

No. 310

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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

**Criminology and Criminal Justice**

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.saq.org.za](http://www.saq.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 and **no later 25 April 2008**. All correspondence should be marked **Standards Setting – SGB Criminology and Criminal Justice** and addressed to

The Director: Standards Setting and Development  
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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
***Bachelor of Criminology***

SAQA QUAL ID		QUALIFICATION TITLE	
61449		Bachelor of Criminology	
ORIGINATOR		PROVIDER	
SGB Criminology and Criminal Justice			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	8 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	480	Level 7	Regular-ELOAC

***This qualification replaces:***

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
49108	Bachelor of Criminology	Level 7	480	Will occur as soon as 61449 is registered

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

This qualification will equip learners with the necessary knowledge, skills, crimino-ethical and human rights competency to act professionally and responsibly for the benefit of society and particularly within the safety in society sector. This is a specialised qualification with a strong career focus and a substantial general formative component. This qualification will supplement the demand for criminological and victimological expertise in the criminal justice process as well as in the social and corporate spheres, and will also enhance the status and employability of qualifying learners in the public and private sector.

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

- Conduct a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Develop and analyse deviance, conflict, crime and victimisation policies.
- Assess conflict, deviance, crime and victimisation risk/vulnerability.
- Develop and evaluate programmes/strategies relating to conflict, deviance, crime and victimisation.
- Compile victim and offender profiles.
- Provide services to crime victims.
- Evaluate the functioning of justice systems.
- Provide crime (victim) impact statements and expert evidence in court.
- Inform crime and victimisation policy.
- Implement restorative justice processes'.

This qualification will further provide learners with the following:

- The ability to think laterally, critically and creatively.
- Sensitivity towards cultural diversity as well as human and environmental/ecological rights.

- A high level of cognitive and problem-solving skills which can be applied in their social and work environment to ensure a safe and secure society.
- The ability to act in a professional and ethical manner.
- A capacity for life-long learning.
- The basic skills to continue with postgraduate studies.

**Rationale:**

This qualification addresses and identifies skills needs for learners/persons with an interest in crime and victimisation and communities in general. Crime and victimisation in South Africa have severe consequences for the sustained development of society, the economy and ecology. Therefore, this qualification will provide expert knowledge of crime and victimisation to deal effectively with conflict, deviance, crime and victimisation. Comprehensive knowledge of the criminal justice system and other forms of justice, such as restorative justice and social justice, is also critical to ensure a democratic and just society with a human rights ethos as set out in the South African Constitution and Bill of Rights and any other relevant national, regional and international conventions/treaties/guidelines.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED IN PLACE**

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 3.

**Recognition of Prior Learning:**

**Formal prior learning:**

Prior accredited learning of a learner at the FET or HET level in relevant domains which constitute credit-bearing units or modules should be recognised if evidence can be produced that shows that the learner has achieved, at a satisfactory level, the outcomes and associated assessment criteria specified for the Bachelor of Criminology qualification and, if appropriate, allow the recognition of prior learning for the achievement of the qualification in part or in full.

**Non-formal and informal prior experiential learning:**

An applicant whose level of knowledge, skills and competencies have not been assessed in terms of the formal qualifications system but who can demonstrate in appropriate ways, through an assessment designed by the institution to which application is made, that she/he has acquired the relevant skills and competencies, may be considered for a programme of study leading to this qualification. An applicant who, after such assessment, is deemed to have sufficient potential but is in need of further academic development, must be directed to other suitable learning programmes prior to admission or to parallel programmes after admission.

The qualification standard promotes the flexible use of RPL where it reflects the principles of the NQF and is to the benefit of the learner.

**Access to Qualification:**

There is an open access to this qualification, for learners in possession of a National Senior Certificate or a National Certificate: Vocational, Level 4 or a Further Education and Training Certificate: Criminology or as determined by the relevant provider.

**QUALIFICATION RULES**

This qualification is an Exit Level Outcome based qualification. All Exit Level Outcomes are compulsory. Providers should include other subjects to their respective programmes such as:

- Languages.
- Psychology.
- Social Anthropology.
- Sociology, Communication.
- Political Science, Philosophy.
- Human Resource Management.
- Fundamental Human Rights.
- Criminal Law.
- Law of Evidence.
- Law of Persons and Family Law (Private Law).

