



SOUTHERN AFRICAN WILDLIFE COLLEGE

TRAINING BEYOND BOUNDARIES

Prospectus 2024



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The Southern African Wildlife College (SAWC) is a legal association with the registered name of the Southern African Wildlife College NPC – Registration Number 1996/005726/08 and a non-profit company in terms of the Companies Act, no. 71 of 2008.

As an independent Southern African Development Community (SADC) recognised centre of specialisation in Conservation Education, Training and Skills Development, the College is:

Registered with the Department of Higher Education and Training as a Private Higher Education Institution until 31 December 2027. Registration No. 2011/HE08/004.

Accredited with CATHSSETA, the Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority, Accreditation no. 613/P/000001/2004.

Registered as a VAT vendor with the South African Revenue Services (SARS) VAT Registration No: 4370159610 and Tax Reference No: 9508059640.

Registered as a non-profit public benefit organisation – NPO Registration Number 046-675-NPO / PBO Registration Number 930016093. The College does not receive a government subsidy. It also does not receive National Research Foundation grants.

Recognised by the Department of Forestry, Fisheries and the Environment, South Africa, as a credible and long-standing non-government conservation organisation (NGO) and as an approved project for Socio-Economic Development under the Broad-based Economic Empowerment Act 53 of 2003 and the Codes of Good Practice on Broad-based Black Economic Empowerment.

Endorsed by the Field Guides Association of Southern Africa (FGASA) for Field Guide training.

The SAWC is fortunate to work closely with several like-minded organisations, entities and individuals with similar vision statements and often cross cutting objectives. The SAWC takes note of the essential concept of collaboration amongst these entities and understands to have impact in the conservation arena, a collaborative approach is fundamental to success.

The SAWC's founder partners include the World Wide Fund for Nature, South Africa and Peace Parks Foundation. As a regional centre of specialisation in capacity development within the conservation sector, the College's other strategic partners include the Southern African Development Community (SADC) and South African National Parks.

Please note that the information in this Prospectus has been compiled as accurately as possible and was correct at the time of publication. However, the SAWC cannot be held responsible for any changes to legislation, policies, practices or changes to the programmes made thereafter. Changes may include costings, quotations, and course implementation plans.

FOR FURTHER INFORMATION CONTACT

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Introduction

OUR HISTORY

The Southern African Wildlife College (SAWC) was conceptualised in 1993 and established in 1996 by WWF South Africa, in close cooperation with interested and affected parties in southern Africa, including national and provincial government departments, other conservation agencies and the Southern African Development Community (SADC).

A grant made by the German Ministry of Economic Cooperation (BMZ) via the German Development Bank (KfW) and WWF South Africa made the construction of the College possible. Built on land that Mr Hans Hoheisen donated to WWF South Africa, the impressive College campus was completed in record time thanks to cooperation between WWF-SA, the international donor community, local companies and individual supporters. The Bushbuckridge Builders' Association, comprising several small contractors from local communities surrounding the College, helped build the facility.

Given the substantial and often unpredictable changes in the conservation and education landscape, the College and its Board have had to address the SAWC's ability and capacity to address these changes and to develop a strategy that will safeguard the College's future sustainability. Furthermore, with the College playing a significant role in training and capacitating conservationists across the Southern African Development Community (SADC) region, it also takes cognisance of trends such as the shift towards a broader empowerment agenda and greater emphasis on social development, public-private partnerships and community needs.

OUR CORE VALUES AND GUIDING PRINCIPLES

- Accountability
- Integrity
- Transparency
- Progressiveness
- Innovation

We strive for excellence, are committed, proactive and responsive. Passion is what drives us.

We act ethically and respectfully.

Credibility underpins what we do, whilst our flexibility and adaptability maintains our competitive edge.

We have a sense of urgency and remain focused on sustainable results and outcomes.

We are dedicated as an institution to applied, innovative and adaptive learning.

Our collective and individual actions bring about positive and equitable change.

Introduction

OUR PROGRAMMES AND COURSE OFFERINGS

This Prospectus aims to highlight the core course offerings of the Southern African Wildlife College.

The South African Qualifications Authority registers the programmes as listed. However, we encourage interested parties to contact us to discuss developing and customising learning material to address specific needs, whether it is institutionally accredited short courses or master classes. With the support of our partners and donors, we can continue to bring about positive change notwithstanding the many challenges we face as a country, continent and as a centre of specialisation in conservation education, training and skills development.

Through Memoranda of Understanding with local and international institutions, we continue to ensure development pathways for our students who choose to pursue their academic studies.

In all areas, we endeavour to portray our brand essence, **Training Beyond Boundaries**, by empowering our staff and students to be ambassadors for conservation in their personal and professional lives.

OUR VISION AND MISSION

Vision: To inspire every person we train and engage with to conserve our natural world.

Mission: To equip people with the necessary knowledge and applied skills to conserve and protect Africa's natural resources and biodiversity in viable, inclusive and economically successful ways.

Brand Essence: Training Beyond Boundaries

Goals - in response to current conservation challenges:

- Entrench the SAWC as an innovative, responsive and regional training provider which can facilitate and stimulate communities of practice to engage effectively
- Enable and drive the development of inspired, responsible and enlightened conservationists
- Ensure responsible holistic management of the institution.

Strategic Objectives:

- Facilitate understanding of inclusive conservation (people / planet / prosperity);
- Become one of the local, national and regional applied conservation learning institute of choice;
- Promote diversity of people and thought (staff and students);
- Being an institution that internalises a learning-by-doing approach for improved conservation leadership practice and impact;
- Provide high quality, needs and context driven training programmes;
- Ensure innovation and new technologies inform best practice in developing and implementing cutting edge training programmes;
- Ensure holistic sustainability of the institution by implementing socially, environmentally and economically sustainable practices.

Introduction

OUR APPROACH TO TRAINING

At the SAWC, we know that the most effective training combines action with reflection. The courses we offer are characterised by a practical and highly participatory approach, which is complemented by group discussions, lectures, and applied learning practical sessions. This training perspective encourages mentors and students alike to embrace diverse ways of learning.

For the SAWC to continue to add significant value to the conservation sector, it does however need to be adaptive and flexible not only in the courses it presents, but as a thought leadership, inclusive conservation, higher education applied learning facility. The SAWC has implemented a Conservation Industry Advisory Board to establish education and training needs for the sector, which will help guide the development of new qualifications, short learning programmes and the development of new education and training methodologies into the future.

In addition to contact training, the College has addressed its online capabilities and has adopted a blended learning approach for several of its certificate short learning programmes. This is in direct response to the request from industry to develop a more cost effective and academically inclusive approach to training. This need, addressed by the planned Applied Diploma offering, was intensified by the onset of the COVID-19 pandemic. Where appropriate, this approach is being embedded into design and delivery of programmes across all training departments and reflected against meeting the appropriate strategic objective(s). This is particularly relevant for the theoretical components of some programmes, for short learning programmes and short courses.

The official language used at the SAWC for all its tuition, record keeping, and general correspondence is English.

Unlike other education and training institutions, the College does not employ a large permanent staff contingent for its training but contracts relevant training expertise for short periods to present specific modules both during contact training and online. The trainers are selected from a large pool of natural resource management experts within southern African environmental and conservation agencies and the private sector. By using practising professionals with relevant experience as lecturers and facilitators, we ensure the training is both relevant and current. The course methodology focuses on competency-based instruction, which ensures improved performance when students implement these skills in the workplace. The Applied Learning and Research Department has expanded its lecturing and research capacity with additional lecturers and researchers.

Training interventions revolve around trainers' and students' diverse practical field experiences. This allows students to apply knowledge to their workplace, benefiting themselves, their organisations, and their local communities.

Our applied learning approach has expanded our training offering to include the co-supervision and management of external post-graduate students in collaboration with the various training departments on applied conservation projects.

Our library strives to embody the academic core of the College, provide premier resources and, as a hub of knowledge and learning, we provide a wide range of services to improve the academic experience of our students.

Our library offers an extensive collection of books covering a wide range of subjects to ensure that our students have access to the most recent research and literature. We also provide basic computer training for our staff and students to make it easy for them to use computers both inside and outside of the college. The library and resource centre assist students and business units with their printing needs, including training materials, assessments, research papers, and project presentations.

OUR LOCATION

The SAWC is located in the Limpopo Province of South Africa. It forms part of a contractual National Park with the Kruger National Park. The Kruger National Park forms part of the Great Limpopo Trans-Frontier Park.

The College campus is 10km west of the Orpen Gate of the Kruger National Park. Its location allows access to various land use types from national, provincial and private reserves, community-owned agricultural land and local community trust areas. The College is easily accessible with regular flights into Hoedspruit (Eastgate) and Nelspruit airports. The nearest town is Hoedspruit which offers most of the essential business and shopping requirements.



Introduction

OUR FACILITIES

Training Infrastructure

The infrastructure at SAWC includes five lecture rooms, a 40-seater conference facility, a laboratory and a dedicated research centre. Ecologically-friendly building improvements have been made across student and staff accommodation facilities.

The workshop area includes two classrooms and a workshop for the training carpentry, plumbing and building works. Numerous on-site practical training opportunities are also provided. The College also has its own vehicle fleet including game-drive vehicles and two buses.

All necessary equipment, such as data projectors, slide projectors, screens and PA systems, are available. A fully equipped computer centre accommodating 30 students with internet connectivity and a well-stocked library and information resource centre complete with reference books, relevant magazines and videos are available to students.

A clinic with a nurse is available regularly on campus.

Accommodation

Accommodation comprises 58 twin en-suite rooms (fitted for study with desks and chairs) and 17 safari tents (3 persons per tent accommodating 51 students). Most of the rooms have wifi reception and there are various hotspots across campus. An additional six permanent tents are also available for visitors.. These tents all have two twin beds and an en-suite bathroom. In addition the Applied Learning and Research Department has a dedicated research accommodation house, which consists of four rooms with twin beds, a bathroom, toilet and a shower.

Ranger Camp

Our Field Ranger training takes place at our stand-alone field ranger training base approximately 3km west of the main SAWC campus developed for this purpose. The learners are accommodated in 5x5 m tents and utilise communal bathrooms. Classrooms are on-site, fully equipped, and supplied with power, including digital projectors. Storage facilities for training equipment are on site as well. Courses can be run separately from all activities on the main campus. Kitchen facilities prepare field ranger-type rations on site in the camp, which can accommodate 120 students.

The College also has an 100-metre South African Police Services accredited outdoor shooting range with purpose-built earthen side walls and a backdrop to limit noise pollution. This is used for internal and external training of field rangers, wildlife law enforcement operatives and field guides.

Operations Centre

The SAWC has developed an operations centre for training Control Room and Fusion Centre operators. This state-of-the-art facility includes multimedia, communication, and computer facilities for simulation training in data analysis and processing of spatial awareness activities.

Counter-Poaching Support Units

The College has both a canine (K9) unit and an aerial support unit on campus. Both units are operational and do also offer training. The K9 unit has separate kennel facilities and staff housing. The aerial support unit includes a large hanger linked to the Operations Centre as well as an airstrip.

Meals

A fully equipped hospitality department runs an efficient kitchen and dining room and prepares all meals, including packed meals, as required on field trips. The kitchen is also designed to accommodate the training of tourism/hospitality students in actual workplace requirements.

Recreation

Recreational facilities include a student swimming pool and soccer field.

Introduction

OUR TRAINING DEPARTMENTS

OUR APPLIED LEARNING AND RESEARCH DEPARTMENT

Innovative and ground-breaking research and applied learning projects continue to gain momentum. The College has become a research partner for several international, regional, and local institutions, such as Utrecht University, Copperbelt University, the University of Mpumalanga, and Stellenbosch University. Post-graduate students research various conservation problems under the supervision and support of our research team.

The roll-out and investigation into the innovative use of various technologies and systems such as SMART, EarthRanger, MS Teams, Office 365, SharePoint, and Google Classroom has taken the College into the realm of big data, online communities of research practice, machine-learning, the internet of things and more. The College's approach to technology has been holistic. It has been focused on improving services to staff, and students, enhancing research, applied learning, and the quality of our partnerships. The learning and research output are key drivers for the appropriate use of technology as well as our ability to provide best-practice reporting to our donors and partners. In addition, the use of these innovative technologies acts as "applied" examples for our students, where this technology is also incorporated into their learning materials and practical assignments.

The ALRD also researches and publishes journal articles in a variety of academic journals to share its research insights with the broader academic and scientific community.

RESPONSIBLE RESOURCE USE DEPARTMENT

Responsible Resource Management means that in order to conserve Africa's natural resources, we need to use those resources in a morally responsible and ethical way, directed by good science, and to work for positive action to improve the soil, water and biodiversity.

Natural resources utilized sustainably contribute towards job creation, poverty alleviation, income generation and food security of rural communities. If properly managed, adding utilization value to wildlife and other natural resources, will contribute significantly to their continued existence. Controlled use of natural resources can benefit communities in a very tangible way underpinning the triple bottom-line namely "people, planet and prosperity" but people need to become partners in the management and utilization of these resources. This will instil a sense of ownership and custodianship, which in turn supports conservation and biodiversity goals.

As nature-based tourism and regenerative rangelands practices are some of the main forms of resource use in the landscape, the department offers FGASA and institutionally (SAWC)-accredited courses which provide entry as well as more advanced levels of training to aspiring and established Field and Trails Guides as well as to Eco Rangers and Professional Herders.

OUR RURAL INITIATIVES FOR SUSTAINABLE ENVIRONMENT (RISE) UNIT

The RISE unit was established as a direct adaptive response to the change in the conservation landscape. This unit opens possibilities of addressing training and support beyond the scope of 'within wildlife areas' and looks at the change in the conventional conservation paradigm. The RISE unit is a primarily mobile training unit and delivers training where it is needed most, which is generally in local communities and protected areas with strong community engagement needs.

The RISE approach is more holistic than conventional Community Based Natural Resource Management (CBNRM). It works towards a sustainable environment that is people-centred and includes a livelihoods resilience stream (potential for agro-economy, wildlife economy); targeted skills development stream (focusing on training in the social dimensions of conservation and governance development); alongside a governance support stream in collaboration with communities (focusing on long-term site development). It is supported by an adoption of a rights-based approach that provides a way to make direct connections between human well-being and the environment by linking biodiversity conservation and human rights to secure livelihoods, create healthy and productive environments, and ensure people live with dignity.

The vision of this all-important, forward-thinking unit is to be the benchmark for good practice in the empowerment of communities to govern, manage and conserve their natural resources in support of their livelihoods across the SADC region. The unit can achieve this through customised training and long-term support processes that aim to enable people and institutions to participate effectively in community conservation, communal land reform and livelihood resilience processes. Furthermore, it contributes to livelihood sustainability associated with conservation through developing and nurturing relationships and partnerships with communities living within or near conservation areas.

