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**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

Military Professional Development

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

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saqg.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below ***no later than 26 October 2007***. All correspondence should be marked **Standards Setting – Military Professional Development** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**National Certificate: Defence and Security**

SAQA QUAL ID	QUALIFICATION TITLE		
59202	National Certificate: Defence and Security		
ORIGINATOR		PROVIDER	
SGB Military Professional Development			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	8 - Law, Military Science and Security	Sovereignty of the State	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 7	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

The South African National Defence Force (SANDF) is employed and commanded on the strategic, operational and tactical levels of war. The SANDF requires a management cadre that can manage and administer the SANDF and command forces in the field when commissioned. The SANDF acquires its human resources from RSA citizens volunteering for military service to their country. The future commanders are selected from within the SANDF, and educated, trained and developed by the SANDF for future command positions.

The National Certificate: Defence and Security is the only qualification for officers who are in the joint strategic development stage of their careers and will equip prospective top level officers/officials with skills, knowledge and aptitude to function effectively as top officers/executives at the strategic level in joint, multi-national, military and multi-departmental environment, thereby enhancing the ability of the SANDF to operate effectively on the strategic level.

In today's dynamic and rapidly changing environment the leaders and managers of the Department of Defence (DOD) and of other government departments are placed under intense pressure to correctly manage their respective organisations. These senior officers and officials must be able to understand, evaluate and communicate the judgements and opinions of civil authorities and countless specialists and be able to relate these judgements and opinions to current policy and strategy. They must be capable of making sound decisions in their field and be able to appreciate the implications of the decisions they make and the actions they recommend. They are often called upon to work closely with specialists of other security services, representatives of other government departments, industrial managers, scientists, educators and leaders of other groups.

Senior officers and officials must also be able to make or contribute to decisions in complex financial matters, extending from foreign policy to budgeting. They must bring to this decision-making process not only clarity of thought and the mastering of problem solving techniques, but also an all embracing knowledge of national, regional and international affairs, which will have an influence on national security and specifically on national security policy and strategy.

It is vital that the leaders and managers of the DOD and of other government departments are exposed to each other's expertise and to senior officials from the private sector and foreign countries. This is in order to optimise cross-pollination, to establish the ability to work together on complex issues and to foster mutual understanding and respect.

Qualifying learners will be able to:

- Critique strategic Defence leadership.
- Formulate National Security policy and strategy.
- Formulate Defence policy and strategy.
- Evaluate the management of conflict and peace.
- Conduct independent research in the realm of National Security.
- Manage Defence in a Democracy.
- Evaluate African military history's influence on the strategic conduct of operations.
- Manage Public Service in a Democracy.

Rationale:

This qualification will serve to groom selected senior officers and officials for executive positions for high responsibilities.

The DOD has adopted a position on defence that is in accordance with international and domestic legal imperatives which guide it and the country defence in pursuit of its constitutional obligation. In defending the territory and its people, the DOD has purposefully adopted an approach focused on promoting stability outside the territory whilst simultaneously contributing to economic growth and social upliftment within the country. This position allows for involvement of the SANDF in collective security structures, bi-and multilateral mechanisms and the promotion of regional and continental security through participation in peace missions.

In response to the changed and complex strategic environment the DOD ensures that within constraints of present budget allocations, defence capabilities encompass the full spectrum of military and non-military capabilities, which will enable the SANDF to execute military operations and contribute to the achievement of military missions in pursuit of national, defence and military strategic objectives.

The SANDF uses a mission-based approach to achieve military strategic objectives. The SANDF is increasingly called upon to support the foreign policy requirements of Government. These requirements are primarily to support the African continent in peace and humanitarian missions as well as military co-operation. The SANDF focus on the Southern African Development Community (SADC) region with specific countries identified as key partners to enhance peace and prosperity in the region. The SANDF must contribute to the successful execution of African Union (AU)/New Partnership for Africa's Development (NEPAD) initiatives as the first priority and be guided by the approved objectives and priorities of the International Relations Peace and Security (IRPS) cluster.

The SANDF will employ a multinational approach aimed at structuring, staffing, equipping, operating, exercising, sustaining and empowering regional structures to foster security and an interdepartmental approach with the focus on co-operation.

