of the United Nations and special agencies
- Diplomatic appointments, listings, passports, visas and identity documents.
- Use of the Sa flag and anthem

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to important diplomatic privileges and immunities
- Communicate effectively in ceremonial and diplomatic environment.
- Work effectively with others to ensure diplomatic correctness, protocol and immunities.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of diplomatic relations.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning	60	
Self-directed learning	10	
Skills coaching	10	

Other		
Total	100	

1. **TITLE: Manage time productively**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 3

5. **FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

This unit standard is intended for learners who need to make decisions and recommendations about effective time management in the workplace.

The qualifying learner will be able to identify, explain and describe the purpose and process of scheduling; organise and prepare work activities and estimate the duration thereof; develop strategies to deal with interruptions and develop a working schedule.

The qualifying learner will be able to:

- Identify, explain and describe the purpose and process of scheduling activities in a mission office.
- Organise and prepare mission activities and estimate the duration thereof.
- Develop strategies to deal with interruptions
- Develop an effective mission activity schedule.

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this unit standard are assumed to have completed a Level 4 qualification or RPL equivalent.

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: Identify, explain and describe the purpose and process of scheduling activities in a mission office.

ASSESSMENT CRITERIA:

- 1.1 The importance of scheduling in a mission office is explained.
- 1.2 A schedule development process is explained in accordance with established practices.
- 1.3 The advantages and implications of task completion within the shortest possible time and at a specified due date are explained.
- 1.4 The importance and function of task scheduling is explained

Specific Outcome 2: Organise and prepare mission activities and estimate the duration thereof.

ASSESSMENT CRITERIA:

- 2.1 Mission activities are defined and identified
- 2.2 Mission activities are prioritised,
- 2.3 Basic procedures and networks are developed and documented for the mission office.
- 2.4 Time duration estimates are sourced from responsible individuals and indicated on the tasks schedules.
- 2.5 Realistic deadlines or time frames are set.

Specific Outcome 3: Develop strategies to deal with interruptions

ASSESSMENT CRITERIA:

- 3.1 Access needs, procedures and times to individuals and resources are set.
- 3.2 Interruptions are dealt with assertively but graciously.
- 3.3 Agendas and time frames are set for planned meetings.
- 3.4 Objectives and outcomes of planned meetings are clearly stated.
- 3.5 Times set for tasks and meetings are adhered to.

Specific Outcome 4: Develop an effective mission schedule.

ASSESSMENT CRITERIA:

- 4.1 Activity lists are updated to contain relevant data.
- 4.2 The shortest time to complete mission tasks is determined.
- 4.3 Resources required for mission activities are identified and documented per activity.
- 4.4 Start and finish dates are indicated according to requirements and duration and effort are differentiated.
- 4.5 Non-critical activities are identified and scheduled according to mission requirements.
- 4.6 Office systems, diaries, screening and schedules are developed according to DFA prescripts.

11. ACCREDITATION AND MODERATION:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment cover the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment. A range of **assessment**

methods should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of

unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE:

- Principles, methods and techniques for scheduling tasks and activities.
- Principles, methods and techniques of time planning and management.
- Office systems for appointments, screening and interruptions
- Planning schedules
- Establishing priorities

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Collect, analyse, organise and critically evaluate information in order to make informed decisions about schedules and time management.
- Organise oneself and one's activities by carefully considering the advantages and disadvantages of ineffective time management.
- Work effectively with others as a member of a team, group, organisation or community in prioritising activities.
- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	10	
Experiential Learning	20	
Self-directed learning		
Skills coaching		
Other		
Total	30	

1. TITLE: Demonstrate effective team work in diplomatic practice

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 5**5. FIELD:** Law , Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard is aimed at learners who would like to identify and develop within themselves strategies to work effectively in a group in a diplomatic context. The learner will also be able to lead others to participate effectively in a group context.

In order to contribute to the development of positive diplomatic relationships the unit standard will make the learner aware of the importance of the diplomat to create effective team strategies in negotiations and build team spirit in mission offices.

The qualifying learner will be able to:

- Describe effective groups and identify group stages.
- Demonstrate an understanding of the criteria for working as a member of a group.
- Work autonomously and collaborate with other team members.
- Participate in building relations between group members and role players.
- Make a positive contribution to team coherence, image and spirit.
- Respect personal, ethical, religious and cultural differences to enhance interaction between team members.
- Evaluate team performance in mission office.

9. LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this unit standard are assumed to have a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Describe effective groups and identify group stages.

ASSESSMENT CRITERIA:

- 1.1 Effective groups are described and discussed.
- 1.2 Advantages and disadvantages of group work are explained.
- 1.3 Reasons for effective teamwork in diplomatic context are identified and discussed.
- 1.4 The role of group identity in a mission office is explained.
- 1.5 The stages of group dynamics are identified and discussed.
- 1.6 Skills, aptitudes, personality and values within the specific group are identified and clearly differentiated.
- 1.7 The importance of effective group behaviour is analysed in context of a specific mission office.

Specific Outcome 2: Demonstrate an understanding of the criteria for working as a member of a group.

ASSESSMENT CRITERIA:

- 2.1 Criteria for working as a member for a team are identified and explained.
- 2.2 Behaviours conducive to working as a member of a group are explained.
- 2.3 Team dynamics are explained in context of mission office.
- 2.4 Consequences of disruptive behaviour to team performance are evaluated for specific mission.

Specific Outcome 3: Work autonomously and collaborate with other team members.

ASSESSMENT CRITERIA:

- 3.1 Other team members are given sufficient support for them to achieve the DFA objectives.
- 3.2 A consultative meeting with other team members is held.
- 3.3 Authority levels of all the team members are identified and applied.
- 3.4 Collaboration reflects the needs of all team members.
- 3.5 Behaviour promoted is constructive, non-disruptive and influences the success and productivity of the team.

Specific Outcome 4: Participate in building relations between group members and other role players.

ASSESSMENT CRITERIA:

- 4.1 The importance of team relations between members and other role players is explained.
- 4.2 Other role players are identified and their needs explained.
- 4.3 Communications with other role players promotes open and frank discussions.
- 4.4 Commitments to other role players are honoured and met.

Specific Outcome 5: Make a positive contribution to team coherence, image and spirit.

ASSESSMENT CRITERIA:

- 5.1 The needs and objectives of team members regarding image and team spirit are identified and contextualised for specific mission.
- 5.2 Methods and techniques for building team coherence and spirit are identified and applied.
- 5.3 Commitment to time-keeping and time-frames are honoured.
- 5.4 Feedback which leads to constructive working relationships is provided to team members

Specific Outcome 6: Respect personal, ethical, religious and cultural differences to enhance interaction between team members.

ASSESSMENT CRITERIA:

- 6.1 Differences between team members are identified and acknowledged.
- 6.2 The importance of showing respect to all stakeholders is explained.
- 6.3 Behaviours which are of concern to individuals are discussed promptly and openly with those concerned.
- 6.4 Other team members' feelings and perspective are taken into account and own behaviour modified accordingly.

Specific Outcome 7: Evaluate team performance in mission office

ASSESSMENT CRITERIA:

- 7.1 Team performance requirements are documented and distributed.
- 7.2 Performance outcomes of individuals and teams are assessed against agreed standards.
- 7.3 Collected assessment information is accurate, current and complete and recorded in agreed format.
- 7.4 Lessons learnt are documented and communicated.
- 7.5 Opportunities to facilitate performance improvement are identified and applied.
- 7.6 Coaching and mentoring to assist team performance improvement are implemented within established procedures.

11. ACCREDITATION AND MODERATION:

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

12. NOTES:**ASSESSMENT METHODS AND INTEGRATED ASSESSMENT**

Ensure that assessment cover the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment. A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE:

- Groups and group roles.
- Reasons for culture shock and failure to perform.
- Group dynamics and effective team strategies.
- Principles and methods for communicating with group members: listening, consulting, giving feedback, supporting, discussing, negotiating, embracing diversity and exhibiting empathy.
- Creating productive teams and working relationships
- Ethic and cultural norms of group members
- Basic concepts of emotional intelligence
- Behaviours that contribute to successfully effective and high performance teams
- Behaviours that limit cohesiveness and success of teams
- Legal and constitutional matters as relevant to working with others
- Understanding of authority types, levels and their implications
- Coaching and mentoring of team performances.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Communicate effectively within group context.
- Organise oneself and one's activities by carefully considering the advantages and disadvantages of being a team player.
- Identify and solve problems pertaining to group dynamics.
- Work effectively in a group within a diplomatic context.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning	20	Many activities may be presented as group work which gives opportunity for assessing the

		learner in this unit standard.
Self-directed learning	10	
Skills coaching		
Other		
Total	50	

1. TITLE: Protect the confidentiality of mission activities and information.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 5**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will be able to protect the confidentiality of mission activities and information. This includes explaining the concept of and the need for confidentiality, interpreting censorship and monitoring electronic mail. They will be able to manage Department of Foreign Affairs information according to the MISS and the Information Administration Policy.