Introduction

SKILLS DEVELOPMENT FOR CONSERVATION DEPARTMENT

Previously known as the Community Youth Development business unit, the recently renamed unit has been at the forefront of offering CATHSSETA-accredited learnerships and skills programmes for employed conservation community and youth across South Africa. It also manages the day-to-day operations of the Higher Education and Training programme Advanced Certificate: Nature Conservation: Trans-Frontier Conservation Management. This qualification is led by Senior Lecturer and Programme Coordinator, Mr Fanuel Nleya. In addition, it manages the National Occupational Certificate: Natural Resource Management: Terrestrial at NQF Level 5.

Historically the Skills Development for Conservation department has trained students from across the Southern African Development Community (SADC) region and has had over 17 years of departmental experience in support contact programmes at the College campus, and has successfully supported hundreds of students, mentors, and organisations in their Work Integrated Learning (WIL) phases. Furthermore, the Skills Development for Conservation department undertakes extensive learning support via regular workplace site visits and online engagement with students on the workplace learning tasks. The focus on embedding robust learner support is the hallmark of the Skills Development for Conservation Department.

OUR PROTECTED AREA INTEGRITY DEPARTMENT

The Southern African Wildlife College has a premier wildlife law enforcement training department, which offers a variety of skills programmes and institutionally accredited short courses. With the advent of the global illegal wildlife trafficking crisis, protected areas, conservation agencies and non-profit organisations have had to respond to ensure that the integrity of wildlife landscapes are protected. The SAWC as a needs-based education and training institution works with a wide range of stakeholders to address the training needs and innovations that could assist protected areas with these challenges.

In line with this, the SAWC invested in the development of a Field Ranger training base, an operations training control room, an airwing, and a canine training facility and kennels. In addition, the PAI has a fully accredited shooting range for firearms training and an airstrip for bush pilot training. Coupled with the Protected Area Integrity training facilities at the SAWC, the Protected Area Integrity department also offers onsite training services for clients across the Southern African Development Community (SADC) and further afield in the Middle East and North African (MENA) regions. This enables the Protected Area Integrity department to train students in the client and stakeholder environments considering their unique context and operating challenges. Thus, the PAI training programmes focus on being flexible, adaptive, and developing near work ready Field Rangers.

Field Ranger training is delivered in a paramilitary and law enforcement fashion, and thus students are expected to be physically fit, undergo daily drill, classroom sessions and in some cases be trained in the use of firearms. Field Ranger students are generally trained in groups and are expected to participate in team and group learning activities and are also assessed for their individual contribution to their student group. The PAI department has also pioneered several innovations in counter-poaching techniques and strategies in more advanced ranger, bush pilot and canine and dog handler training. Existing Field Rangers and Wildlife Law Enforcement operatives have a wide range more advanced short learning programmes and courses to choose from to enhance their skills and career prospects.

Board of Directors

& MANAGEMENT

BOARD OF DIRECTORS

| | |
|---|---|
| Mr Property Senzeni Mokoena (Chairperson) | Managing Executive Parks: South African National Parks |
| Mr Andrew Howard Parker (Vice Chairperson) | Co-founder and Director: Conserve Global |
| Prof. Christo Fabricius | WWF Trustee / Sustainability Research Unit Nelson Mandela University |
| Mrs Karen Gabriels | CFO: World Wide Fund for Nature – South Africa |
| Mrs Lize-Mari Lynch | CFO: Peace Parks Foundation |
| Ms Flora Mokgohloa | Deputy Director General: Department of Forestry, Fisheries and the Environment |
| Mr Werner Myburgh | CEO: Peace Parks Foundation |
| Mr Brad Poole | COO: Peace Parks Foundation |
| Prof Brian Reilly | Former Professor and Head of Department: Nature Conservation: Tshwane University of Technology (TUT) |
| Mrs Theresa Mary Sowry | CEO: Southern African Wildlife College |
| Mr Christoph Weber | Former Head of Private Banking / Deputy CEO: Zürich Cantonal Bank / Founder Trustee: Friends of African Wildlife |

EXECUTIVE MANAGEMENT STAFF

Mrs Theresa Sowry: Vice-Chancellor and Chief Executive Officer

Mrs Sharmain Hanekom: Executive Manager: Finance and Human Resources / Company Secretary

Mrs Jeanné Poultney: Executive Manager: Marketing, Fundraising and Media Relations

Dr Joseph Okori: Executive Manager: Business Operations

SENIOR MANAGEMENT COMMITTEE

Mrs Lesley Greyling: Associate/Consultant: Human Resources

Mrs Melanie Cornelius: Senior Project Accountant: Finance

Mrs Alex Gelletich: Manager: Fundraising, Marketing and Media Relations

Prof Alan Gardiner: Head: Applied Learning and Research Development

Dr Lindy Thompson: Senior Lecturer: Applied Learning and Research Development

Mr Karl Ferreira: Manager: ICT Development

Ms Anelle Rautenbach: Head: Quality Management & Accreditation

Mr Ashwell Glasson: Registrar - Student Administration & Programme Support

Dr Thabang Teffo: Head: Responsible Resource Management

Ms Elna de Beer: Technical Associate: Responsible Resource Management

Mr Sboniso Phakathi: Manager: Rural Initiatives for a Sustainable Environment (RISE)

Mr Christopher Kafoteka: Head: Skills Development for Conservation / Natural Resource Management
Occupational Qualifications

Lt Col (ret) Altin Gysman: Head: Protected Area Integrity Department

Ms Hazel Timm: Manager: Hospitality Services

FULL TIME *Academic & Training Staff*

FULL-TIME ACADEMIC & TRAINING STAFF 2024

APPLIED LEARNING AND RESEARCH DEVELOPMENT DEPARTMENT

Prof Alan John Gardiner: Head: Applied Learning and Research Development Department – BSc (Rhodes University), BSc Hons (Rhodes University), DPhil (University of Zimbabwe and Oxford University), F.R.E.S.

Dr Lindy Thompson: Senior Lecturer: Applied Learning and Research Development Department - BSc (Hons) Biological Sciences (University of Edinburgh), MSc Wildlife Management & Conservation (distinction), PhD Ecology (University of KwaZulu-Natal).

Dr Kudakwashe Musengi: Lecturer - BSc Hons in Livestock & Wildlife Management (Midlands State University), PgDip in Higher Education (Great Zimbabwe University), MSc in Environmental Science (University of the Witwatersrand), PhD in Botany (University of the Witwatersrand).

Miss Marina Rindzani Khoza: Lecturer - BSc Zoology & Botany (Rhodes University), BSc Hons in Botany (Rhodes University), MSc in Botany (Rhodes University).

Mr Peter Hamming: Lecturer – National Diploma (Tshwane University of Technology), BTech Eco-Tourism Management (Tshwane University of Technology), MSc Resource Conservation Biology (Wits), National Tour Guide (NQF4), FGASA Trails Guide (NQF4), Level A Bird Ringer (SAFRING).

INFORMATION AND COMMUNICATION TECHNOLOGY DEPARTMENT

Mr Karl Neill Ferreira: Manager: ICT - Bachelor of Business Science in Economics and Business Management (University of Monash).

QUALITY MANAGEMENT AND ACCREDITATION

Ms Anelle Rautenbach: Head: Academic Support and Quality Assurance – National Diploma (Hotel Management), BTD (Human Resource Development) Cum Laude (North-West University), Member (Golden Key International Academic Honour Society), Registered HR Professional (Learning & Development) SABPP.

STUDENT ADMINISTRATION AND PROGRAMME SUPPORT

Mr Ashwell Glasson: Registrar – BTD (Human Resource Development) Cum Laude (North-West University), BA Hons (Peace Studies) St. Augustine, PgDip International Relations (International Relations) (Liverpool John-Moore), GreenMatter Fellow, Member (Golden Key International Academic Honour Society), Member of the North-West University Convocation, Professional Field Guide (FGASA) SKS: National Birding Guide (FGASA), Registered Career Development Information Practitioner SACDA.

Ms Fortunate Mathonsi: Deputy - Registrar – BA Health SC & SOC. Services (UNISA), Certificate (Small Accommodation Establishment Operations), Registered Career Development Information Practitioner SACDA.

Mrs Grace Ndlovu: Database Administrator – Certificate (Public Administration and Business English) Diploma (Public Administration) and Diploma (Business English).

Academic & Training Staff

RESPONSIBLE RESOURCE MANAGEMENT DEPARTMENT

Dr Thabang Rainett Teffo: Programme Manager: RRM - BSc (Life Sciences) (University of Limpopo), MSc (Wildlife Management and Conservation) –(the Hungarian University of Agricultural and Life Sciences), PhD candidate (the Hungarian University of Agricultural and Life Sciences).

Mrs Elna de Beer: Technical Associate - International Association of Public Participation & Stakeholder: Outrage Management, SAWC: Train the Trainer, Portfolio of short courses: 2008-2018. Certificate in Community Development, Department of Development Studies University of South Africa - 1992, BA (Social Work Hons) University of Pretoria - 1984.

Mr Pieter Nel: Senior Trainer.

Mr Scott Yammin: Field and University program co-ordinator:- BSocSci (Hons) Environmental and Geographical Sciences (University of Cape Town), FGASA Field Guide (NQF4) and FGASA Trails Guide (NQF4).

Mr Sboniso Ryan Phakathi: Manager – Rural Initiatives for a Sustainable Environment (RISE).

SKILLS DEVELOPMENT FOR CONSERVATION DEPARTMENT

Mr Christopher Kafoteka: Head: Skills Development for Conservation Department – Diploma (Natural Resource Management), Certificate (Wildlife Management) (Malawi).

Mr Fanuel Nleya: Senior Lecturer and Programme Coordinator – NDip Conservation (UNISA), AdDip Conservation (UNISA), PgDip Nature Conservation (Mangosuthu University of Technology), ExDip Business Leadership (Zimbabwe Institute of Management), PgDip Environmental Management (Stellenbosch), PgDip Environmental Law and Policy (National University of Law India), PgDip in Tourism and Environmental Law (National Law University India), National Certificate in Tour Guiding (University of Zimbabwe), Diploma in Environmental Management and People Centre Conservation (Centre for Development Studies (CDS) Zimbabwe).

Ms Thinatia Seepane: Administrator – Certificate (Small Accommodation Establishment Operations).

PROTECTED AREA INTEGRITY DEPARTMENT

Lt Col (ret.) Altin Gysman: Head: Protected Area Integrity Department - Bachelor of Military Science (Human Sciences) (Stellenbosch).

Ms Mercy Ntsandeni: Programmes Coordinator: Diploma (End User Computing); National Certificate (Natural Resource Management Terrestrial); Certificate: Principles of Personnel Management.

Mr Terry Chakanyuka: Training Manager: Special Programmes.

Mr Excelent Macabe: Senior Facilitator: Diploma Occupationally directed Education, Training and Development Practices (NQF5).

Johan van Straaten: Dog Master / Trainer - Dog Handler EDD and MDD (MECHEM), Level III Track a Person Man Tracking, Animal Behaviour Basic and Advanced: Dogs Best Practice (Ethology Academy), Explosive and Landmine Detection Dog Handler (Denel / MECHEM), Grade A Security Provider (PSIRA).

Bruce McDonald: Chief Pilot / LSA Trainer.

Training Advisory Committee

2024

Like many higher education institutions, the SAWC ensures that its external engagement, curriculum review and benchmarking are reviewed and guided by a panel of externally tenured Professors and Subject-Matter Experts from other universities and conservation organisations. Their insights and guidance are crucial for the SAWC's growth and direction as a private higher education institution. The Academic Board also plays a significant role in ensuring that the SAWC maintains its focus on quality management and effective learning. As such our Academic Board comprises primarily external experts and thought leaders in inclusive conservation, ecology, higher education practices and management.

EXTERNAL MEMBERS

| TITLE | FIRST | SURNAME | AFFILIATION |
|-------|-------------|-----------|---|
| Prof | Colleen | Downs | SARChI Research Chair in Ecosystem health and biodiversity, School of Life Sciences, University of Kwazulu-Nata |
| Prof | Karen | Esler | Head, Department of Conservation Ecology & Entomology, University of Stellenbosch |
| Prof | Christo | Fabricius | WWF Trustee / Sustainability Research Unit Nelson Mandela University |
| Prof | Daniel | Parker | Head of School: Biology and Environmental Sciences, University of Mpumalanga |
| Prof | Brian Kevin | Reilly | Former Head, Department of Nature Conservation, Tshwane University of Technology |

INTERNAL MEMBERS

| TITLE | FIRST | SURNAME | AFFILIATION |
|-------|---------|------------|---|
| Prof | Ric | Bernard | Acting Executive Manager: Teaching & Learning |
| Prof | Alan | Gardiner | Head: Applied Learning & Research Unit |
| Mr | Ashwell | Glasson | Registrar: Student Administration & Programme Support |
| Ms | Anelle | Rautenbach | Head: Quality Management and Accreditation |

INVITED MEMBERS

| TITLE | FIRST | SURNAME | AFFILIATION |
|-------|-------------|----------|--|
| Mr | Altin | Gysman | Head: Protected Area Integrity |
| Mr | Christopher | Kafoteka | Head: Skills Development in Conservation |
| Dr | Kudakwashe | Musengi | Lecturer: Applied Learning & Research Development |
| Mr | Fanuel | Nleya | Senior Lecturer |
| Ms | Theresa | Sowry | CEO, SAWC |
| Dr | Thabang | Teffo | Head: Responsible Resource Management |
| Dr | Lindy | Thompson | Senior Lecturer: Applied Learning & Research Development |

Programme

& INSTITUTIONAL ACCREDITATION

PROGRAMME AND INSTITUTIONAL ACCREDITATION AND PROGRAMME APPROVAL

Training plays a pivotal role in terms of rehabilitating and sustaining wildlife areas. Appointed as a centre of specialisation in conservation education, training and skills development within the SADC region, the SAWC has also been recognised as an Institute of Sectoral and Occupational Excellence (ISOE) for its contribution to skills development and organisational capacitation by CATHSSETA; the Sector Education Authority of tourism, sport, hospitality, tourist guiding and nature conservation.

The College ensures that all legal requirements for institutional registration and programme accreditation are adhered to. A comprehensive list of partnership agreements is available on request.