The defence capabilities of the SANDF will only be fully employed in the event of a state of National Emergency. Hence, to ensure optimal use of resources, forces are prepared at different levels of preparedness. The force preparation strategy therefore determines the level of defence and readiness at which to prepare the SANDF in order to use the defence allocation for the correct output.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that learners accessing the qualification are competent in:

- Communication, NQF Level 5 or equivalent.
- Research methodology, NQF Level 6 or equivalent.
- Computer literacy, NQF Level 3 or equivalent.

Recognition of Prior Learning:

This qualification may be achieved in whole or in part through the process of recognition of prior learning at the request of the learner and the discretion of the education and training institution.

Access to the Qualification:

Learners that wish to enter into study towards achieving this qualification must be in possession of a qualification at NQF Level 6 or equivalent.

QUALIFICATION RULES

The qualifying learner must comply with the following rules of combination to achieve this qualification totalling a minimum of 120 credits:

- The fundamental exit level outcome totalling 20 credits is compulsory.
- The four core exit level outcomes totalling 90 credits are compulsory.
- One elective exit level outcome totalling 10 credits.

EXIT LEVEL OUTCOMES

Fundamental:

1. Critique strategic Defence leadership.

Core:

2. Formulate National Security policy and strategy.
3. Formulate Defence policy and strategy.
4. Evaluate the management of conflict and peace.
5. Conduct independent research in the realm of National Security.

Elective:

6. Manage Defence in a Democracy.
7. Evaluate African military history's influence on the strategic conduct of operations.
8. Manage Public Service in a Democracy.

Critical Cross-Field Outcomes:

Qualifying learners will be able to:

- Identify, analyse and solve defence and security related problems creatively and responsibly.
- Work effectively with others as a member of a strategic team in contributing to group output.
- Organise and manage oneself and one's activities responsibly and effectively in the defence and security workplace environment.
- Collect, analyse, organise and critically evaluate information in a chosen defence context.

- Communicate effectively using visual, mathematical and/or language skills in the modes of oral, written and/or practical presentation in a sustained discourse.
- Use science and technology in defence and security effectively and critically, showing responsibility towards the environment and health of others by promoting ethical conduct in all contexts.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation and acknowledging responsibility to the broader community.
- Contribute to the personal development of each learner and the social and economic development of society by making learners aware of the importance of:
 - Reflecting on and exploring a variety of strategies to learn more effectively.
 - Participating as responsible citizens in the life of local, national and global communities.
 - Being culturally and aesthetically sensitive across a range of social contexts.
 - Exploring education and career opportunities by drawing on various knowledge, skills and attitudes acquired in the attainment of this qualification.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The fundamentals of critical and analytical thinking are applied when appraising strategic issues of national importance.
- 1.2 Strategic Defence leadership in a democracy is evaluated during conflict and peace.
 - Range of defence leadership includes, but is not limited to: High/supreme command, military command, inter-agency and multi-national.
- 1.3 Strategic management theory is applied to change and performance management.
- 1.4 Resources are evaluated for allocation in line with Defence objectives.
 - Range of resources include, but are not limited to: Financial, human, information, material and time resources.
- 1.5 The impact of ethics, culture and values are appraised in terms of strategic leadership.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 National Security policy and strategy are explained in terms of elements, forces and trends.
 - Range of elements, forces and trends includes, but is not limited to: National Security environment, policy formulation, strategy formulation, strategic issues, strategic culture and other forces and trends.
- 2.2 National Security policy and strategy are appraised in terms of various levels and dimensions.
 - Range of levels but is not limited to: Individual, sub-national, national, trans-national, regional and global landscapes.
 - Range of dimensions includes, but is not limited to: Social, economic, political (including forms of governments) and military dimensions.
- 2.3 Security policy and strategy of selected countries and regions of the world is appraised in order to determine and to contribute to the enhancement of National security.
- 2.4 South African National Security policy and strategy are formulated to enhance National security.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Defence policy and strategy are explained in terms of theory and practice.
- 3.2 Defence policy and strategy is appraised in the context of National security policy and imperatives.
- 3.3 Defence policy and strategy is formulated to enhance National security.
- 3.4 South African Defence policy and strategy are formulated to enhance National Security.
- 3.5 South African military strategy is formulated to enhance National Security.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Conflict and conflict resolution is explained in terms of guiding principles.