### **EXIT LEVEL OUTCOMES**

1. Conduct a limited research project aimed at a conflict, deviance, crime and victimisation problem.
2. Develop and analyse deviance, conflict, crime and victimisation policies.
  - Range: Analyse refers to the assessment of own developed programmes/strategies and the assessment of other programmes/strategies.
3. Assess conflict, deviance, crime and victimisation risk and vulnerability.
  - Range: Conflict, deviance, crime and victimisation risk include individual, social, political, economical, physical environment and ecological factors.
4. Develop and evaluate programmes and strategies to deal with conflict, deviance, crime and victimisation.
  - Range: Evaluate refers to the evaluation of own developed programmes/strategies and the evaluation of other programmes/strategies.
5. Compile victim and offender profiles.
6. Provide services to crime victims.
7. Evaluate the functioning of justice systems.

### **Critical Cross-Field Outcomes:**

This qualification promotes, in particular, the following Critical Cross-Field Outcomes:

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

- Developing and analysing deviance, conflict, crime and victimisation policies.
- Assessing conflict, deviance, crime and victimisation risk/vulnerability.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Providing services to crime victims.
- Evaluating the functioning of justice systems.

Working effectively with others as a member of a team, group, organisation, and community during:

- Assessing conflict, deviance, crime and victimisation risk/vulnerability.

- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Providing services to crime victims.

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

- Conducting a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Developing and analysing deviance, conflict, crime and victimisation policies.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.

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

- Conducting a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Developing and analysing deviance, conflict, crime and victimisation policies.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Compiling victim and offender profiles.
- Providing services to crime victims.
- Evaluating the functioning of justice systems.

Collecting, analysing, organising and critically evaluating information to better understand and explain:

- Conducting a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Developing and analysing deviance, conflict, crime and victimisation policies.
- Assessing conflict, deviance, crime and victimisation risk/vulnerability.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Evaluating the functioning of justice systems.

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

- Providing services to crime victims.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- Evaluating the functioning of justice systems.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

- The problem is clearly identified in order to formulate the research question.
- An appropriate research method is applied to the identified research problem.
- A literature review is conducted which is relevant to the identified problem.
- A clear understanding is demonstrated of theories, perspectives, approaches and risk factors relevant to the identified problem.
- An ability to synthesise knowledge and information is demonstrated in a critical and creative manner.
- Sensitivity is applied in terms of cultural diversity, human rights and crimino-ethical standards.

Associated Assessment Criteria for Exit Level Outcome 2:

- Data is collected, collated and analysed on policies relating to deviance, conflict, crime and victimisation.
- Recommendations are formulated based on the analysed data.
- Policies are developed based on recommendations.
- The report is disseminated to the identified stakeholders.

Associated Assessment Criteria for Exit Level Outcome 3:

- Individual, organisational and social environment risk factors and vulnerability are identified to determine its effect.
- The impact is analysed on the individual, organisational and social environment.
- Strategies are developed to deal with risk and vulnerability.

Associated Assessment Criteria for Exit Level Outcome 4:

- The appropriateness of existing programmes and strategies are assessed according to the identified problem.
- Programmes and strategies are developed to address the specific problem.
- Evidence-based research criteria are developed in order to evaluate the programmes and strategies.

Associated Assessment Criteria for Exit Level Outcome 5:

- Victim and offender theories, perspectives, approaches and risk factors are analysed in order to compile a profile.
- The appropriate victim or offender theory, perspective, approach and/or risk factors are selected in order to compile a profile.
- Victim and offender profiles are constructed in order to provide expert opinion in various contexts.
  - Range: Various contexts includes but is not limited to police, courts, correctional services and business.
- Expert opinion is presented in various contexts.

Associated Assessment Criteria for Exit Level Outcome 6:

- An analysis is conducted in order to determine victim needs.
- Available resources are assessed in order to assist victims in terms of their identified needs.
- Victim services are developed in collaboration with all stakeholders.
- Professional and ethical working relationships are maintained with the victims and stakeholders.
- Evidence-based research criteria are developed to evaluate the effectiveness of the services.