Keeping abreast of changes within the Education Landscape

As part of the SAWC's education and training services, the Quality Management and Accreditation and the Student Administration and Programme Support departments participate and engage in governmental and regulatory networks to stay abreast of policy and regulator changes. This proactive engagement helps guide the college decision-making processes on programme design, policy implementation and internal quality assurance. As a hybrid institution that offers occupational and Higher Education and Training (HET) education and training programmes, regulatory and education landscape trends remain a crucial benchmarking and vital process to ensure the institution remains ahead of the curve. Examples of this include the adoption of blended-learning strategies and tools, and best practice in applied learning methods. Academic and support staff receive regular training and updates on education and training regulatory and practitioner requirements. The College is also committed to offer quality training that moves beyond compliance with is applied learning strategy, which aims to ensure that we update our strategies via the Applied Learning and Research Department.

Legislative Context

The Programme Management Policy is benchmarked against the following legislation and guidelines:

- National Education Policy Act, Act 27 of 1996
- Higher Education and Training Act - as amended by the Higher Education Amendment Act (Act No. 39 of 2008)
- Higher Education Act, 1997 (Act No. 101 of 1997) Regulations for the Registration of Private Higher Education Institutions, 2016
- Further Education and Training Act - as amended by the General and Further Education and Training Quality Assurance Amendment Act (Act No. 50 of 2008)
- SAQA Act - as amended by the National Qualifications Framework Act (Act No. 67 of 2008)
- Various SAQA Criteria and Guidelines documents, such as the Guidelines to Integrated Assessment.
- Skills Development Act - as amended by the Skills Development Amendment Act (Act No. 37 of 2008)
- Skills Development Levies Act, Act 9 of 1999
- ETQA Regulations
- Requirements of the ETQA/QC with whom the College is accredited / registered (HEQC/CHE/QCTO/ Sector Education and Training Authorities)
- Department of Higher Education and Training guidelines for Work-Integrated Learning and Workplace-based Learning.
- Council on Higher Education - A good practice guide for the quality management of short courses offered outside of the higher education qualification sub-framework, September 2016
- Department of Higher Education and Training - Draft policy on Internationalisation, April 2017

Policies

CODE OF CONDUCT

The SAWC is committed to excellent academic and ethical standards, as expected in a conservation environment. For the College to ensure that these standards are adhered to and maintained, the following guiding principles are used to encourage compliance by the students:

- Honesty
- Respect
- Cooperation
- Team work
- Hard work

The primary purpose of the Code is to promote exemplary conduct. A copy of the Code of Conduct is made available to all students upon arrival; every student will thus be subject to the stipulated rules and regulations of the College.

Every student is encouraged to be an asset to the College. Accordingly, a student deemed guilty of misconduct will be dealt with following the agreed Code of Conduct if s/he disregards any provision of this Code or fails to comply with any provision thereof. A breach of the Code of Conduct may lead to a disciplinary hearing which may, in turn, result in disciplinary measures being taken to address misbehaviour.

At the time of registration all students will receive and sign a copy of the Code of Conduct.

Plagiarism and cheating are academic fraud and, as such, unacceptable offences at the College. Accordingly, if a student is found guilty of plagiarism after a disciplinary investigation, he/she will be disciplined or even expelled from the programme, pending an appeal by the student.

Policy on Dog and Firearm training and deployment

As a conservation, field guide and law enforcement training institution, the SAWC conducts regular firearms-use training at our accredited shooting range. This training may occur irregularly, especially at sunrise and sunset. Thus students and visitors should not be alarmed. It is common to see instructors, staff and residents carry firearms, ammunition, and related training aids on and off the campus and in public. The SAWC also provides safari services, including competent Field Guides and Field Guide instructors carrying firearms for activity purposes. The carrying and use of firearms for training purposes is strictly regulated.

Furthermore, the SAWC has an operational service dog kennel and multiple K9 training programmes, which take place at various locations, including:

- Access points (main gate, entrances and exits).
- Parking areas, where service dogs and handlers will train their dogs in detection and tracking activities. This includes visitor vehicles, game viewers and related.
- Pathways, campus corridors, accommodation units, maintenance areas and public/exercise tracks.
- During SAWC events and public demonstration

In addition, residents and some staff have official permission to have dogs as pets, and they may traverse exercise pathways and campus areas.

Students and visitors are strictly forbidden from bringing dogs and firearms to the SAWC campus, field base and training area without written permission. In addition, no one may bring firearms to the SAWC without written permission from the SAWC Designated Responsible Firearm officer, Mr Altin Gysman.

Policy on aircraft and unmanned aircraft

The SAWC has an airwing that trains conservation pilots, and conducts regular conservation activities, such as game counts, species monitoring, dehorning, animal rescue and counter-poaching exercises. The SAWC operates a light airfield and hangar to support its training and related services. Therefore, there is regular light aircraft activity at the SAWC.

It is prohibited to operate an unmanned aircraft or drone at the SAWC or in its training area without obtaining written permission from SANParks. The Kruger National Park reserves the right to take appropriate action to remedy any breaches regarding the use of drones.

Policies

Policy on Student Support

The College provides a comprehensive student support system that ensures students have access to and support from lecturers, tutors and dedicated support staff. The focus is a holistic approach to ensure that students are encouraged to be motivated, team-oriented and focused on life-long learning. The services include literacy and numeracy classes through to Workplace-Integrated Learning (WIL) guidance for assignments and projects. The student support system also provides a mechanism for engagement with the College leadership through a democratically elected Student Representative Council and class representatives. Feedback and input systems are implemented to help improve student support through the Student Administration and Programme Support Department.

Policy on Blended-Learning

The SAWC like many higher education institutions has embarked upon the adoption of blended-learning methodologies and resources to support our applied learning philosophy. With the impact of the Covid-19 pandemic, the Department of Higher Education and Training (DHET) and the Council of Higher Education (CHE) has encouraged the roll-out of 'mixed-model' learning, which encourages the use of online learning strategies. To this point, the students may be required to utilise the Google for Education application suite for portions of their course work, assignments, tests, examinations and related activities. The Applied Learning and Research Department and Technology Hub will also provide guidance and support on specific project tasks and activities to the students, lecturers, workplaces and other organisations that support the Applied-Learning process. The conservation and wildlife law enforcement sectors are rapidly adopting data and sensor-driven solutions to natural resource management. Therefore, students are encouraged to ensure that they have basic computer literacy skills in place in order to take part effectively in registered programmes at the SAWC. Lecturer and learning support will be provided in the use of online systems.

Additional information on the College policies can be requested from arautenbach@sawc.org.za

Policy on disability

The College encourages applications from persons with disabilities and special needs. However, due to the nature of the qualifications, applicants with specific categories or types of disabilities may not be eligible for registration.

Policy on health and wellness

The College has a policy on health and wellness for staff and students, which includes proactive health planning, the promotion of regular exercise and the understanding of College health and safety requirements. These requirements are included in the staff induction and student orientation. A clinic with a nurse is available on Mondays (subject to change). The following services are provided:

- Examining, treatment and referrals to the hospital
- HIV testing and Counseling
- Blood pressure testing
- Glucose monitoring
- Advice on lifestyle and health matters

The clinic service is provided by the Hlokomela Clinic. In the event of medical emergencies students will be assisted by an ambulance service who will transport the student to the closest medical facility. The SAWC has several first aid responders based onsite on the campus. In addition, the SAWC has staff that provide limited health promotion advice to students and staff. These staff members have had practical training and mentorship by the Hlokomela clinic.

Policies

Policy on student complaints

The student complaints policy adopts a student-safe and support-focused role. The students may lay complaints and grievances via formal student structures or individually to the Student Administration and Programme Support Department.

The student complaints policy adopts a student-safe and support-focused role. The students may lay specific complaints and grievances via formal student structures, or in an individual capacity to HR or the Students Administration and Programme Support Department. There are regular student engagements via the Student Representative Council (SRC), where policy, education service quality improvement and related items are addressed in conjunction with the management of the SAWC. For short courses the relevant department will designate a class or group representative who will be empowered to engage with the course coordinators on any general complaints and concerns. Individual complaints should be addressed directly with the lecturer and/or

Policy on Gender-Based Violence and Sexual misconduct

The SAWC promotes the safety and health of all students and staff and condemns any acts of Gender-based Violence, Femicide and Sexual Misconduct. The SAWC has a designated Responsible Officer for proactively managing deterrence and related programmes, as well as providing safe reporting mechanism for any victims who suffer from Gender-based Violence and Sexual Misconduct. Prevention is better than corrective action and the SAWC will also ensure that victims of said events are provided access to law enforcement authorities to address the criminal nature of the event. Students are required to commit and agree to avoiding all forms of Gender-Based Violence and Sexual Misconduct.

Policy on safe-guarding students and children

The SAWC as a responsible education and training institution has a policy of safe-guarding its students and children. The SAWC works with various Department of Basic Education (DBE) schools in South Africa and assists other public universities with practical training for the students. The SAWC commits to ensure the following:

- recognising and responding to abuse
- responding to allegations of abuse made against a child
- recruiting the right people to work and volunteer with children
- preventing and responding to bullying
- responding to concerns about online abuse
- ensuring photographs and images of children are taken, stored, and shared appropriately
- Whistleblowing.

Please contact the College Registrar for more information - registrar@sawc.org.za

Courses

OFFERED

HIGHER EDUCATION AND TRAINING

Advanced Certificate in Nature Conservation: Trans-frontier Conservation Management NQF6

Approved by the Council of Higher Education of South Africa.

The Natural Resource Management Qualification Department strives towards maintaining a healthy balance between theory and practice with a strong emphasis on applied learning. As the College is based within the Greater Kruger National Park, students acquire hands-on experience in all aspects of nature conservation during their training. Furthermore, a Work Integrated Learning project bridges the gap between classroom learning and workplace reality.

OCCUPATIONAL QUALIFICATIONS

The following Occupational Qualifications are offered by the College:

National Certificates

The College offers National Certificates in Conservation at NQF Level 2 and 5 recognized by the Education and Training Quality Assurance Body, CATHSSETA. All our registered qualifications are recognized by the South African Qualifications Authority (SAQA) and consist of fundamental, core, and elective unit standards which are the building blocks of the qualifications. Our students achieve these qualifications through a combination of training sessions on the College campus and experiential learning in the workplace. See below for further details of the following qualifications on offer:

National Certificate: Natural Resource Management: Terrestrial: NQF Level 5

Further Education Training Certificate: Professional Hunting: NQF Level 4

National Certificate: Nature Conservation: Resource Guardianship: NQF Level 2

SKILLS PROGRAMME

Skills programmes are designed to be occupationally relevant and composed of CATHSSETA registered unit standards.

Dangerous Game Site Guide – NQF 2, TG/DANGAMSITEGD/2/0043

Dangerous Game Site Guide – NQF 4, TG/DANGAMSITEGD/4/0044

Field Ranger Law Enforcement – Unarmed or Armed – NQF 2, CONS/RIERANGLAWENF/2/0049

Field Ranger Protected Area (Unarmed) – NQF 2, FIERANGPROTAREA/2/0050

Conservation General Assistant – NQF 2, CONS/CONGENASS/2/0052

Skills Programme accredited by the ETDP-SETA in partnership with the Independent Examinations Board.

Foundational Learning Competence - NQF 2, 88895

FGASA Endorsement of SAWC as a Training Provider

SAWC is able to provide training for:

- Apprentice Field Guide NQF2
- Apprentice Trails Guide
- Advanced Rifle Handling
- Tracking
- Birding
- Biome Guide

SHORT COURSES

The Southern African Wildlife College offers organisations and or private businesses the opportunity to enrol their staff for training in any of our short courses on the basis of ten people attending as a minimum requirement. Training can take place at the SAWC or on-site at a location preferred and provided by the client. Courses can be tailored according to the specific needs of the organisation.

Courses

OFFERED

CUSTOMISED CONSERVATION COURSES

The Southern African Wildlife College's Customised Conservation Courses offer the opportunity for the exchange of dialogue around today's most prevalent conservation issues experienced in Southern Africa. They aim to share understanding and experiences on the most contemporary conservation issues of today.

Courses can be tailor-made to match the time constraints, budgets and the curricula for university or school groups with various topics or themes of interest presented by highly qualified and experienced subject matter experts within our various training departments and region. These subject matter experts provide talks and activities and can be viewed within the categories below. Tours through the Lowveld region of South Africa to places of interest are also tailored to fit well with the below themes to give student groups the most value and learning exposure in their study abroad visit to South Africa.

ONLINE COURSES

In order for the SAWC to continue to add significant value to the conservation sector, it needs to be adaptive and flexible not only in the courses it presents, but as a thought leadership, inclusive conservation, higher education applied learning facility.

A number of really exciting new developments are underway for implementation. This is as a direct response to the needs of the industry for a more cost effective and academically inclusive approach to training, and in utilizing technology-mediated learning to enhance the student learning process.

This includes the online aspect to the College's new 'blended learning' approach to capacity development. This is particularly relevant for the theoretical components of some programmes and also for master classes and short courses.

For the first time, selected online courses are now being offered using the Talent-LMS platform as well as Google Suite for Education already in use at the SAWC. The three-year Diploma in Applied Conservation, which has been submitted to the Council on Higher Education for accreditation, will also be offered in a 'blended' format. The first two years will be on-line training, with the third and final year trained at the SAWC covering the applied learning aspects. The development of this Diploma is part of a GIZ funded programme within their TFCA programme of work.

OTHER PROGRAMMES

Youth Access Bridging Programme: The bridging programme piloted in 2010 has been revised and includes foundational learning competence (FLC) to enable learners in the use of workplace literacy and numeracy for the world of work. The second phase of training includes skills development components that are based on industry/market needs. These components aim to cover Leadership, Environmental Education, Wilderness First Aid Training, Eco Ranger training, Responsible Resource Use and with an add-on option including New Venture Creation (NVC).

The aim being to provide youth from local communities access to further education and training as well as access to workplaces where they will be paired with employed individuals to apply the knowledge gained and the skills learnt.

The Youth Access Bridging Course is one of the few programmes offered by the College to previously disadvantaged school leavers to help bridge the gap between school and tertiary education. Please refer to page 47 for further details.