- Range of guiding principles includes, but is not limited to the theory of armed conflict, military doctrine, International alliances, coalitions and structures, Operations other than War (OOTW) and Law of Armed Conflict (LOAC).

4.2 Conflict and conflict resolution is appraised in relation to the levels and dimensions of National Security.

- Range of levels of National Security but is not limited to: National, trans-national, regional and global landscapes.
- Range of dimensions of National Security includes, but is not limited to: Social, economic, political (including forms of governments) and military dimensions.

4.3 The role of South Africa in the management of conflict and peace is evaluated in terms of its impact.

4.4 The role of the South African military is appraised in the context of South African foreign and domestic policies.

- Range of military roles include, but is not limited to: Mandate, mission, posture, operations [conventional and Military Operations other than War (MOOTW)] and capabilities.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Research methodology is explained in relation to Social Sciences.

5.2 A research proposal is formulated for approval.

- Range of formulation requirements includes, but is not limited to: Delineating the problem, selecting the research methodology, conducting literature review and structure.

5.3 Research is conducted ethically in accordance with established research methodology practice.

- Range of research conduct includes, but is not limited to: Gathering and processing, capturing, and interpreting information.

5.5 Findings and conclusions are presented in oral and written formats within the given timeframe and in accordance with established research practice.

Associated Assessment Criteria for Exit Level Outcome 6:

6.1 The critical components of Defence Governance are critiqued to establish Defence in a Democracy.

6.2 The critical success factors to promote Defence Management are considered to make recommendations to the sector.

6.3 The facets of Defence Acquisition as a crucial component of Defence Management are appraised to promote the practise of defence in a democracy.

6.4 Defence challenges in transitional states are identified and evaluated using case studies.

Associated Assessment Criteria for Exit Level Outcome 7:

7.1 Philosophy and historiography of military history is evaluated in an African context.

7.2 Past conflicts in Africa are analysed in relation to militaries in Africa in various periods.

- Range of periods include, but is not limited to: Pre-colonial, colonial, and post-colonial.

7.3 African history is analysed in terms of its influence on current conflicts.

Associated Assessment Criteria for Exit Level Outcome 8:

8.1 The critical components of Public Service Governance are critiqued to ensure service delivery in a democracy.

8.2 Current public management practices are evaluated to improve service delivery.

- Range of public management practices includes, but is not limited to: Total quality management, Batho-Pele principles, General Accepted Accounting Practices [GAAP].

8.3 The contribution of applicable state department's is evaluated to realise National Imperatives.

- Range of National Imperatives includes, but is not limited to: Accelerated and shared growth initiative for South Africa (AsgiSA) and Joint Initiative on Priority Skills (JIPSA).

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across exit level outcomes to achieve competence that is grounded and coherent in relation to the purpose of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes. Both formative and summative forms of assessment should be applied appropriately throughout the assessment process.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

The programmes of the following defence/war colleges were studied, given in alphabetical order of the country mentioned.

Argentina: Master's Degree in National Defence or an Advanced Course in National Defence:

The Argentinean National Defence College (NDC) runs a ten-month programme for military and civilian officials, as well as invited foreigners. The seniority of the student body is not known, although it is assumed to be aimed at Colonel/Lieutenant Colonel level. Selection is done by means of a series of interviews conducted by a Selection Committee, and those officers not selected have the right to appeal. The maximum number of students is limited by the physical space of the college, as well as by budget constraints. There are no prescribed ratios for military, civilian and foreign officials, but the current student body is between 75% and 80% civilian.

There are six major subjects for the Master's:

- National Defence.
- Politics and Society.
- International Relations and Geopolitics.
- Economy and Public Administration.
- Strategy.
- Science and Technology.

The length of the thesis is not known, but students doing the Master's can complete the thesis either full-time during a second year of academic studies or part-time over four years. There are currently no foreign study tours due to financial constraints.