Associated Assessment Criteria for Exit Level Outcome 7:

- Knowledge is demonstrated of the various formal and informal justice systems.
- Formal and informal justice systems are compared in order to determine its effectiveness within various societies.
- Advantages and disadvantages of justice systems are determined to promote best practice.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked.

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

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

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

Assessment should ensure that all Exit Level Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Exit Level Outcomes and Embedded Knowledge.

#### **INTERNATIONAL COMPARABILITY**

##### **Best Practice:**

In 2007 the International Society of Criminology provided broad academic guidelines, after consultation with members of its national executive who are internationally represented, to enhance the academic status of criminology.

The United Kingdom criminology benchmarks were developed in 2006 by the British Society of Criminology in collaboration with the National Quality Assurance Framework and are now in the process of being registered. Input was obtained from the United Kingdoms 59 universities, the American Society of Criminology and the European Society of Criminology.

Since 2005 the United States of America and the United Kingdom have developed uniform benchmarks and standards for criminology qualifications. The United States of America standards were developed by the Academic Criminal Justice Sciences as a voluntary certification process and finalised in October 2005.

These international guidelines and standards will be the main source of comparison for the B.Criminology qualification as these countries are regarded as leaders in the field of criminology together with Canada and Australia.

Information was also obtained from various universities in developed and developing countries. As it is difficult to determine leading universities in criminology in Western countries, a high research output by leading criminologists at these universities was used as the selection criteria while others were randomly selected to obtain a more comprehensive international overview.

Other sources used were the 14th International Criminology Conference organised by the International Society of Criminology, held in Pennsylvania, United States of America on 7-12 august 2005 (held every three years) and accredited criminology journals.

The International Society of Criminology:

The International Society of Criminology advocates a strong emphasis on research to advance criminology's contribution to a safe and secure society. Human rights and professional ethics are regarded as important when developing/evaluating, crime theories/perspectives, crime reduction/prevention programmes, victimisation services and support programmes and criminal justice policies. They have also indicated the following as focus areas where criminologists can play a leading role: punishment (including diversion programmes), the prevention and reduction of crime, juvenile delinquency and justice, victims of crime and restorative justice. They emphasise that criminology is a theoretical and empirical science with a number of career paths in the criminal justice system and the corporate sphere. Workplace experience and internships are strongly advocated.

This qualification includes all the academic guidelines proposed by the International Society of Criminology.

#### United Kingdom Benchmarks:

The British Society of Criminology developed academic benchmarks for B.Criminology and honours degrees in 2006. No benchmarks were developed for a Masters or Doctorate in criminology. United Kingdom universities provide qualifications with a broad formative component in the humanities/social sciences and then specialising in criminology. Most provide for specialisation in criminology at honours level. Criminology qualifications are four-year qualifications and it has both a theoretical and an empirical content making provision for a number of career paths in the criminal justice system and at corporate level.

The benchmarks are regarded as minimum standards, which supply a knowledge base for a number of vocations. Workplace experience and internships should form part of the training period. It also stipulates a number of skills, such as the cognitive ability to evaluate evidence, gathering and retrieving data, making ethical judgments, reasoned arguments, interpreting research data and evidence, informing policy, management skills, etc.

The benchmarks do not map specific modules or learning outcomes but provide a framework for providers within which whole programmes can be developed. In brief the following guidelines are given:

Describe key concepts and theoretical approaches within criminology, identify evidence-based crime theories, identify political and social processes of victimisation and criminalisation, describe different police cultures, trends in policing in a diverse society, youth and criminal justice practices, identify different research strategies and methods, identify an appropriate strategy for specific research problems, recognise the ethical dimensions of research, describe and interpret crime and victimisation, describe quantitative and qualitative research methods and data collection, undertake basic analysis, identify ethically appropriate action, present conclusions in an appropriate scientific format, identify and select appropriate programmes to deal with crime and victimisation problems, recommend appropriate policy to deal with crime, victimisation, criminalisation, responses to crime and deviance. Work experience placements or internships in relevant organisations are furthermore recommended.

Individual information received further indicated a greater focus on ethnic minority conflict.

This qualification includes the majority of these guidelines.