Higher Education

& TRAINING

ADVANCED CERTIFICATE IN NATURE CONSERVATION: TRANS-FRONTIER CONSERVATION MANAGEMENT

| SAQA QUAL ID | QUALIFICATION TITLE | | |
|--|---|---|-----------------------|
| 82006 | Advanced Certificate: Nature Conservation: Trans-frontier Conservation Management | | |
| PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY | | NQF SUB-FRAMEWORK | |
| CHE - Council on Higher Education | | HEQSF - Higher Education Qualifications Sub-framework | |
| REGISTRATION STATUS | SAQA DECISION NUMBER | REGISTRATION START DATE | REGISTRATION END DATE |
| Reregistered | SAQA 1141/23 | 2021-07-01 | 2024-06-30 |
| LAST DATE FOR ENROLMENT | 2025-06-30 | LAST DATE FOR ACHIEVEMENT | 2028-06-30 |
| NQF LEVEL | NQF Level 6 | | |
| DURATION OF THE PROGRAMME | This qualification runs over a period of one academic year. Direct student contact sessions for the programme are implemented during blocks on campus at the SAWC, whilst the practical application of competencies take place over an additional 16 weeks at students' own workplaces. Provision for formal summative assessments is made after each College block. | | |
| CREDIT VALUE | The learning programme consists of 120 credits | | |
| PURPOSE | <p>The Southern African Wildlife College offers the Advanced Certificate in Nature Conservation: Trans-Frontier Conservation Management as a training intervention aimed at the development of Nature Conservation managers within the Southern African Development Countries (SADC) region.</p> <p>The nature of conservation within the context of the SADC is evolving to enable the integration and opening of artificial boundaries previously associated with conservation areas. Through the working relationships established by Trans-frontier conservation initiatives it is becoming more and more important to enable a consistent shared approach to matters concerning conservation.</p> <p>The sustainable utilisation, conservation and protection of the natural environment and resources require an integrated and holistic management approach. Effective management within Trans-frontier conservation areas promotes both natural environment issues and cooperation with stakeholders including local communities.</p> <p>Natural resources conservation challenges and objectives in the SADC region is the joint responsibility of countries including:</p> <ul style="list-style-type: none"> • South Africa • Mozambique • Zambia • Zimbabwe • Malawi • Botswana • Swaziland • Namibia and • Lesotho <p>The effective management of the dynamics of Trans-frontier conservation areas has particular importance from the perspective of retaining our shared African heritage. The effective utilisation of this resource as a major and increasingly important tourism attraction contributes to and promotes economic sustainability across the SADC.</p> | | |

Higher Education & Training

| | |
|---------------------------------|--|
| | <p>The qualification addresses competencies required for managerial positions within the conservation environment, associated with positions such as:</p> <ul style="list-style-type: none"> • Reserve Managers • Section Rangers • Game Wardens • Senior Field Rangers • Senior Wildlife Officers • Ranger – operations • Ranger – extension |
| TARGET GROUP | <p>This qualification is aimed at individuals already involved in operational positions within the nature conservation environment; who have been identified and earmarked for personal development and career advancement into management positions, based on their expertise and leadership abilities in their country of origin.</p> <p>Individuals earmarked for personal growth and job advancement opportunities relevant to this qualification, have already acquired a minimum of five years' technical expertise in the broad focus areas associated with Nature Conservation principles and activities and have been exposed to entry-level supervisory and leadership positions within a conservation context.</p> <p>It is envisaged that individuals interested in the qualification will mainly fit into the following demographic profile:</p> <ul style="list-style-type: none"> • Open age group with the average minimum age of the target group being between 25 and 30 years of age • Female or male • Employed in a nature conservation environment for at least five years • Above average level of technical know-how on conservation issues • Ability to work with a diverse range of individuals • Ability to work outdoors – sometimes in less than optimal weather conditions • Good ability to build rapport • Good communication skills |
| ENTRY LEVEL REQUIREMENTS | <p>It is assumed that students entering this qualification are competent in:</p> <ul style="list-style-type: none"> • English at NQF Level 5 • Mathematical Literacy at NQF Level 5 • Recognised conservation qualification on NQF level 5 or equivalent • A minimum of 5 years full-time employment in a nature conservation related role |
| ASSESSMENT | <p>An integrated assessment approach is incorporated into the Qualification. This implies theoretical and practical components are assessed simultaneously. During integrated assessments, formative and summative assessment methods and combinations of practical, applied, foundational and reflective competencies are used.</p> <p>A range of formative and summative assessment methods are used, and ensures that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. Continuous assessment is provided through:</p> <ul style="list-style-type: none"> • Portfolios • Simulations • Workplace assessments and practical workbooks • Written assignments and tests • Case studies and case presentations • Peer group evaluation • Competency evaluations of clinical skills • Face to face contact with students |

Higher Education & Training

| | | | | |
|---|---|-------------|---|----------------|
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <p>Students qualifying against this course will be able to</p> <ul style="list-style-type: none"> • Determine the application of conservation practices in relation to Trans-frontier conservation objectives • Develop a management plan to support the effective operation of a Nature Conservation unit or area • Manage a conservation implementation plan according to organisational requirements • Report on effectiveness of implementation | | | |
| RULES OF COMBINATION | <p>The qualification is made up of Fundamental and Core Components. No Elective component is provided.</p> <p>The qualification will be awarded to students who have met competence requirements as detailed in the exit level outcomes and associated assessment criteria.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Complete all fundamental components (30 Credits) • Complete all core components (90 Credits) • Complete Work Integrated Learning assessments (18 credits, which are included within the above components) to make up the overall minimum of 120 Credits for the qualification. | | | |
| PROGRAMME CURRICULUM | LEARNING COMPONENT | | MODULE | CREDITS |
| | RESEARCH | Fundamental | Conservation Research | 10 |
| | GENERIC MANAGEMENT | Fundamental | Financial Management | 10 |
| | | | Human Reseources Management | 10 |
| | ECO TOURISM | Core | Eco Tourism | 10 |
| | CONSERVATION PLANNING | Core | Environmental Developement Planning | 10 |
| | | | Land-use planning | 5 |
| | | | Geographical information systems in conservation | 5 |
| | TRANSFRONTIER CONSERVATION | Core | Transfrontier Conservation | 10 |
| | | | Natural Resources Protection | 10 |
| | CONSERVATION MANAGEMENT | Core | Community-based Natural Resources Management | 10 |
| | | | Biodiversity Management | 10 |
| | | | Catchment Management | 10 |
| | RESOURCE ECONOMICS | Core | Resource Economics | 10 |
| | WORK INTEGRATED LEARNING | | Credits included within the core and Fundamental components | 18 |
| | | | TOTAL CREDITS | 120 |

Occupational

QUALIFICATIONS

NATIONAL CERTIFICATE: NATURAL RESOURCE MANAGEMENT: TERRESTRIAL CODE : 59949

| | |
|---|---|
| NQF LEVEL | NQF Level 5 |
| DURATION OF THE PROGRAMME | This qualification runs over a period of one academic year. |
| CREDIT VALUE | The qualification consists of 144 credits |
| PURPOSE | <ul style="list-style-type: none"> • A student who has achieved this qualification will be able to integrate supervisory knowledge and skills with the operational specifics of a conserved area. • The course focuses on the skills needed by field staff of a conserved area. The student will be able to lead and mentor other learners in the attainment of management objectives related to a conserved area. • A student will be able to make valuable contributions to community developments and other community-based projects. • The qualification has been developed to assist professionalism across the conservation industry. |
| TARGET GROUP | <p>Aspirant protected area and natural resource managers. Current field staff, e.g. field rangers, general assistants, supervisors and junior managers. In addition, unemployed students who wish to enter conservation can be selected and will be paired with employed students in the workplace.</p> <p>The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with relevant skills required to manage these areas more efficiently, or to make a value-added contribution to their communities through sustainable conservation of the environment. It is aimed at individuals who are involved with or wish to make significant contributions to the practical field and administration tasks of a conserved area.</p> |
| ENTRY LEVEL REQUIREMENTS | It is assumed that the student entering this qualification has achieved an Occupational Certificate at NQF 4 or the equivalent, a Certificate in Conservation Guardianship, or has at least 3 years' relevant conservation experience. The student will have appropriate levels of written communication, English proficiency, mathematical competence and occupational competence equivalent to at least school leaving standards with at least 50% in mathematical literacy and English. |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <p>Students qualifying against this course will be able to:</p> <ul style="list-style-type: none"> • Enforce compliance with relevant conservation legislation. • Manage the workplace at an operational level. • Ensure that effective communication is enabled through the maintenance of relevant communication as per organisational requirements. • Identify and solve problems in the application of Nature Conservation Management. • Collect, analyse, organise and evaluate information at operational level. • Support teamwork in the operational environment and in the execution of Conservation Resources Management responsibilities. • Maintain effective working relationships which are supported in the enforcement of conservation compliance. • Ensure that the use of Science and Technology is supported using relevant technology during patrols. |

Occupational Qualifications

| PROGRAMME CURRICULUM | UNIT STANDARD NAME | U STD NUMBER | U STD LEVEL | U STD CREDIT VALUE |
|----------------------|---|--------------|-------------|--------------------|
| | Develop and apply conservation ethics | 253968 | 5 | 4 |
| | Manage area integrity | 253968 | 5 | 12 |
| | Enforce conservation compliance | 253973 | 5 | 5 |
| | Apply basic conservation management planning | 253965 | 5 | 4 |
| | Apply protected area management planning | 253961 | 5 | 4 |
| | Demonstrate an understanding of indigenous plant management | 253962 | 5 | 15 |
| | Demonstrate identification and application of indigenous plant species protection | 253971 | 5 | 6 |
| | Monitor the presence or absence of wild animal species | 253969 | 5 | 15 |
| | Monitor wild animal populations | 253957 | 5 | 15 |
| | Implement integrated catchment management planning | 253959 | 5 | 4 |
| | Manage cultural heritage resources in the field | 253958 | 5 | 5 |
| | Construct and maintain infrastructure | 8368 | 5 | 12 |
| | Control soil erosion | 253972 | 5 | 5 |
| | Construct paths/tracks and maintain road networks | 253963 | 5 | 5 |
| | Lead and manage teams of people | 7859 | 5 | 6 |
| | Apply workplace communication skills | 8647 | 5 | 10 |
| | Demonstrate an understanding of professional values and ethics | 8648 | 5 | 4 |
| | Implement policies regarding HIV/AIDS in the workplace | 9224 | 5 | 4 |
| | Analyse and communicate workplace data | 8662 | 5 | 5 |
| | Facilitate conservation understanding | 253967 | 5 | 4 |
| | TOTAL CREDITS | 144 | | |

Occupational Qualifications

| NATIONAL CERTIFICATE: NATURE CONSERVATION: RESOURCE GUARDIANSHIP CODE: 59389 | |
|---|---|
| NQF LEVEL | NQF Level 2 |
| DURATION OF THE PROGRAMME | This qualification runs over a period of 20 weeks (100 days) formative training and 20 weeks (100 days) workplace activities. |
| CREDIT VALUE | The learning programme consists of 138 credits |
| PURPOSE | A student who has achieved this qualification will be able to implement operational knowledge and skills within a conserved area. The course focuses on the skills needed by general field staff of a conserved area. The student will also be able to lead and mentor other students in the attainment of management objectives in the context of the law enforcement, ecological, maintenance and operational aspects of managing a conserved area. A student will be able to make valuable contributions to community development and other community-based projects. The qualification has been developed to enhance professionalism across the conservation industry. |
| TARGET GROUP | <p>Current field assistant staff, e.g. field rangers, general assistants and field staff supervisors of conservation areas.</p> <p>The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with relevant skills required to fulfil operational tasks more effectively or to make a value-added contribution to their communities through sustainable conservation of the environment. It is aimed at individuals who are involved with or wish to make significant contributions to the practical field and administration tasks of a conserved area.</p> |
| ENTRY LEVEL REQUIREMENTS | <p>It is assumed that the student entering this qualification has achieved a qualification at NQF 1 or equivalent. The student will be required to have:</p> <ul style="list-style-type: none"> • Communication at NQF Level 1. • Mathematical Literacy at NQF Level 1. |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <ul style="list-style-type: none"> • Manage available resources at operational level. • Demonstrate an understanding of the Nature Conservation environment. • Operate in the Nature Conservation environment. • Perform conservation resources guardianship according to operational requirements. • Effective communication is enabled through maintaining relevant communication as per organisational requirements. • Problems are identified and solved in the application of nature conservation guardianship as it relates to the maintaining of area integrity. • Information is collected, analysed, organised and evaluated in the performance of conservation resources guardianship in the operational environment. • The world is understood as a set of related systems as the Nature Conservation sector and operational environment is investigated. • Own activities are managed and organised in the performance of conservation resources guardianship activities in the operational environment. • Teamwork is supported in the operational environment and the execution of conservation resources guardianship responsibilities. • Maintaining effective working relationships is supported through the requirements of the operational environment. • The use of science and technology is supported by utilising computer literacy in the operational environment as well as the electronic applications used for the gathering and reporting of information during the performance of conservation resources guardianship requirements in the workplace. |

Occupational Qualifications

| PROGRAMME CURRICULUM | UNIT STANDARD NAME | U STD NUMBER | U STD LEVEL | U STD CREDIT VALUE |
|------------------------|---|--------------|-------------|--------------------|
| | Access and use information from texts | 119463 | 2 | 5 |
| | Apply basic knowledge of statistics & probability to influence the use of data & procedures in order to investigate life related problems | 9009 | 2 | 3 |
| | Demonstrate understanding of rational and irrational numbers and number systems | 7480 | 2 | 3 |
| | Identify, describe, compare, classify, explore shape and motion in 2-and-3-dimensional shapes in different contexts | 9008 | 2 | 3 |
| | Maintain and adapt oral/signed communication | 118454 | 2 | 5 |
| | Use language and communication in occupational learning programmes | 119460 | 2 | 5 |
| | Use mathematics to investigate and monitor the financial aspects of personal and community life | 7469 | 2 | 2 |
| | Work with a range of patterns and functions and solve problems | 9007 | 2 | 5 |
| | Write/present for a defined context | 119456 | 2 | 5 |
| | Operate a personal computer system | 7547 | 2 | 6 |
| | Demonstrate knowledge in Nature Conservation in terms of its function in society | 252468 | 2 | 4 |
| | Identify and monitor local wildlife | 252462 | 2 | 8 |
| | Carry out harvesting of fauna | 252455 | 2 | 4 |
| | Collect field specimens and environmental data | 252451 | 2 | 4 |
| | Contribute to the health, safety and security of the workplace | 110064 | 2 | 4 |
| | Orientate, navigate, use and create maps in conservation areas | 252456 | 2 | 8 |
| | Perform Conservation Guardianship | 252452 | 2 | 4 |
| | Carry out harvesting of flora | 252458 | 2 | 3 |
| | Combat problem plants | 252453 | 2 | 3 |
| | Demonstrate ability to participate effectively in a team or group (*presented with US 252461) | 244605 | 2 | 2 |
| | Ignite, control and extinguish fires in a conservation area / unit (*presented with US 244605) | 252461 | 2 | 5 |
| | Implement cultural heritage resources management in the field | 252460 | 2 | 5 |
| | Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace | 13915 | 2 | 4 |
| | Demonstrate knowledge of conservation ethics | 8336 | 2 | 3 |
| | Perform basic domestic infrastructure maintenance in a conserved area | 252465 | 2 | 8 |
| | Perform basic field infrastructure maintenance in a conserved area | 252450 | 2 | 8 |
| | Erect, monitor and maintain wildlife fences | 252454 | 2 | 4 |
| | Combat soil erosion | 252457 | 2 | 8 |
| | Demonstrate an understanding of factors that contribute towards healthy living | 14659 | 1 | 4 |
| | Plan and manage personal finances | 15092 | 1 | 5 |
| ADDITIONAL INFORMATION | <p>This qualification is presented in a modular format with each module having its own summative assessment. This is to allow students who may have to exit the programme prematurely an opportunity to be awarded the unit standards they have successfully completed.</p> <p>This structure also provides opportunity for credits and Statement of Achievement to students who have successfully completed a certain number of unit standards but have been unable to achieve others. Students who wish to achieve the full qualification must complete the full programme in order to be awarded the qualification.</p> <p>Students who successfully complete this qualification are eligible for selection to study the Level 5 National Certificate in Natural Resource Management: Terrestrial.</p> | | | |