Australia: Master's Degree in Strategic Studies from Deakin University:

The Centre for Defence and Strategic Studies (CDSS) of the Australian Defence College runs an eleven-month course dealing with defence and strategic issues. The course is aimed at Colonel/civilian equivalent and comprises 58 students, half of which are foreigners. Students have the option of upgrading their participation in order to achieve a Master's degree. There are five core subjects:

- Development of Strategic Thought.
- Strategic Leadership and Management.
- Contemporary Strategic Selling.
- Future Strategic Settings.
- Australian Strategic Policy.

Individual assignments include a 20000 word thesis, two policy/strategy policy papers as well as four essays of 1500 words each. The students conduct regional and foreign study tours to a number of countries of strategic importance to Australia.

Belgium:

The Belgians currently do not offer a course similar to the National Certificate in Defence and Security, NQF Level 7. However, they are busy planning such a course called the Advanced Defence Studies, to be presented at the Royal Defence College (RDC). This course will be designed to prepare candidates for national or international top functions in the Belgian Armed Forces. It will consist of three "independent" courses or modules:

- Advanced Security and Defence Studies.
- Advanced Governance and Leadership.
- Advanced Military Studies.

These three courses are designed for evening seminar work, taken over periods from four to ten months, so that attendees can keep their normal jobs while attending evening classes. The whole qualification is therefore spread over two to five years. The course is designed for Colonels and their civilian equivalents who already have some knowledge or experience of security matters. International officers comprise 8% of the student body. It is not known whether the course is accredited or how student assessments are done.

China:

The Chinese National Defence University (NDU) offers a programme called the National Defence Course. This is a two-month course for two-star/civilian equivalent personnel only, and has recently opened to foreigners as well. The academic breakdown of the course is not known, and the course is not accredited. Chinese officers can obtain a Master's or Doctoral degree elsewhere.

Denmark: Executive Leadership Course:

The Danes do not have an equivalent to the National Certificate in Defence and Security, NQF Level 7, due mainly to their relatively small military size. Instead, they send selected officers to other countries' war colleges. However, the Royal Danish Defence College (RDDC) does run a 22 day Executive Leadership Course, spread over 11 months.

This is their top course, only for the "elite" of the military, and is aimed at Colonel/civilian equivalent level. The student body varies from 21 to 24 students, and includes two foreigners. The course is not accredited to any academic institution. There are four areas of study, each one corresponding to seminar-type instruction:

- Defence Environment.

- Personal Vision.
- Defence Organisation.
- Personal Development.

Assignments consist of two personal planning tasks, one of which is given to the individual by his home unit/headquarters. An interesting aspect is the emphasis on the psychological, emotional and intellectual development of the individual. To this end, a team of psychologists works full-time with the students, with a dedicated psychologist being allocated a certain number of students. The psychologists also run the last two seminars, without the presence of any of the RDDC personnel.

France:

The Centre for Higher Military Education (CHEM) is a joint institution with the objective of preparing senior military officers for high-level command in a national or allied framework. The CHEM accepts a total of 28 military students per course, with no foreigners. The academic focus of the course is on three core subject areas:

- General Military Strategy.
- Defence Environment.
- French International Environment.

Each student has to complete an individual task of 25 pages, as well as two syndicate tasks of 40 and four pages respectively. The topic for the individual paper is given by the French Chief of Staff and the findings are then defended in front of him and his staff. Although the CHEM is not accredited with a tertiary education institution, the qualification is highly sought after and the successful students receive their certificates from the French President. There are two international tours of ten days each.

The Institute for High Studies of National Defence (ISHND) is a subsidiary college of the CHEM. While the course is similar to that offered by the CHEM, the difference is that it caters mainly for civilian personnel. The ISHND accepts 66 students per course, most of whom are civilian policy makers in either the French government or society at large. Two students are also military members, while 13 (20%) are foreigners. The academic focus remains the same as that of the CHEM:

- General Military Strategy.
- Defence Environment.
- French International Environment.

There are also no major tasks. Attendance of the ISHND is highly sought after and applications for the course are double of what can be accepted. There are also two international tours per course.