The University of Strathclyde provides a Bachelor majoring in Criminology and an Honours BA in Criminology. Courses include introduction to criminology, victimology, victim surveys, criminological research, official statistics and the recording of crime, explaining criminal behaviour, contemporary issues in criminal justice theory and policy, sexual offences, crime seriousness and perceptions, punishment, community-based sanctions, sentencing and penal policy, treatment of offenders, juvenile justice.



This qualification includes the majority of these guidelines. Therefore compared to this programme this qualification includes compiling victim and offender profiles, providing support to victims and evaluating the justice system.

United States of America benchmarks:

The Academy of Criminal Justice Sciences (ACJS) developed guidelines and standards for certification purposes. The same benchmarks are given for bachelor and masters qualifications in criminal justice. It recommends that programmes must have sufficient content, breadth, depth and coherence and broad learning objectives should be the mastery of knowledge and other areas of enquiry. Learners should be able to apply this knowledge to related problems and changing situations in the field of crime and victimisation. Critical thinking skills, appropriate communication methods, ethical decision-making, understanding of diversity and research skills should be developed.

The following broad learning outcomes are specified:

- Administration of justice: The contemporary criminal justice system, forms of social control, policies and practices; victimology; juvenile justice; comparative criminal justice.
- Corrections: History, theory, practice, development of correctional philosophy, incarceration, diversion, community-based corrections, treatment of offenders.
- Criminological theory: The nature and causes of crime, typologies, offenders and victims.
- Law adjudication: Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making.
- Law enforcement: History, theory, practice and legal environment, police organisation, discretion, and subcultures.
- Research and analytic methods: Quantitative and qualitative, statistical methods, methods for conducting and analysing criminal justice research in a manner appropriate for undergraduate students.

This qualification broadly conforms to these guidelines with a lesser focus being on law enforcement and law adjudication.

At the University of Pennsylvania a B.Sociology (which includes a number of criminology modules) is the entry requirement for postgraduate studies in criminology and they are currently working on registering a Bachelor majoring in Criminology.

At the University of San Diego and the American University a B. Justice or B. Criminal Justice is normally the entry requirement for postgraduate studies in criminology.

The John Jay College indicated that they follow the ACJS guidelines and they provide a bachelor programme in criminal justice. The criminology modules focus on factors contributing to crime, e.g. alcohol and drugs, juvenile delinquency, courts, corrections, deviance, crime and society, victimology, evidence-based crime prevention/reduction, quantitative and qualitative research methods and criminal law, cities and crime, violence and institutions, forensic science, white collar and commercial crime, security management.

It was further indicated that there is currently a greater focus on the crime of terrorism in the USA.

Canadian benchmarks:

Information was obtained from Simon Fraser University and the University of Montreal. The B.Criminology is a four year programme with the focus on criminal and deviant behaviour, explanations of criminal and deviant behaviour, the criminal justice system, criminal law,

reactions to crime and deviance, women and criminal justice, research methods in criminology, young offenders and criminal justice, restorative justice, criminal procedure and evidence, human rights and civil liberties, environmental criminology, forensic sciences, professional ethics, indigenous peoples and international law, communities and crime, correctional practices, techniques of crime prevention/reduction, law enforcement, practical fieldwork.

Most of these aspects form part of this qualification.

European benchmarks:

The Katholieke University of Leuven in Belgium provides an academic bachelor and a professional bachelor while the University of Utrecht in the Netherlands provides a bachelor qualification. All these programmes provide entry to a Master of Criminology. The University of Utrecht provides a Minor in criminology as part of the LLB qualification, which provides access to a Master in Criminology.

The Eotvos Lorand University in Hungary does not have undergraduate criminology programmes but criminology is mandatory for law programmes (normally two semester courses) at all Hungarian universities. The programme at the Elte University in Hungary will soon implement a MA in Criminology for graduates in sociology, law and social work.

According to the Victimology Society of Serbia no specific qualifications in criminology or victimology are provided in Serbia although a number of basic undergraduate criminology courses are offered in social science qualifications.