Occupational Qualifications

| FURTHER EDUCATION AND TRAINING CERTIFICATE: PROFESIONAL HUNTING CODE : 58930 | |
|---|--|
| NQF LEVEL | NQF Level 4 |
| DURATION OF THE PROGRAMME | This qualification will run over a period of two years: 18 months on site training at the SAWC, and an additional six month practical work experience in the employment of a credible professional hunting outfitter. |
| CREDIT VALUE | The qualification consists of 162 credits |
| PURPOSE | The Professional Hunting Certificate addresses the skills and competencies to enable qualifying, licensing and registration as a Professional Hunter, to access employment opportunities in the hunting environment in South Africa. To empower persons of a previously disadvantaged background to access the hunting industry and improve the current standard of training of professional hunters in South Africa. |
| TARGET GROUP | <p>It is envisaged that individuals interested in the Professional Hunting Certificate will mainly fit into the following demographic profile:</p> <ul style="list-style-type: none"> • Above the age of 22 years • Male or female • Employed in a conservation or hunting related industry or envisaging employment in the Professional Hunting environment • Ability to work with a diverse range of cultures • Ability to build rapport and operate as part of a team • Good communication skills • Good physical and mental stamina |
| ENTRY LEVEL REQUIREMENTS | <ul style="list-style-type: none"> • Students applying for this qualification must be over the age of 22. • Be conversant in English as a medium of tuition • Preference will be given to students with: <ul style="list-style-type: none"> - A valid driver's license and PDP. - Experience in the conservation/ hunting industry - In possession of a current firearms competency card (issued by the South African Police Service). |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <p>Students qualifying against this Certificate will be able to:</p> <ul style="list-style-type: none"> • Operate in the professional hunting environment. • Apply legislative requirements applicable to professional hunting. • Handle and maintain weapons for hunting purposes. • Maintain hunting ethics and traditions in the operational environment. • Interact with clients in the professional hunting environment. • Conduct a hunting experience according to industry standards. • Deal with hunting trophies in the correct manner. |

Occupational Qualifications

| PROGRAMME CURRICULUM | UNIT STANDARD NAME | U STD NUMBER | U STD LEVEL | U STD CREDIT VALUE |
|----------------------|--|--------------|-------------|--------------------|
| | Accommodate audience and context needs in oral/ signed communication | 119472 | 4 | 5 |
| | Interpret a variety of literary texts | 119466 | 4 | 5 |
| | Interpret and use information from texts | 119457 | 4 | 5 |
| | Write/present/sign texts for a range of communicative contexts | 119465 | 4 | 5 |
| | Apply knowledge of statistics and probability to critically interrogate and effectively communicate finding on life related problems | 9015 | 4 | 6 |
| | Describe, represent, analyse and explain changes in shape and motion in 2 and 3 dimensional space with justification | 7484 | 4 | 4 |
| | Evaluate literary texts | 119470 | 4 | 5 |
| | Make and motivate judgements on selected literary texts | 119461 | 4 | 5 |
| | Read/view, analyse and respond on a variety of texts | 119469 | 4 | 5 |
| | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | 7468 | 4 | 6 |
| | Write/present/sign for a wide range of contexts | 119459 | 4 | 5 |
| | Assess and record the quality and size of a trophy animal | 246418 | 4 | 9 |
| | Comply with current legislation relating to and impacting on hunting | 246422 | 4 | 6 |
| | Demonstrate an understanding of ethics and traditions pertaining to the hunting of wild animals | 246416 | 4 | 4 |
| | Hunt wild animals with a client | 246413 | 4 | 13 |
| | Intepret wildlife behaviour for hunting | 246421 | 4 | 10 |
| | Skin, handle, treat and dispatch hunting trophies | 246412 | 4 | 6 |
| | Oversee arrival and departure of customers | 8551 | 4 | 3 |
| | Monitor occupational health & safety | 9243 | 4 | 8 |
| | Manage and maintain weapons for hunting | 246419 | 4 | 4 |
| | Provide instruction to clients & hunting staff | 246414 | 4 | 4 |
| | Plan a dangerous game hunt | 246415 | 4 | 10 |
| | Plan a recreational hunting experience | 246420 | 4 | 15 |
| | Persue a dangerous game quarry | 246417 | 4 | 10 |
| | Assist with tasks related to marketing, market research and promotions | 115409 | 4 | 7 |

Occupational Qualifications

| SKILLS PROGRAMME: DANGEROUS GAME SITE GUIDE TG/DANGAMSITEGD/2/0043 | | |
|---|--|---|
| NQF LEVEL | NQF Level 2 | |
| DURATION OF THE PROGRAMME | The skills programme is a 75 day programme | |
| CREDIT VALUE | The skills programme consists of 75 credits | |
| PURPOSE | <p>A student who has achieved one or more of these unit standards will be able to implement operational knowledge and skills within a conserved area in the subject field of the completed unit standard/s. The course focuses on the skills needed by a guide operating in a natural or conservation area. The student will also be in a position to lead and mentor other students (at this level) in the attainment of guiding objectives in the context of nature guiding in an area with potentially dangerous animals.</p> <p>A student will also be able to make valuable contributions to nature based tourism operations. This Skills Programme has been developed to assist professionalism across the nature guiding industry.</p> | |
| TARGET GROUP | Entry level people who have expressed an interest in nature guiding. Existing Field Rangers who would like to expand or make a change in their career path. | |
| ENTRY LEVEL REQUIREMENTS | <p>An interest in and passion for the guiding profession. The student will be required to have the following already in place:</p> <ul style="list-style-type: none"> • Communication at NQF Level 1 or equivalent. • Mathematical Literacy at NQF Level 1 or equivalent. | |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <p>Students achieving this skills programme will be able to:</p> <ul style="list-style-type: none"> • Accurately identify reasonably clearly defined spoor of small to large animals. • Systematically follow the track of a large ungulate or similar animal. • Estimate the age of spoor as less than a day, one to two days or older. • Establish needs, limitations and expectations of tourists • Identify and assess locally accessible heritage resources and plan a guided experience • Provide informed and entertaining commentary • Apply a set of professional ethics • Ensure the health and safety of tourists on the guided experience with legal requirements • Ensure legal requirements pertaining to the guided experience are adhered to • Reflect on the guided experience • Prepare to conduct a guided nature experience on foot in areas where potentially dangerous animals may occur • Interpret the behaviour of animals in the broader ecological context in terms of human safety • Lead a guided experience to view potentially dangerous animals • Demonstrate firearm action drills in the event of an attack by an animal | |
| COURSE CONTENT | The following learning modules comprise the training programme | |
| | 1. Introduction to guiding 2. Creating a guiding experience 3. Geology 4. Astronomy 5. Weather and climate 6. Ecology 7. Taxonomy 8. Introduction to biomes 9. Botany 10. Arthropods 11. Amphibians | 12. Reptiles 13. Fish 14. Birds 15. Mammals 16. Animal behaviour 17. Conservation management and history 18. Tracking 19. Wildlife diseases 20. View potentially dangerous animals 21. Handle firearms |
| COURSE CONTENT / UNIT STANDARDS | UNIT STD NUMBER | UNIT STD NAME |
| | 335797 | Conduct a guided experience to view potentially dangerous animals |
| | 8478 | Create a guided experience for customers |
| | 8460 | Track animals and identify spoor using easily recognisable spoor |

Occupational Qualifications

SKILLS PROGRAMME: DANGEROUS GAME SITE GUIDE TG/DANGAMSITEGD/4/0044

| | | |
|---|--|---|
| NQF LEVEL | NQF Level 4 | |
| DURATION OF THE PROGRAMME | The skills programme is a 39 day programme | |
| CREDIT VALUE | The skills programme consists of 39 credits | |
| PURPOSE | The course focuses on the skills needed by a guide operating in a natural or conservation area. The student will be able to lead and mentor other students in the attainment of guiding objectives in the context of nature guiding in an area with potentially dangerous animals. A student will be able to make valuable contributions to nature-based tourism operations. The Skills Programme has been developed to assist professionalism across the nature guiding industry. | |
| TARGET GROUP | Nature guides with a level 2 qualification and Field Rangers with a NQF 2 and higher. | |
| ENTRY LEVEL REQUIREMENTS | <p>It is assumed that the student entering this Skills Programme has already achieved the Dangerous Game Site Guide Skills Programme at NQF 2 or equivalent. The student will be required to have:</p> <ul style="list-style-type: none"> • Communication at NQF Level 2. • Mathematical Literacy at NQF Level 2. | |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <ul style="list-style-type: none"> • Identify customer needs and expectations • Recognise customer dissatisfaction and take action to resolve the situation • Identify and use opportunities to enhance the quality of customer service • Communicate with all customers in a friendly and courteous manner • Prepare to conduct a guided nature experience on foot in areas where potentially dangerous animals may occur • Interpret the behaviour of animals in the broader ecological context in terms of human safety • Lead a guided experience to view potentially dangerous animals • Demonstrate firearm action drills in the event of an attack by an animal • Implement policy to promote the prevention of safety and emergency incidents • Manage emergency incidents; which affect the safety of an individual, group or crowd • Manage the reaction of an individual, group or crowd to a safety or emergency incident • Design a nature guiding experience • Conduct a guided nature experience • Review own guiding performance • Demonstrate knowledge of the guiding activity category • Plan and prepare for a specific tourist guiding activity • Prepare participants for a guiding activity • Supervise a tourist guiding activity • Conclude a tourist guiding activity | |
| COURSE CONTENT / UNIT STANDARDS | UNIT STD NUMBER | UNIT STD NAME |
| | 335797 | Conduct a guided experience to view potentially dangerous animals |
| | 335799 | Conduct a guided nature experience |
| | 246740 | Care for customers |
| | 335801 | Conduct a tourism guiding activity |
| | 255914 | Minimise and manage safety and emergency incidents |

Occupational Qualifications

| SKILLS PROGRAMME: FIELD RANGER LAW ENFORCEMENT ARMED AND UNARMED CONS/FIERANGLAWENF/2/0049 | |
|---|--|
| NQF LEVEL | NQF Level 2 |
| DURATION OF THE PROGRAMME | <p>The skills programme ARMED is a six-week training programme</p> <p>The skills programme UNARMED is a five-week training programme</p> |
| CREDIT VALUE | The skills programme consists of 38 credits |
| PURPOSE | <p>The purpose of this training is to improve the student's ability to work as a field ranger in a conservation area by reinforcing and improving the skills that he/she currently has and then building skills and abilities upon these. On completion of this Skills Programme the student will be able to provide basic protected areas security and capable of gathering useful data on the natural resources under his/her care. The student's understanding of how natural systems function will improve, and he/she should gain a better understanding of the resources under his/her care; with particular consideration of resources that require particular conservation concern.</p> <p>Field Ranger – Law Enforcement (Armed or Unarmed) is without question the most important part of the development of a Field Ranger as it prepares him/her for the actual circumstances that will be encountered during the day-to-day tasks being performed by a Field Ranger. The knowledge and training should give the student the confidence to function better in his/her position as a field ranger and as a member of the local community. This training prepares the student to achieve the Unit Standards included in the skills programme: FIELD RANGER – LAW ENFORCEMENT (ARMED OR UNARMED)</p> |
| TARGET GROUP | <p>Current field assistant staff, e.g. field rangers, general assistant, field staff and security guards of conservation areas.</p> <p>The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with the relevant skills required to fulfil their operational tasks more efficiently. It is aimed at individuals who are involved with or wish to make a significant contribution to the practical law enforcement and field tasks of a conserved area.</p> |
| ENTRY LEVEL REQUIREMENTS | <p>It is assumed that the student entering this Skills Programme has achieved a qualification at NQF Level 2 or equivalent.</p> <p>The student will be required to have:</p> <ul style="list-style-type: none"> • The physical ability required of a field ranger • Been declared medically fit • No criminal record |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <ul style="list-style-type: none"> • Students qualifying against the skills programme will be able to: • Explain the importance of managing personal finances • Set personal financial goals • Identify ways to achieve personal financial goals • Develop a personal and/or family budget • Explain the basic principles of personal hygiene. • Demonstrate an understanding of healthy and nutritious eating habits. • Demonstrate an understanding of the consequences of abusing drugs and medicine. • Demonstrate an understanding of sports and/or recreational activities for a healthy lifestyle. • Explain the concept and principles of nature conservation broadly. • Outline the history of nature conservation. • Demonstrate the relevance of nature conservation principles to society. • Explain the inter-relatedness within ecosystems. • Identify locally scarce plants and animals. • Explain the purpose and state the principles of wildlife monitoring. • Identify local plants and animal species including their sign, spoor and habitat. • Count the local plants and animals. • Determine the locality of animals, plants and abiotic elements. • Record information on species observed. • Communicate directions to specific locations according to the requirements of the situation. • Find, orientate and navigate along a route to a specific destination. |