India: Master's Degree in Defence Studies:

The Indian National Defence College (NDC) conducts an eleven-month course in National Security and Strategic Studies. This is for one-star level/civilian equivalent, with one or two Colonels per arm of service being admitted under exceptional circumstances. All students must have demonstrated the potential to be employed in more senior positions. There are 72 students, with foreigners comprising 28% of the student body. Those students who are successful obtain a Master's Degree in Defence Studies from Allahabad University. The focus of the course is on national security, and the curriculum is organized along seven fields of study, each of five to six weeks duration:

- Socio-Political Studies.

- Economy, Science and Technology Studies.
- International Security Environment.
- Global Issues.
- India's Strategic Neighbourhood.
- India's Regional Security Environment.
- Strategies and Structure for the National security of India.

Besides syndicate studies which require an essay of 2500 words plus a 30 minute presentation, each student must write a thesis of 10 000 words, as well as a 2 500 word country study. There are six internal tours, of approximately a week each, and a two-week foreign study tour. Additionally, the foreign students do a further internal tour of one week, where they are given exposure to the training facilities of the Indian Defence Force.

Italy:

The Institute for Higher Defence Studies (IASD) is one of three colleges situated at the Centre for Higher Defence Studies. The IASD is a joint services organization that runs a nine-month course aimed at top management functionaries. The student body consists of 72 people from both the military and civilian sectors, with 20% of the student body being foreign students. The course comprises two core fields of study:

- Politics and International Relationships.
- Topics of National Security Interest.

The latter field of study is further broken down into the following subjects:

- Government Structures.
- International Security Systems.
- Crisis Management.
- Mediterranean and European Strategic Scenarios.
- Resources Management.
- International Humanitarian Law.
- Defence Industries.

The course is not accredited for degree purposes. Seminars, workshops, lectures and study visits are the means of education, with the course conducting three foreign study tours. The President of Italy is personally involved in both the selection and graduation of students.

Kenya: Master's Degree in International Studies:

The Kenyan National Defence College (NDC) runs a ten-month course for Colonel/civilian equivalent, with one rank higher or lower being accepted by exception. The student body comprises 33 students, of which 40% are military, 42% are government employees, and 18% are foreigners. The College is accredited with the University of Nairobi, and a Master's Degree in International Studies is optional for those candidates who have a basic first degree. There are 11 subjects:

- International Relations Theory.
- International Law.
- International Political Economy.
- International Conflict Management.
- International Relations of Asia.
- International Relations of the Americas.
- International Relations of Africa.
- International Relations of Europe.
- Diplomacy.

- National Security Studies.
- Research Methodology.

The major academic requirement is a 40000 word thesis, reduced to 25000 words for those not enrolled in the Master's programme, plus closed-book written exams for each of the main subjects. There is a week regional tour and a three-week foreign study tour. It is interesting to note that the Kenyans intend increasing the capacity of the College to 60 students by 2010.

Netherlands: Advanced Defence Course:

The Netherlands Defence College (NDC) runs an 18-week course called the Advanced Defence Course. This is for Colonel/civilian equivalent, only from the defence environment, and is aimed at those officials who have the potential to become top managers. The student body must be a minimum of eight people and, as the course is aimed specifically at Dutch participants, does not usually have any foreign officers attend. There does not appear to be any university accreditation, and the subjects are grouped around seven core modules:

- Surrounding Factors.
- Destabilising Factors.
- Important Countries and Areas Outside Europe.
- Politics and Democracy in the Netherlands.
- Internal and External Security.
- Experience of Top-Level Managers.
- Management Skills.

Although there are several group and individual assignments, there is no formal assessment process, all the work that is done is to generate debate in the classroom environment. A total of five weeks are spent on four foreign tours, spread throughout the course.

Pakistan: Master's Degree in Defence and Strategic Studies:

The Pakistani National Defence College (NDC) runs an eleven-month course in National Defence. This is for selected Brigadiers General and Lieutenant Colonel level officers, and their civilian equivalents, as well as invited foreign officers of Colonel rank or higher. There are 74 students per course, but the individual breakdown military, civilian, foreigner is not known. The successful officers graduate with a Master's Degree in Defence and Strategic Studies from the Quaid-i-Azam University in Islamabad. The curriculum comprises the following six subjects:

- Fundamentals of Strategy and Statecraft.
- Defence Policy and Military Strategy.
- Socio-Political Environment and National Security Process.
- Economy for Strategists.
- Defence Management.
- Regional Studies.