The qualifying learner will be able to:

- Explain the concept and necessity of confidentiality in diplomatic practice.
- Manage DFA information according to MISS
- Implement the Information Administration Policy.
- Know and apply the Disclosure of Official Information Act.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Explain the concept and necessity of confidentiality in diplomatic practice.

ASSESSMENT CRITERIA

- 1.1 The concept of confidentiality is defined in context.
- 1.2 The need for confidentiality in diplomatic practice is evaluated in terms of transparency and security.
- 1.3 Freedom of speech and communication is contrasted to the concept of confidentiality.
- 1.4 Responsibility and accountability for information management is evaluated.

Specific Outcome 2: Manage DFA information according to MISS

ASSESSMENT CRITERIA

- 2.1 The Information Administration Policy is analysed with a view on implementation
- 2.2 The Personnel Security Policy is discussed to determine feasibility of implementation.
- 2.3 The Physical Security is appraised for implementation in a specific context.

Specific Outcome 3: Implement the Information Administration Policy

ASSESSMENT CRITERIA

- 3.1 Document security policies are followed.
- 3.2 Contingency plans are developed for implementation.
- 3.3 Methods to access, store and remove classified information are mastered and demonstrated.
- 3.4 Methods of handling and destroying secret documents are applied in accordance to policy.

Specific Outcome 4: Know and apply the Disclosure of Official Information Act.

ASSESSMENT CRITERIA

- 4.1 Knowledge of the procedures to deal with breaches of security is demonstrated.
- 4.2 DFA communication security procedures are implemented.
- 4.3 Methods of prioritizing and classifying messages, documents and information sources are managed and implemented.
- 4.4 DFA computer security procedures are applied.

11. ACCREDITATION AND MODERATION

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13. NOTES:**ASSESSMENT METHODS AND INTEGRATED ASSESSMENT**

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment. A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- MISS & Document security policy
- Contingency plans
- Access, storage and removal of classified information
- Handling and destruction of secret documents.
- Disclosure of Official Information Act & Breaches of security
- Communication and Computer security
- Priorities and classification of messages, documents and information sources.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to confidentiality and security.
- Communicate effectively by managing communication security of documents, information and electronic equipment,
- Work effectively with others in preventing breaches of security.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	15	
Experiential Learning	25	
Self-directed learning	10	
Skills coaching		
Other		
Total	50	

1. TITLE: Promote South Africa abroad.

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 7**4. CREDITS:** 10**5. FIELD:** Law, Military Sciences and Security

Sub Field: Sovereignty of the State

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

This unit standard has as its core purpose, qualifying learners who will be able to promote South Africa in the world through the celebration of historic highlights, cultural events and sport. The qualified learner will be able to provide information on tourist attractions, explain the cultural diversity of SA, identify sport stars and celebrities, reflect on the constitution and be informed about safety and security policies. The learner will be able initiate and plan promotions as well as selecting appropriate promotional activities.

The qualifying learner will be able to:

- Identify promotional opportunities and activities.
- Plan, manage and evaluate promotions
- Promote South Africa as a tourist destination to the world.
- Explain and present information on the cultural diversity of South Africa.
- Profile South African Celebrities, Sport Teams and major achievements.
- Reflect on South Africa's constitution and democracy.
- Examine current status of South Africa's safety and security situation.

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification are assumed to have completed a Level 6 qualification or RPL equivalent.

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Identify promotional opportunities and activities.

ASSESSMENT CRITERIA

- 1.1 Methodologies for promotions in a targeted host country are identified.
- 1.2 The purpose and benefits of the promotion for South Africa is determined.

- 1.3 A promotional schedule for the short to medium term is compiled to maximize the promotional opportunities available.
- 1.4 South African products/services relevant to the promotional opportunity or activities are identified.
- 1.5 A cost/benefit analysis is completed for the selected promotional activity to determine the financial viability.