Occupational Qualifications

| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <ul style="list-style-type: none"> • Read, interpret and use maps. • Draw and/or create simple maps. • Plot information on a map using symbols. • Conduct patrols to collect and interpret information associated with conservation guardianship. • React appropriately within the law and according to established procedures, to counter any illegal activities. • Collect evidence to prosecute a suspect and present evidence in a court of law. • Apply appropriate communication techniques during conservation guardianship operations. • Identify the advantages and disadvantages of working in a team or group. • Identify the characteristics of an effective team or group. • Identify the roles and responsibilities of individuals in a team or group. • Identify techniques to manage group dynamics. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------|---------------|-------|--|-------|-----------------------------------|--------|---|------|--|--------|---|--------|--|--------|-----------------------------------|--------|-------------------------------------|-----------------|---------------|-------|--|-------|-----------------------------------|--------|---|------|--|--------|---|--------|--|--------|-----------------------------------|--------|-------------------------------------|--------|--|--------|--|--------|---|--------|--|--------|---|
| COURSE CONTENT / UNIT STANDARDS | <p>This skills programme is presented in a modular format and comprises the following unit standards:</p> <p>FIELD RANGER LAW ENFORCEMENT UNARMED COURSE</p> <table border="1"> <thead> <tr> <th>UNIT STD NUMBER</th><th>UNIT STD NAME</th></tr> </thead> <tbody> <tr> <td>14659</td><td>Demonstrate an understanding of factors that contribute towards healthy living</td></tr> <tr> <td>15092</td><td>Plan and manage personal finances</td></tr> <tr> <td>252468</td><td>Demonstrate knowledge of nature conservation in terms of its roles and functions in society</td></tr> <tr> <td>8336</td><td>Demonstrate knowledge of conservation ethics</td></tr> <tr> <td>244605</td><td>Demonstrate ability to participate effectively in a team or group</td></tr> <tr> <td>252456</td><td>Orientate, navigate, use and create maps in conservation areas</td></tr> <tr> <td>252452</td><td>Perform conservation guardianship</td></tr> <tr> <td>252462</td><td>Identify and monitor local wildlife</td></tr> </tbody> </table> <p>FIELD RANGER LAW ENFORCEMENT ARMED COURSE</p> <table border="1"> <thead> <tr> <th>UNIT STD NUMBER</th><th>UNIT STD NAME</th></tr> </thead> <tbody> <tr> <td>14659</td><td>Demonstrate an understanding of factors that contribute towards healthy living</td></tr> <tr> <td>15092</td><td>Plan and manage personal finances</td></tr> <tr> <td>252468</td><td>Demonstrate knowledge of nature conservation in terms of its roles and functions in society</td></tr> <tr> <td>8336</td><td>Demonstrate knowledge of conservation ethics</td></tr> <tr> <td>244605</td><td>Demonstrate ability to participate effectively in a team or group</td></tr> <tr> <td>252456</td><td>Orientate, navigate, use and create maps in conservation areas</td></tr> <tr> <td>252452</td><td>Perform conservation guardianship</td></tr> <tr> <td>252462</td><td>Identify and monitor local wildlife</td></tr> </tbody> </table> <p>SASSETA Unit Standards for Field Ranger Law Enforcement ARMED</p> <table border="1"> <tbody> <tr> <td>117705</td><td>Demonstrate knowledge of the Firearms Control Act, 2000 (Act No 60 of 2000) applicable to possessing a firearm</td></tr> <tr> <td>123511</td><td>Handle and use a self-loading rifle or carbine for business purposes</td></tr> <tr> <td>123519</td><td>Handle and use a manually operated rifle or carbine for business purposes</td></tr> <tr> <td>119650</td><td>Handle and use a self-loading rifle or carbine</td></tr> <tr> <td>119651</td><td>Handle and use a manually operated rifle or carbine</td></tr> </tbody> </table> | UNIT STD NUMBER | UNIT STD NAME | 14659 | Demonstrate an understanding of factors that contribute towards healthy living | 15092 | Plan and manage personal finances | 252468 | Demonstrate knowledge of nature conservation in terms of its roles and functions in society | 8336 | Demonstrate knowledge of conservation ethics | 244605 | Demonstrate ability to participate effectively in a team or group | 252456 | Orientate, navigate, use and create maps in conservation areas | 252452 | Perform conservation guardianship | 252462 | Identify and monitor local wildlife | UNIT STD NUMBER | UNIT STD NAME | 14659 | Demonstrate an understanding of factors that contribute towards healthy living | 15092 | Plan and manage personal finances | 252468 | Demonstrate knowledge of nature conservation in terms of its roles and functions in society | 8336 | Demonstrate knowledge of conservation ethics | 244605 | Demonstrate ability to participate effectively in a team or group | 252456 | Orientate, navigate, use and create maps in conservation areas | 252452 | Perform conservation guardianship | 252462 | Identify and monitor local wildlife | 117705 | Demonstrate knowledge of the Firearms Control Act, 2000 (Act No 60 of 2000) applicable to possessing a firearm | 123511 | Handle and use a self-loading rifle or carbine for business purposes | 123519 | Handle and use a manually operated rifle or carbine for business purposes | 119650 | Handle and use a self-loading rifle or carbine | 119651 | Handle and use a manually operated rifle or carbine |
| UNIT STD NUMBER | UNIT STD NAME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14659 | Demonstrate an understanding of factors that contribute towards healthy living | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15092 | Plan and manage personal finances | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252468 | Demonstrate knowledge of nature conservation in terms of its roles and functions in society | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8336 | Demonstrate knowledge of conservation ethics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 244605 | Demonstrate ability to participate effectively in a team or group | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252456 | Orientate, navigate, use and create maps in conservation areas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252452 | Perform conservation guardianship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252462 | Identify and monitor local wildlife | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UNIT STD NUMBER | UNIT STD NAME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14659 | Demonstrate an understanding of factors that contribute towards healthy living | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15092 | Plan and manage personal finances | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252468 | Demonstrate knowledge of nature conservation in terms of its roles and functions in society | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8336 | Demonstrate knowledge of conservation ethics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 244605 | Demonstrate ability to participate effectively in a team or group | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252456 | Orientate, navigate, use and create maps in conservation areas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252452 | Perform conservation guardianship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 252462 | Identify and monitor local wildlife | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 117705 | Demonstrate knowledge of the Firearms Control Act, 2000 (Act No 60 of 2000) applicable to possessing a firearm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 123511 | Handle and use a self-loading rifle or carbine for business purposes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 123519 | Handle and use a manually operated rifle or carbine for business purposes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 119650 | Handle and use a self-loading rifle or carbine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 119651 | Handle and use a manually operated rifle or carbine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Occupational Qualifications

| SKILLS PROGRAMME: FIELD RANGER PROTECTED AREA (UNARMED) CONS/FIERANGPROTAEA/2/0050 | | |
|---|---|--|
| NQF LEVEL | NQF Level 2 | |
| DURATION OF THE PROGRAMME | The skills programme is a six week training programme | |
| CREDIT VALUE | The skills programme consists of 37 credits | |
| PURPOSE | <p>A student who has achieved one or more of these unit standards will be able to implement operational knowledge and skills within a conserved area in the subject field of the completed unit standard/s.</p> <p>The course focuses on the skills needed by Field Ranger staff of a conserved area. The student will also be in a position to lead and mentor other students in the attainment of management objectives in the context of the law enforcement and operational aspects of managing and maintaining the integrity within a conserved area.</p> <p>A student will also be able to make valuable contributions to community development and other community based projects.</p> <p>This Skills Programme has been developed to assist professionalism across the conservation industry.</p> | |
| TARGET GROUP | Current field assistant staff, e.g. field rangers, general assistants and field staff of conservation areas. The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with relevant skills that they require in order to fulfill their operational tasks more efficiently. It is aimed at individuals who are involved with, or wish to make significant contributions to the practical law enforcement and field tasks of a conserved area. | |
| ENTRY LEVEL REQUIREMENTS | <p>It is assumed that the student entering this Skills Programme has achieved a qualification at NQF 1 or equivalent.</p> <p>The student will be required to have:</p> <ul style="list-style-type: none"> • Communication at NQF Level 1. • Mathematical Literacy at NQF Level 1. | |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <p>Students qualifying against this Skills Programme will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of nature conservation issues, and how they relate to society as a whole. • Carry out designated conservation security practices according to a plan, e.g. conduct routine security patrols. • Assist in attainment of management objectives as related to the use of fire as a management tool • Service and provide routine maintenance to a variety of fences. | |
| COURSE CONTENT / UNIT STANDARDS | This Skills Programme is presented in a modular format and comprises the following unit standards: | |
| | UNIT STD NUMBER | UNIT STD NAME |
| | 252452 | Perform conservation guardianship |
| | 252456 | Orientate, navigate, use and create maps in conservation areas |
| | 252468 | Demonstrate knowledge of nature conservation in terms of its function in society |
| | 8336 | Demonstrate knowledge of conservation ethics |
| | 14659 | Demonstrate an understanding of factors that contribute towards healthy living |
| | 15092 | Plan and manage personal finances |
| | 252461 | Ignite, control and extinguish fires in a conservation area/unit |
| | 252454 | Erect, monitor and maintain wildlife fences |

Occupational Qualifications

| SKILLS PROGRAMME: CONSERVATION GENERAL ASSISTANT CONS/CONSGENASS/2/0052 | | |
|--|---|--|
| NQF LEVEL | NQF Level 2 | |
| DURATION OF THE PROGRAMME | The skills programme is a 51 day programme | |
| CREDIT VALUE | The skills programme consists of 50 credits | |
| PURPOSE | <p>A student who has achieved one or more of these unit standards will be able to implement operational knowledge and skills within a conserved area in the subject field of the completed unit standard/s. The course focuses on the skills needed by general field staff of a conserved area. The student will be in a position to lead and mentor other students in the attainment of management objectives in the context of the maintenance and operational aspects of managing a conserved area.</p> <p>A student will be able to make valuable contributions to community development and other community-based projects. This Skills Programme has been developed to assist professionalism across the conservation industry.</p> | |
| TARGET GROUP | The learning programme is aimed at Field Rangers, Trackers, Guides and General Workers. It is also aimed at private individuals who wish to learn more about basic infrastructure maintenance and fence maintenance and construction. | |
| ENTRY LEVEL REQUIREMENTS | <p>It is assumed that the student entering this Skills Programme has achieved a qualification at NQF 1 or equivalent.</p> <p>The student will be required to have:</p> <ul style="list-style-type: none"> • Communication at NQF Level 1. • Mathematical Literacy at NQF Level 1. | |
| EXIT LEVEL OUTCOMES OF THE PROGRAMME | <p>Students qualifying against the skills programme will be able to:</p> <ul style="list-style-type: none"> • Perform basic field and domestic infrastructural maintenance • Skills associated with protected areas, demonstrate knowledge of conservation ethics, • Control and extinguish fires, • Combat soil erosion including wildlife fencing etc. | |
| COURSE CONTENT / UNIT STANDARDS | UNIT STD NUMBER | UNIT STD NAME |
| | 8336 | Demonstrate knowledge of conservation ethics |
| | 14659 | Demonstrate an understanding of factors that contribute towards healthy living |
| | 15092 | Plan and manage personal finances |
| | 252461 | Ignite, control and extinguish fires in a conservation area/unit |
| | 252461 | Demonstrate ability to participate effectively in a team or group |
| | 252461 | Combat problem plants |
| | 252465 | Perform basic domestic infrastructure maintenance in a conserved area |
| | 252450 | Perform basic field infrastructure maintenance in a conserved area |
| | 252454 | Erect, monitor and maintain wildlife fences |
| | 252457 | Combat soil erosion |

Short Courses

OFFERED

SHORT COURSES

The Southern African Wildlife College offers organisations and private businesses the opportunity to enrol their staff for training in any of the following short courses on the basis of ten people attending as a minimum requirement. Training can take place at SAWC or on-site at a location preferred and provided by the client. Courses can be tailored according to the specific needs of the organisation.

QUOTES & INFORMATION

A Short Course would only be scheduled when a minimum of 10 people can attend from a particular organisation, and only then would interested individuals be notified of the relevant dates and location of the course. Individuals requiring modules as unaccredited short courses listed in HET and Occupational Qualifications listed in this Prospectus can attend these based on availability.

For quotes, information and to register please use the [contact form on our website](#) to get in touch with the relevant department. We will contact you as soon as possible with the course information. All prices quoted for short courses at SAWC will include meals, accommodation, course materials and training fees, unless conducted off-site where a different cost structure will apply. Transport to and from the College is excluded in quotes but can be quoted on request. Quotes for short courses are only valid for 30 days.

SHORT COURSES IN CONSERVATION ADMINISTRATION

COMMUNICATION

CODE: COM311

Communication models and theories, communication barriers. Producing professional written communication, effective communication in the workplace, verbal communication and presentation techniques.

Suitable for: anyone in an administrative role.

CONSERVATION ADMINISTRATION

CODE: GCA322

Administrative management is managing information through people. It mainly deals with structuring work logically and professionally by organising and planning, evaluating results and ensuring the smooth running of an organisation.

Suitable for: anyone in an administrative, project management and networking role.

SHORT COURSES FOR PEOPLE IN CONSERVATION

GOVERNANCE IN CONSERVATION

CODE: Certificate of attendance

Applying governance practices as an integrated social-ecological process between conservation (ecological) and people (social) to provide valuable support to conservation to stay relevant, dynamic and responsive to change and challenges. Identify the relationship between people and conservation. Relate the trends in conservation to governance paradigms. Apply governance in conservation. Apply decision-making as part of the governance process. Comprehend governing towards implementation.

Suitable for: anyone operating in the social aspect of conservation.

Short Courses Offered

COACHING CONSERVATION - TRAIN THE TRAINER COURSE

CODE: HE08/004/CCF01

The Coaching Conservation programme, provides Innovative conservation education through the Learning from Wildlife Model, where kids learn about wildlife from wildlife behaviour and their individual attributes for emulation in their personal lives. As a wildlife conservation initiative, Coaching Conservation is designed to inspire children to care about wildlife and the challenges that wild animals face.

This course is aimed at prospective coaches and programme mentors from organisations currently implementing, or seeking to implement the programme.

Participants are trained in the following areas with variations on elective modules, based on the organisation's need:

Foundational Modules

- The evolution of the Coaching Conservation programme and its aims
- Policies on safeguarding and child protection
- An introduction to environmental education
- learning from wildlife (ecology and ethology)
- Communication
- Current and future conservation challenges
- Monitoring and evaluation

Elective Modules

- Grade 5 Rhino Rapid Awareness Programme
- Grade 5 Wild Dog Rapid Awareness Programme
- The 6 week programme
- The grade 6 Vulture Rapid Awareness Programme
- Grade 7 Ambassador programme.

Suitable for: Trainers within conservation organisations interested in implementing the programme.

COMMUNITY PRACTICE IN RESPONSIBLE RESOURCE USE

CODE: HE08/004/RRUIC01

This short course is an extension of the Responsible Resource Use and Management (RRUM01). The purpose of it is to introduce the concepts and principles of Responsible Resource Use within the context of Communities and inspire action towards sustainable and responsible use of a diverse spectrum of resource types. The course is aimed at community conservation practitioners and community members participating in a range of activities focusing on the link between livelihoods and in particular natural resource utilisation.

It provides a foundation upon which responsible resource use can be based and developed into contextual practice. The course includes aspects of: Community Development and Conservation, Stakeholder Engagement, Community-based Natural Resource Management and governance.

The short course is designed to:

- To introduce the concept of community, its characteristic and attributes
- To interpret stakeholder engagement in the context of who stakeholders are and how to engage with them.
- To consider the livelihoods framework to enable understanding of the assets, vulnerability context and livelihood outcomes with communities
- To stimulate critical thinking of resource use, form a social-ecological perspective and to interpret the concept of responsible resource use within a community context. To inspire the practice of community centered resource use, linked to adaptive approaches and recognising the rights and abilities within communities.
- To encourage inner development focusing on personal growth and responsibility.