There are individual and group assignments, as well as an individual National Security Paper length not known. The students conduct both domestic and foreign study tours.

Romania:

The Romanian National Defence College (NDC) is part of the Romanian National Defence University. It runs a six-month course for "superior" Brigadiers General/ Colonel/civilian equivalents who have the potential to reach the highest echelons of their respective professions. Foreign students are also accepted on course. There are 12 core subjects:

- International Security Environment.

- Global Problems of International Security.
- International Security Institutions.
- Geo-Politics and Geo-Strategy.
- Romania's National Security Strategy Management.
- Present Day Problems of National Security.
- National Defence Policy and Management of Defence.
- Resources.
- Romania's Military Strategy.
- Partnership and Military International Co-operation.
- Armed Forces and Society.
- International Humanitarian Law.
- Main Aspects Regarding the History of the Holocaust.

It is not known whether the course is accredited or how student assessments are done.

United Kingdom: Master's degree:

The Royal College of Defence Studies (RCDS) runs an eleven-month course, aimed at Colonel/Brigadiers General level and their civilian counterparts. International officers comprise 60% of the student body. There are four academic terms which correspond with the four core subjects:

- The Future Strategic Context and Conflict Prevention.
- The United Kingdom.
- Contemporary International Issues.
- Leadership in the Strategic Environment.

The college is accredited with Kings College University of London and a Master's degree is optional, with all students completing a 10 000 word thesis. Two overseas tours are done: a one-week regional tour of North Atlantic Treaty Organization (NATO) and the European Union (EU), and a four-week foreign tour of selected countries.

United States: Master's Degree in Strategic Studies:

The Army War College runs a ten-month course for top-level Colonel/Lieutenant Colonel/civilian equivalent personnel, together with foreign officers. A typical student body comprises 341 students, of which 80% are military. Successful students graduate with a Master's Degree in Strategic Studies. The curriculum has seven major fields of study:

- Strategic Leadership.
- War, National Security Policy and Strategy.
- Joint Processes and Land power Development.
- Implementing National Military Strategy.
- Regional Strategic Appraisal.
- Strategic Crisis Exercise.
- Electives Programme.

It is not clear what the assessment process is, but it is probably similar to the other USA war colleges, namely written work with individual examinations. There are no foreign study tours.

United States:

The Air War College runs a ten month course for Colonel/Lieutenant Colonel/civilian equivalent personnel, together with foreign officers. Only the top 10% of Majors are considered to be eligible for the College, and then must still go through a selection process! There are four core subjects:

- Leadership and Ethics.
- International Security Studies.
- Strategy, Doctrine and Airpower.
- War fighting.

Additionally, students must complete a research paper of between 9 500 and 11 500 words, and several electives. There is a foreign study tour of two weeks, during which the students visit between one and three countries, depending on the size of the country being visited.

United States of America: Master's Degree:

The Naval War College also has a ten-month course for Captain/Commander/civilian equivalent, together with foreign officers. There are three academic trimesters, corresponding with three core subjects:

- National Security and Decision Making.
- Strategy and Policy.
- Joint Military Operations.

Students also have to take an elective in each of the trimesters. The War College is accredited to confer a Master's Degree, with students being assessed on examinations both closed and open book, research papers and in-class participation. There are no foreign study tours.

The National War College, one of two colleges at the National Defence University, also has a ten-month course for Colonel/civilian equivalent, together with foreign officers. There are approximately 250 students, of which 156% are foreigners. The curriculum comprises six core subjects:

- Fundamentals of Strategic Logic.
- Military Thought and the Essence of War.
- National Security Strategy Process.
- Global Security Arena.
- Concept and Practice of National Military Strategy.
- Field Studies and National Security.

These are further complemented by an electives programme and an end-of-year Crisis Decision Exercise. The College is accredited to award its own Master's Degree in National Security Strategy. The foreign study tour is part of the Field Studies and National Security module.

The Industrial College of the Armed Forces (ICAF) is also situated at the National Defence University. It is the US's only educational institution that emphasizes the management of national resources to support national security. As such, it also has a ten-month course for Colonel/Lieutenant Colonel/civilian equivalent, together with foreign officers. There are approximately 250 students, of which 65% are military and assessment and development throughout the programme. There are two core subjects, dealt with in two separate semesters:

- National Security Strategy.
- Resourcing National Strategy.