Criminology courses include criminology theories, criminal justice, corrections, victimology, crime and multicultural societies, criminology research and ethics, organised crime, alternative intervention strategies, evaluation of anti-crime projects, clinical criminology, writing policy documents, international organised crime, writing criminology policy documents, crime and multicultural societies.

This qualification includes most of these topics.

Australian benchmarks:

The Griffith University provides a Bachelor in Criminology and Criminal Justice and an Honours in Criminology and Criminal Justice and the Melbourne University provides a Bachelor of Arts with a major in Criminology and an Honours BA in Criminology. Monash University also provides a Bachelor in Criminal Justice and Criminology as well as an Honours Qualification.

Courses include crime research and ethics, crime prevention and reduction, criminal justice, police studies, victimology, juvenile justice, sentencing and punishment, research methods, perspectives on crime, contemporary issues in criminology, correctional theory and practice, violence in Australia, crime, ethnicity and race, restorative justice, crime and politics: myths and realities, crime and the media.

Therefore compared to this programme this qualification includes compiling victim and offender profiles, providing support to victims and evaluating the justice system.

New Zealand benchmarks:

The Victoria University of Welling provides criminology as a major for the BA degree and an Honours BA in Criminology. Courses include introduction to criminology, crime in New Zealand, policing and criminal justice, punishment and modern society, women, crime and social control, state and corporate crime, youth and crime, criminological theory, researching crime, environmental crime, crime prevention and reduction.

Therefore compared to this programme this qualification includes assessing risk and vulnerability, compiling victim and offender profiles, providing support to victims and evaluating the justice system.

#### Asian benchmarks:

According to the University of Tokiwa Japan does not provide criminology qualifications but courses in criminology and victimology are provided in the social science qualifications. A masters and doctoral qualification in victimology is also provided (the only one in Asia). Topics covered are introduction to criminology and victimology, juvenile delinquency, measuring crime, prevention of crime, victim support/assistance, criminal law and procedure, comparative criminology.

The Korean Institute of Criminology stated that no formal criminology qualification is provided although learners can major in criminology with a sociology or police administration qualification. A diploma course in criminology and victimology is also provided. Topics include crime and victimisation theories/perspectives, research methods, juvenile delinquency, crime prevention/reduction strategies, probation programmes, police and corrections administration, and the criminal justice system.

The South African B.Criminology includes all of these aspects.

#### African benchmarks:

Africa does not provide criminology qualifications and criminology courses normally form part of the legal (Zambia, Zimbabwe, Namibia, Rwanda) or sociology qualifications (University of Nairobi, Botswana, Tanzania and Makerere, Uganda). Topics include aspects such as, introduction to criminology, crime control theories, criminal behaviour and social control, juvenile delinquency and justice, child abuse, gender and crime, offenders and victims, victimology, sociology of policing, crime investigation, the criminal justice system, community-based crime prevention/reduction, criminal law.

All these aspects are included in this qualification.

#### Summary:

This qualification, in the context of a Bachelor level qualification, is therefore either in line or exceeds recommendations made by international criminology organisations and tertiary institutional content.

### **ARTICULATION OPTIONS**

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

Vertical articulation is possible with the following Qualifications:

- ID 49065 Masters: Criminology, Level 8.
- ID 49599: Masters: Victimology, Level 8.

Horizontal articulation is possible with the following range of general formative degrees:

- Bachelor: Social Science, Level 6.
- Bachelor: Law, Level 6.

### **MODERATION OPTIONS**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, and Assurance (ETQA) Body.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments. Moderation should also encompass achievement of the competence described each Exit Level Outcome and the integrated competence described in the Qualification.

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

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

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

- A minimum of 5 (five) years' practical, relevant occupational experience.
- A relevant Qualification at NQF Level 8 or higher.
- To be registered as an assessor with the relevant ETQA.

#### **NOTES**

This qualification replaces qualification 49108, " Bachelor of Criminology", Level 7, 480 credits.

- Equal weight is given to crime and victimisation.
- A project can involve a minor research script or a written report based on research data supplied to the learner.
- Learners must be exposed to case studies, mock trials and practical experience in the workplace.

Unit Standards:

This qualification is not based on unit standards.

#### **UNIT STANDARDS**

*This qualification is not based on Unit Standards.*

#### **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

*None*