Suitable for: anyone operating in the social aspects of conservation.

Short Courses Offered

GOVERNING HEART: INTRODUCTION TO GOVERNANCE IN COMMUNITIES

CODE: HE08/004/GHINTRO1

This short course focuses on introducing participants to governance in communities and provides an outline of governance processes in a community context as part of responsible decision-making.

The course consists of learning in the following areas:

- Governance contexts
- The concept of governance
- Types of governance
- Characteristics of good governance
- The importance of good governance
- Outlining of governance processes
- Decision Making frameworks
- Inner development and good governance
- Linking inner development and governance

Suitable for: anyone operating in the social aspects of conservation

INTRODUCTION TO COMMUNITY DEVELOPMENT & CONSERVATION

CODE: 105 ICBN

- Introduction to the relationship between community development and conservation management approaches.
- Identify and link development related concepts to community based conservation approaches.
- Identify and compare different community based conservation approaches with your work situation.
- Identify and apply participation as an instrument to involve local communities in community based conservation approaches.
- Practice basic skills in support of the relationship between conservation and local communities.

Suitable for: anyone operating in the social aspect of conservation.

LEADING HEART: INTRODUCTION TO LEADERSHIP IN COMMUNITIES

CODE: HE08/004/RISELH

The focus of this training course is to introduce and enable community leaders to apply leadership as a required characteristic for building inclusive and trust-based relationships within communities to address issues of concern e.g. illegal wildlife trade and responsible decision-making.

This course is primarily aimed at community development practitioners, community leaders and community-based organisation representatives including the following:

- Conservation organisations in SADC Region (Protected Area Managers, Social Scientists,
- Community Liaison Officers, Field Rangers);
- Conservation and Social Development Practitioner network in the region;
- Communal land reform entities, including Communal Property Associations (CPAs),
- Community Trusts; and Section 21 Companies;
- Community based organisations and non-governmental organisations focusing on rural development;
- Communities surrounding conservation areas and Transfrontier Conservation Areas.

Short Courses Offered

STAKEHOLDER ENGAGEMENT

CODE: HE08/004/SE01

This module deals with the application of stakeholder engagement as an inclusive and continuous process between an organisation and those potentially impacted upon. Based on good practice to help build strong relationships resulting in fostering the social processes needed to achieve conservation objectives.

- Identify the relationship between people and conservation.
- Describe the trends of stakeholder engagement in relation to your work situation.
- Apply the concept of stakeholder engagement to your work situation.
- Define the guiding principles, core values and standards of stakeholder engagement. Define the relevance of context and solutions to challenges in stakeholder engagement.
- Practice stakeholder engagement as a phased approach based on principles of accountability and good practice methodology.

Suitable for: anyone operating in the social aspect of conservation.

SHORT COURSES FOR MANAGERS IN CONSERVATION

CONFLICT MANAGEMENT

(awaiting accreditation from the Quality Council for Trades and Occupations)

The Conflict Management programme is not yet accredited and is only offered on a pilot and non-credit bearing basis. Thus, potential students and employer organisations must note that only a course completion letter will be issued to a student that successfully completes the pilot programme.

The programme aims to identify and manage the resolution of conflict between persons or parties in the workplace.

A qualified learner will be able to:

- Identify and describe the main sources of conflict.
- Distinguish types of conflicts
- Apply appropriate strategies to manage conflict
- Resolve conflict using appropriate techniques in the workplace.
- Develop and implement follow up plans
- Compile conflict resolution reports

ECO-RANGER

(awaiting accreditation from the Quality Council for Trades and Occupations)

The Eco-Ranger programme is not yet accredited and is only offered on a pilot and non-credit bearing basis. Thus, potential students and employer organisations must note that only a course completion letter will be issued to a student that successfully completes the pilot programme.

The Eco Ranger Programme aims to facilitate the protection, restoration, improved resilience and sustainable use of South Africa's species and eco-systems. It aims to prepare post matriculants to use knowledge of biodiversity monitoring, processes, concepts, systems, living and non-living organisms within ecology and wildlife conservation context to perform tasks that aim at contributing to effective conservation of biodiversity and protection of natural resources, plants and animal species in and outside the protected areas.

Outputs/Occupational tasks associated with the Pilot Programme:

- Biodiversity monitoring
- Control of invasive alien species
- Contribute to protection of wildlife
- Assist in data collection for field surveys on biodiversity, habitat and natural resources status
- Map areas and species needing special attention using GIS software
- Monitor natural resources and catchment areas
- Perform self-protection and Health safety related tasks within biodiversity monitoring context.

Short Courses Offered

FINANCIAL MANAGEMENT

CODE: FIM 426

- Use and apply financial management techniques to plan and manage conservation operations in own area of responsibility.
- Draft and present financial budgets to support operational objectives as it applies to conservation planning in a conservation area.
- Apply financial management principles at operational level.
- Design, implement and evaluate financial control systems in support of financial management objectives and operations.

Suitable for: park wardens, conservation agency management staff, individuals involved in designing, planning, monitoring and evaluation of parks and reserves or conservation programmes, lodge owners and staff.

HUMAN RESOURCE MANAGEMENT

CODE: 121 HRM

- Principles of management and human resource management.
- The effect of external factors on management practices.
- Effective leadership skills. Application of motivation dynamics and the impact on productivity in the workplace.
- Basic interviewing skills in recruitment, selection and placement.
- Performance appraisals.
- Grievance and disciplinary procedures.
- Development of job descriptions.
- Communication skills.
- Basic skills relating to training needs assessment in the workplace.

Appropriate for: managers, assistants, people in leadership or supervisory roles, and individuals who want to learn management principles.

NEW VENTURE CREATION

(awaiting accreditation from the Quality Council for Trades and Occupations)

The New Venture Creation programme is not yet accredited and is only offered on a pilot and non-credit bearing basis. Thus, potential students and employer organisations must note that only a course completion letter will be issued to a student that successfully completes the pilot programme.

The purpose of the skills programme is to prepare candidates to operate small business. Learners who acquire this skills programme will be able to start, manage, grow, and sustain a small business. The competent individual would be able to:

- Know him/herself
- Know his/her industry
- Identify market opportunities
- Create business innovation
- Manage finances
- Price goods and services
- Plan and set business goals

Short Courses Offered

PHILOSOPHY AND ETHICS AND CONSERVATION

CODE: PEC313

This module deals with the basic concepts and different approaches to conservation issues.

- Approaches to conservation based on different belief and values systems.
- Problems facing the world.
- Other movements and approaches related to conservation ethics.
- Interpersonal skills.

Suitable for: park wardens, conservation agency management staff, people involved in designing, planning, monitoring and evaluation of parks and reserves or conservation programmes.

PRINCIPLES OF FINANCIAL ADMINISTRATION

CODE: PFA 328

- Use and apply financial administration techniques to plan and manage conservation operations in your own area of responsibility.
- Draft and present financial budgets to support operational objectives as it applies to planning in a conservation area.
- Apply financial administration principles and techniques at operational level.
- Learn to use financial control systems in support of financial management objectives and operations.

Suitable for: park wardens, conservation agency management staff, individuals involved in designing, planning, monitoring and evaluation of parks and reserves or conservation programmes.

SHORT COURSES FOR PROTECTED AREA INTEGRITY

BRAVEHEART - RANGER LEADERSHIP DEVELOPMENT PROGRAMME

CODE: RLDP01

The purpose of this course is for Ranger leaders to gain insight into the role of leadership in conservation and to provide them with the skills, knowledge and attitude necessary to add value to their specific job.

It includes:

- Leadership and Management
- Conservation Ethics
- Law Enforcement Ethics
- Community Engagement

Entry level requirements

Nominees must meet the following requirements:

- Completed a Field Ranger Law Enforcement Armed course or similar para-military training
- Have operated as a field ranger on anti-poaching operations for at least a year
- Be physically fit to complete the course
- Members must be at least be a senior field ranger or in a leadership or management level position in the protected area.

Short Courses Offered

ENVIRONMENTAL MANAGEMENT INSPECTORATE (EMI) Level 5

CODE: EMILevel5

Within the Inspectorate, there are 5 different grades of EMI, each with its own set of legislative powers and duties. To execute their compliance and enforcement functions with national pieces of environmental legislation, field rangers require the set of powers and duties assigned to a Grade 5 EMI. The basic training course curriculum for Grade 5 EMIs has been developed to enable EMI institutions to present the training internally to their field rangers and (once finalized) relevant contracted environmental monitors, or, if they do not have the necessary training capacity, to outsource the training to an appropriate service provider approved by the Director-General.

It includes:

- Use of an EMI Pocketbook
- Crime Scene and Exhibit Management
- A1 or Witness Statement
- Court Role-Players and Procedures
- Minimum Legislative Content

General mandate, functions, duties, and powers of a Grade 5 EMI:

- Chapter 7 of NEMA with a focus on S31H (General Powers),
- S31(I)(3) (Immobilisation of seized vehicle, vessel or aircraft) and S31J (Powers to stop, enter and search vehicles, vessels, and aircraft);

Criminal Procedure Act 51 of 1977 (CPA) Powers of a Grade 5 EMI:

- Chapter 2 (Search, Seizure, Forfeiture & Disposal of Property), 5 (Arrest), 7 (Notices to Appear) and 8 (Admission of Guilt Fines) Powers of a Grade 5 EMI in terms of the CPA;
- SAPS member Roadblock Powers of a Grade 5 EMI in terms of section 13(8) of the South African Police Service Act 68 of 1995 (SAPS)
- Section 31J (7) of NEMA read together with section 13(8) of the SAPS Act;
- NEMA/SEMA offenses that fall under the legal mandate of a Grade 5 EMI
- The NEM: Protected Areas Act and relevant subordinate legislation, the NEM: Biodiversity Act and relevant subordinate legislation, NEM: Integrated Coastal Management Act, and relevant subordinate legislation.

Entry level requirements

Nominees must meet the following requirements:

- Completed a Field Ranger Law Enforcement Armed course or similar Para-military training
- Have operated as a field ranger on anti-poaching operations for at least one year
- Be physically fit to complete the course.
- Have a valid Rifle competency from the SAPS.
- Member must be a Government Official (Only)

CONSERVATION LAW ENFORCEMENT

CODE: CLE 326

- Apply law enforcement principles in own area of operation in support of conservation objectives.
- Compare and evaluate different legislative requirements as it applies to national and international conservation management objectives.
- Apply correct law enforcement principles and processes as it applies to the gathering and reporting of information, the management of crime scenes and arrest procedures.
- Apply the correct processes and procedures in support of legal proceedings and prosecutions of conservation offences.
- Plan and conduct patrols and apply navigational, communication, tracking and bush-craft in support of effective patrolling.
- Use and apply correct operational procedures in the monitoring and reporting of species in support of conservation objectives.

Suitable for: park wardens, conservation agency management staff, individuals involved in designing, planning, monitoring and evaluation of parks and reserves or conservation programmes.

Short Courses Offered

HUMANITARIAN LAW AND HUMAN RIGHTS WITH AN EMPHASIS ON CONSERVATION ISSUES

CODE: HE08/004/HRC01

Students will have an understanding of Human Rights and how it is applicable in Nature Conservation and Protected Area Management. All conservation staff, from managers to rangers (game scouts, wildlife police officers, fisheries officers) need to be aware of their responsibilities and rights in respect of international human rights charters and the national legislation of the country in which they are working. They are vulnerable to committing rights violations due to working in conflict zones, being armed, separated from their families and working far from direct supervision, and not least to the stress related to dealing with antagonistic communities. It is therefore important to develop a strong culture of respect for human rights within conservation organisations, parks and project interventions.

Suitable for: managers fulfilling a law enforcement function as well as field rangers.

NATURAL RESOURCE PROTECTION

CODE: 106NRP

- Planning and implementation of security operations in protected areas
- Development of strategic protection plans, development of training and deployment of field rangers.

Suitable for: park wardens / managers, rangers and senior field staff, individuals involved with the implementation of security operations and law enforcement within protected areas.

PATROL LEADERS

CODE: PAI

The purpose of this training is to the team leader with the necessary skill to plan and conduct a patrol or operation on his management level.

It includes:

- Demonstrate the fundamentals of supervising and leading of field ranger and anti-poaching units.
- Plan and execute a patrol or operation in the area of operation.
- Lead a patrol or operational briefing and debriefing.
- Manage criminal information and intelligence at the patrol leader level.
- Manage a crime scene.
- Conduct search operations.
- Demonstrate and understand laws governing the protected area.
- Demonstrate a knowledge of court procedures and the principles of giving evidence.
- Apply radio and voice procedures effectively.

Entry level requirements

Nominees must meet the following requirements:

- Completed a Field Ranger Law Enforcement Armed course or similar Para-military training.
- Have operated as a field ranger on anti-poaching operations for at least one year.
- Be physically fit to complete the course.
- Have a valid self-loading rifle competency from the SAPS.

Short Courses Offered

TRACK A PERSON IN A NATURAL ENVIRONMENT

CODE: 407 TAP

Students who complete this programme will possess the skills and techniques required to track a human as an individual or as part of a tracking team. He/she will be able to identify tracks/trails left by suspects, interpret spoor, demonstrate anti-tracking and tactical tracking even in the face of anti-tracking measures. This includes the improved detection of illegal activity in areas of operation with faster rates and response times for extended periods of time and over hostile terrain resulting in increased arrests and the ultimate prosecution of perpetrators of environmental crimes.

This programme is aimed at organisations (both private and government) and individuals who form part of tracking teams e.g. counter poaching units as well as field rangers who patrol conservation areas. The upsurge in illegal poaching activity in conservation has necessitated that this course is aimed at a wider audience including resource managers and environmental officers.

SHORT COURSES IN FIELD GUIDING

VIEW POTENTIALLY DANGEROUS ANIMALS

CODE: 174 VPDA

This programme will instil within guides the necessary knowledge of animal behaviour, situational awareness and safety requirements so as to ensure that these activities are carried out with strict professionalism and respect both for the guest and area of operation. The course focuses on the skills needed by nature guides operating in natural or conservation areas with the presence of dangerous animals.



SHORT COURSES IN RESPONSIBLE RESOURCE USE

RESPONSIBLE RESOURCE USE MODULE

CODE: under development

Responsible Resource Use is an overarching concept combining high-level elements of Sustainability, Sustainable Use, Ecotourism and Conservation but these are generally poorly integrated and articulated within the wildlife tourism sector. African landscapes, wildlife, experiences and communities are fundamental attractors to increasing numbers of influential people from more developed continents, whose understanding of the realities of conservation in Africa is typically limited. African role players need to understand Responsible Resource Use to be able to operate within its parameters and to use tourism and other resource based industries to educate both their clientele and communities in the responsible use of wild or natural resources.