The first semester National Security Strategy deals with Political Science, Economics, Strategic Leadership, Grand Strategy, War Studies, and Values, Ethics and Leadership.

The second semester Resourcing National Strategy, on to discuss the Generation of Resources, the Acquisition and Allocation of Resources, and the Application of Resources.

An elective programme is run throughout the year. The College is accredited to award its own Master's Degree in National Security Strategy. There are two foreign tours of one and two weeks respectively.

General Observations:

It is worth highlighting the following points before continuing:

Firstly, a good representation of colleges has been covered. The 19 colleges from 14 countries represent models from North and South America, Europe, Africa, Australasia and Asia.

Secondly, although it is important to keep the size and ethos of the different militaries in mind, it would appear that there is very little correlation between the size of the militaries and the size of their respective colleges. For example, the USA has five military colleges, accommodating over 1500 students at any given time, to meet its requirement of educating senior officers commanding a military force of over 1 million people. Also, due to the openness of its society, information concerning the USA colleges is freely available. The Indian Armed Forces, on the other hand, with 1,3 million people, have a college that only accommodates 72 students. Lastly, China, the country with the biggest Armed Forces of 2,3 million people, does not have the same open ethos and information is therefore very difficult to get.

Lastly, all the colleges are similar in their overall objective, namely the education of selected senior personnel for employment at the highest levels of command and national security. However, they all have their own unique features and emphasis is put on different issues. Even the colleges in the USA are independent of each other and determine their own curricula and academic schedules.

Course Duration:

Of the 19 colleges studied, the majority run a course that covers a full academic year of either ten or eleven months. It is not clear what determines the ten or eleven month distinction, but it probably has more to do with non-curricula issues such as the length of the mid course break, than with pure academic criteria.

The following points concern those colleges that run shorter courses than a year:

Both Belgium and Denmark, two countries with very small armed forces in relation to their strategic allies, regularly send selected candidates to other NATO countries' war colleges, or to colleges from outside the NATO environment. There are political pressures on both countries to reduce their budgets a worldwide phenomenon! and there appears to be little incentive, or necessity, to establish and run longer courses of their own.

China's course, as briefed to the South African Defence Attaché in Beijing, is only two months long, is aimed at Brigadiers General level, and has until recently not accept foreigners. With this in mind, and given the enormous size of the Chinese military 2,3 million people, "national security" type training and education must take place elsewhere. It is therefore doubtful whether this course can be considered the Chinese equivalent of the National Certificate in Defence and Security, Level 7.

The French ISHND duration six months is similar in length to the National Certificate in Defence and Security, Level 7. However, this course is mainly for civil servants and complements the ten-month course of the CHEM.

The Romanians also run a six-month course that appears to be very similar to the National Certificate in Defence and Security, Level 7. It is not clear whether they are considering

extending their course or not. Romanian officers also regularly attend other NATO countries' war colleges.

Although the Dutch course 18 weeks appears to be the closest in length to the National Certificate in Defence and Security, Level 7, Dutch officers also regularly attend other countries' war colleges. It is therefore also doubtful whether there is any incentive for the Dutch to lengthen their course.

ARTICULATION OPTIONS

Examples of horizontal articulation:

- Diploma: Legislative Drafting, NQF Level 7 (SAQA ID 13782).
- Bachelor of Technology: Security Management, NQF Level 7 (SAQA ID 1247).

Examples of vertical articulation with this Qualification:

- Doctor of Technology: Security Management, NQF Level 8 (SAQA ID 15488).
- Master of Military Science: Organisation & Resource Management, NQF Level 8 (SAQA ID 24391).
- MPhil in Security, NQF Level 8 (Proposed).

MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this qualification must be accredited by the relevant ETQA.
- External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both exit level outcomes and critical cross-field outcomes as well as the integrated competence described in the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessors must be in possession of a qualification in Security and Defence or a related qualification in the field of Law, Military Science and Security at a minimum of NQF Level 8.

NOTES

N/A

UNIT STANDARDS

This qualification is not based on Unit Standards.