Specific Outcome 2: Plan, manage and evaluate promotions

ASSESSMENT CRITERIA

- 2.1 A budget for the promotion is drawn up based on the objectives of the promotion.
- 2.2 A promotional plan is compiled in line with the budget and selected activity.
- 2.3 Resources are identified to meet the requirements of the promotional plan.
- 2.4 Resources are briefed and contracted to supply the identified products/services in terms of the promotional plan.
- 2.5 Resources are managed to meet the required deadlines and quality requirements.
- 2.6 The results of the promotion are evaluated against the original objectives of the promotion and recorded for future reference purposes.

Specific Outcome 3: Promote South Africa as a tourist destination to the world

ASSESSMENT CRITERIA

- 3.1 Information on historical and heritage sites is researched and presented.
- 3.2 Knowledge of Game Reserves and wild life is demonstrated.
- 3.3 Tourism brochures are updated and provided as part of a portfolio.
- 3.4 Site visits are undertaken to gain first hand knowledge of tourist attractions.

Specific Outcome 4: Explain and present information on the cultural diversity of South Africa.

ASSESSMENT CRITERIA

- 4.1 Information on the cultural demographics of South Africa is gathered.
- 4.2 Generic knowledge about SA Arts and culture is displayed.
- 4.3 A calendar of important cultural events is compiled and celebrated when appropriate.
- 4.4 Information on the official languages and language policies is supplied.
- 4.5 Cultural events are planned and artifacts displayed when appropriate.
- 4.6 Knowledge of the religions practiced in South Africa is demonstrated.

Specific Outcome 5: Profile South African Celebrities, Sport Teams and major achievements.

ASSESSMENT CRITERIA

- 5.1 Leading South African celebrities are profiled.
- 5.2 Knowledge of South African sport participation and achievers is displayed.

5.3 Major achievements of international importance achieved by South Africans, are highlighted.

5.4 Transformation in sport and other spheres of society is discussed.

Specific Outcome 6: Reflect on South Africa's constitution and democracy.

ASSESSMENT CRITERIA

6.1 South Africa's Bill of Rights is analysed.

6.2 South Africa's historic record of Human Rights is evaluated.

6.3 Examples of the application of democratic principles of the constitution are analysed.

6.4 The meaning of the Coat of Arms is explained.

Specific Outcome 7: Examine current status of South Africa's safety and security situation.

ASSESSMENT CRITERIA

7.1 Information about possible safety measures is made available to tourists.

7.2 Information about preferred travel routes and modes of transport is updated.

7.3 Security details of SA and host country are reviewed regularly.

7.4 Crime statistics are analysed to identify crime spots and nature of crime.

7.5 Organisations that give assistance to tourists and nationals in case of emergencies, are identified and contact details listed.

7.6 Names of key persons in safety and security are listed.

11. ACCREDITATION AND MODERATION

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12. NOTES:

ASSESSMENT METHODS AND INTEGRATED ASSESSMENT

Ensure that assessment covers the specific outcomes, the critical cross-field outcomes and the essential embedded knowledge. Assessment activities should be appropriate to the context and tools may include self-assessment, peer assessment, formative and summative assessment.

A range of **assessment methods** should be used, including direct observation, product sample, simulation, questioning (verbal or written) and testimony (portfolio collection of evidence).

Integrated assessment: It may be more effective and efficient to assess a number of unit standards together thus reducing the number of assessment "events". Ensure that the commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

EMBEDDED KNOWLEDGE

- Different promotional methodologies
- Promotional events and activities
- Promotional schedules, plans and budgets
- Cost/benefit analysis
- Briefing and contracting outside resources for promotions
- Evaluating promotions
- Tourist attractions
- The Constitution and Bill of Rights
- Sport codes and sport stars
- SA Arts and Culture
- SA Celebrities
- Games Reserves, Game and Nature Conservation
- The Coat of Arms
- Safety and Security in South Africa
- The concept diplomacy
- Cultural and Religious events in SA
- Crime statistics
- Visits to tourists attractions and heritage sites.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to SA tourist attractions and heritage sites.
- Communicate effectively in presentation of relevant information.
- Work effectively with others in presenting the best interest of South Africa.
- Demonstrate an understanding of the world as a set of related systems to acquire best possible understanding of South Africa.

SUPPLEMENTARY INFORMATION

ACTIVITY	No. Hours	Comments
Lectures	20	
Experiential Learning	40	
Self-directed learning	40	
Skills coaching		
Other		
Total	100	