Short Courses Offered

SHORT COURSES IN REGENERATIVE AGRICULTURE

REGENERATIVE HERDING (30 DAYS)

CODE: H4H-BER

To train community leaders in Holistic rangeland management, planned grazing, climate change resilience, low-stress handling of the herd, wildlife avoidance, basic veterinary handling, community engagement, and record keeping.

Participants will:

- know what an Eco Ranger is.
- be able to recognise (read the land) possible unhealthy situations in the range land/grazing area.
- be able to identify potentially dangerous animals and situations, and to avoid it
- know about the life/production cycle of ruminant animals including their behaviour and needs.
- understand why record keeping is critical.
- know what stakeholder and stakeholder engagement are.
- learn to identify, to prevent and to handle commonly occurring animal diseases.
- have a basic understanding of climate change and its effects on the environment.

Suitable for: Selected potential leaders from the 5-day course and leaders identified by the Community conservancies.

H4H & RANGELAND MANAGEMENT (5 DAYS)

CODE: H4H5

Introduction to basic holistic rangeland management and planned grazing, low-stress animal handling, record keeping, wildlife avoidance.

Participants will:

- know what an Eco Ranger is
- be able to recognise (read the land) possible unhealthy situations in the range land/grazing area
- be able to identify potentially dangerous animals and situations and to avoid it
- know about the life/production cycle of ruminant animals including their behaviour and needs
- understand why record keeping is critical.

Suitable for : Herders for community conservation agreements



Customised Conservation Courses

SHORT COURSES FOR GROUPS

The Southern African Wildlife College's customised Conservation Courses offer the opportunity for the exchange of dialogue around today's most prevalent conservation issues experienced in Southern Africa. They aim to share understanding and experiences on the most contemporary conservation issues of today.

Courses can be tailor-made to match the time constraints, budgets and the curricula for university or school groups with various topics or themes of interest presented by highly qualified and experienced subject matter expertise within our various training departments and region. These subject matter expertise provide talks and activities and can be viewed within the categories below. Tours through the Lowveld region of South Africa to places of interest are also tailored to fit well with the below themes to give student groups the most value and learning exposure in their study abroad visit to South Africa.

For more information on the short courses available for groups please contact: syammin@sawc.org.za

THEME: COLLEGE CONSERVATION STEWARDSHIP

TALK TOPICS AVAILABLE:

1. Introduction to SAWC as a college for training within the Southern African Development Community (SADC)
2. Fundraising in the NPO sphere for Conservation Initiatives
3. Managing people in the sphere of conservation
4. Integrity Testing: A tool for conservationists?
5. Managing the people who manage the natural resource areas

THEME: CONSERVATION LAW ENFORCEMENT

TALK TOPICS AVAILABLE:

1. Current situation on Rhino and Elephant poaching in South Africa
2. The Field Ranger: Paramilitary Programmes at SAWC
3. PASOP - Protected Area Standard Operating Procedures in Practice
4. The role aircraft has in anti-poaching operation with the Greater Kruger National Park
5. The success of K9-Units in counter poaching operations

THEME: RESPONSIBLE RESOURCE USE

TALK TOPICS AVAILABLE:

1. Ageing, behaviour & reproduction of the African Elephant
2. Behaviour, sex determination and aging of Leopards
3. The history and impacts of Wildlife Diseases in the African landscape
4. The South African Model: History of economics and ownership of wildlife
5. Importance of Genetic Sustainability
6. International pressure threatens the hunting industry
7. Community Wildlife Conflict and Interactions
8. Value of wildlife today in Africa
9. Understanding the behaviour of species
10. Mega-Herbivores
11. Wildlife Damage Control & Wildlife Electric Fencing
12. Herder for Health and regeneration agriculture

Customised Conservation Courses

THEME: NATURAL RESOURCE MANAGEMENT

TALK TOPICS AVAILABLE:

1. Kruger2Canyons Biosphere Region and the Greater Limpopo Trans frontier Conservation
2. Impacts of Climate Change on Savannah Ecosystems
3. Trans-frontier Conservation Areas in Southern Africa
4. Invertebrates in Savannah Ecosystems
5. Nutrition of large African herbivores
6. Veld management in Savannas
7. Top down vs bottom up control of ecosystems
8. Reserve Management Plans - how to compile and implement
9. Private nature reserves

THEME: SUSTAINABLE AND RESPONSIBLE TOURISM

TALK TOPICS AVAILABLE:

1. Tourism: Advantages and disadvantages in South Africa
2. Sustainable and Responsible Tourism
3. Tourism opportunities in Rural Communities
4. Tourism Development Plans
5. Excursion to a 5-Star lodge within a protected area
6. Panorama Route Guided Tour
7. Tourism opportunities in Rural Communities
8. Excursion to a 5-Star lodge within a protected area
9. Day visit to a local rural community bordering KNP, plant a tree at a school, have a traditional meal, play a soccer match with community youth, and communities owned nature reserve and meet the original land claimants to hear their success stories.

THEME: COMMUNITY DEVELOPMENT

TALK TOPICS AVAILABLE:

1. Social Dimensions of Conservation
2. Building relationships with communities: social license to operate
3. Stakeholder Engagement as the foundation for relationship beyond benefits
4. Visits to nearby community owned nature reserves bordering Kruger National Park.

Online Courses

A number of really exciting new developments are underway for implementation. This is as a direct response to the needs of the industry for a more cost effective and academically inclusive approach to training, and in utilizing technology-mediated learning to enhance the student learning process.

This includes the online aspect to the College's new 'blended learning' approach to capacity development. This is particularly relevant for the theoretical components of some programmes and also for master classes and short courses.

For the first time, selected online courses are now being offered using the Talent-LMS platform as well as Google Suite for Education already in use at the SAWC. The three-year Diploma in Applied Natural Resource Management, which has been submitted to the Council on Higher Education for accreditation. This will be offered in a "blended - learning" format. The first two years will be on-line training, with the third and final year trained at the SAWC covering the applied learning aspects. The development of this Diploma is part of a GIZ funded programme within their TFCA programme of work.

ONLINE COURSES BY TRAINING DEPARTMENT

RESPONSIBLE RESOURCE MANAGEMENT DEPARTMENT

RESPONSIBLE RESOURCE USE (RRU) COURSE

The RRU course aims to introduce the concept of Responsible Resource Use and entrench it widely as a way of thinking about all resource use activities. RRU is a step beyond the "sustainable use" thinking which has been in use for the last 40 years. As such, it is holistic, inclusive, needs-driven and Afro-centric. The course provides the theoretical background to RRU, and provides a simple tool that can be applied to participant's home and workplaces to make tangible changes to improve how resources are used.

We all must be aware of, and take responsibility for how we live and what we use.

FGASA APPRENTICE FIELD GUIDE - THEORY NQF2

The Responsible Resource Management (RRM) Department is a fully accredited provider for Field Guide training in Southern Africa and is an endorsed provider who works with the Field Guides Association of Southern Africa (FGASA).

In the online course seventeen (17) are grouped into seven (7) clusters; according to theme. Each theme has a series of online resources, quizzes and assessments. On successful completion of the online aspects, a SAWC certificate of completion can be downloaded.

Students who achieve the FGASA pass-mark of 75% in the online theory exam, can then opt to complete a separate 35 training days course at the SAWC Campus on the practical skills required for guiding. During this course students learn to apply the knowledge gained and learn to manage guests in a friendly, informative, and professional manner. More details can be obtained on our website.

[**View Course.**](#)

PROTECTED AREA INTEGRITY

LSA/PPL AVIATION THEORY COURSE

This course will give you the theoretical background and foundation to do the required practical training to obtain your Light Sports Aircraft (LSA) Private Pilot's Licence (PPL). It will also prepare you for the CAA (Civil Aviation Authority) exams that you will need to write once commencing your training toward a pilot's licence. Once completed, you will be able to start your practical training with us or elsewhere.

The course will also be a very good screening tool to assess your ability as a potential pilot. The course is designed to provide you with a good indication of your understanding and ability prior to commencing the training required to become a fully-fledged LSA pilot.

[**View Course**](#)

For more information on the LSA/PPL Aviation Theory course please contact: [**pilotadmin@sawc.org.za**](mailto:pilotadmin@sawc.org.za)

Youth Access

YOUTH ACCESS: CONSERVATION BRIDGING PROGRAMME:

Foundational Learning Competence, Leadership, Environmental Education, Responsible Resource Use and Eco Ranger, with an optional add-on in New Venture Creation.

The Skills Development for Conservation Department (SDCD) offers a range of occupational skills development programmes as well as enabling youth bridging programmes that enable access to further education and training opportunities. This critical needs-driven bridging programme is focused on supporting the needs of historically disadvantaged youth from poverty-stricken communities who lack financial and other resources to access education and training opportunities. Students who successfully complete the bridging programme may also enter the conservation job market and start their careers.

One component is Foundational Learning Competence (FLC), which ensures they have sufficient foundational learning to cope with occupational learning demands and benefit more from the learning process. It describes an appropriate level of communication and mathematical literacy required to engage with the demands of occupational learning. The SAWC offers the FLC in conjunction with the Independent Examination Board (IEB), a well-known vocational and education literacy and numeracy training provider and standards-body.

It gives a student the knowledge of both language and thinking processes required to communicate effectively and solve problems in the workplace. The other components of the Bridging Course depend on the market's need and aim to cover Environmental Education, Leadership, Responsible Resource Use and Eco Ranger.

The 2024 programme aims to balance the three aspects of people, planet, and economy. The aim is to equip youth with Leadership, environment and entrepreneurial skills. The advantage of the Bridging Course: Youth Access programme gives youth access to workplaces where they are paired with employed individuals to apply the skill learnt and showcase knowledge learnt.

Learners undergo contact-training sessions at the College for five months and are then placed in host/employer organisations for another 6 months to gain valuable applied learning experience. During this time, learners actively participate in day-to-day activities of the host institution.

Exit opportunities includes;

- Field Ranger,
- Nature Conservator,
- Field/Nature Guide,
- Office Administrator,
- Assistant Researcher,
- Data Capturer,
- Social Ecologist,
- Further Education and Training.

Course 1. Foundational Learning Competence (FLC) NQF Level 2 (40 Credits) ID code: 88895

Foundational Learning Competence (FLC) is a part qualification that consists of two learning areas: Communication and Mathematical Literacy. It outlines the minimum level of competence required for optimal functioning in the world of work and for occupational learning at NQF Levels 2 – 4. It is a part qualification registered at NQF level 2 and carries 40 credits in total. Each learning area carries 20 credits.

The FLC is directed at learners in occupational qualifications registered on the NQF at Levels 2, 3 and 4. It is a compulsory component for all new qualifications developed by the Quality Council for Trades and Occupations (QCTO) at NQF levels 3 and 4.

FLC COURSE CONTENT

| COMMUNICATION NQF LEVEL 2 (20 CREDITS) | MATHEMATICAL LITERACY NQF LEVEL 2 (20 CREDITS) |
|---|---|
| <ul style="list-style-type: none">• Writing• Speaking and Listening• Visual Literacy• Language Structure and Usage• Study Skills• Work place Terminology | <ul style="list-style-type: none">• Number• Finance• Data and Chance• Measurement• Space and Shape• Patterns and Relationships |

Course 2. Environmental Education (EE)

The 8-day Environmental Education training component is aimed at a broad target market and would be beneficial to any of the following; Those wanting to become environmental educators, private people who care about the state of the environment, individuals who want to understand the concepts and practices behind environmental management, conservationists who want to expand their knowledge and broaden their ethical values, those wanting to know the role of environmental education in today's society, people wishing to address the local and global environmental crisis and current tourism and tour operators who might wish to expand their knowledge regarding environmentally friendly approaches.

Environmental Education Practical Assessments

When learners complete EE as part of practical assessments, they prepare environmental education lessons based on local and global environmental issues and make presentations to local Schools.

Course 3. Environmental Leadership & Responsible Resource Use

This training component is aimed at exposing learners to the natural environment and to awaken leadership potential. The course allows participants to appreciate the responsibilities of leadership and encourage/teach them to take up command and be responsible and accountable for their actions. It also allows people to realize leadership potential set against a background of nature conservation so ensuring that the well-being of the system will intrinsically be ensured during decision-making.

Preceding the Environmental Leadership shall be a module on Responsible Resource Use. Responsible Resource Use is an overarching concept combining high-level elements of Sustainability, Sustainable Use, Ecotourism and Conservation but these are poorly integrated and articulated within the wildlife tourism sector and within African society in general. Wildlife based tourism (comprising the experiential, photographic and hunting sectors) is a major economic driver and force for the effective conservation of natural resources and wild landscapes in Africa.

African role players need to understand Responsible Resource Use to be able to operate within its parameters and to use the tourism industry to educate both their clientele and communities in the responsible use of resources

Looking forward and planning for a post-COVID period in which the wildlife economy and wildlife-based tourism sectors engage with the "Building Back Better" principle for recovering into a more resilient state, the SAWC believes that the concept of Responsible Resource Use should be the core of this.

Resource users who have studied this module will be able to use better, more nuanced, and more widely focused thinking that combines people, wildlife, wildness and wilderness with awareness of our roles and responsibility to conserve.

The purpose of the module(s) on Responsible Resource Use (RRU) is;

To embed the overarching principles of Responsible Resource Use and Sustainability in students (and more broadly among decision-makers, business people and society at large) so that they understand both the conceptual framework and the real-world implementation in conservation and urban landscapes and in the context of present-day African society generally.

Learning Objectives of the Responsible Resource Use (RRU) Module

- Define and identify RRU in relation to Sustainability and Sustainable Use
- The four defining principles of RRU – Holistic, Ethical, Regenerative and Inclusive
- Defining and classifying resources and resource use and resource liabilities
- Who has to be responsible and who will enforce it, and why ownership matters
- Characterising resource use rates and flows and land/resource use options
- Effects of ownership, incentives and beneficiation on resource use and conservation
- The history and the future of RRU concepts, strategies and projects in Africa
- RRU in African Wildlife Economies and their people
- RRU in ecosystem services and the carbon economy
- Communication and leadership of Responsible Resource Use

The aim is to demonstrate and open up holistic thinking about the “big picture” of ecosystem services and how human populations use those services and resources across a range of scales of time and space, and our responsibility and role in securing the conservation of these.

The module aligns with conventions nationally and internationally, including the South African Responsible Tourism Guidelines, the work of the IUCN Sustainable Use & Livelihoods Specialist Group, and UN 2030 Sustainable Development Goals #12; 13; 14; 15; 17, and with the principles of Fair Trade Tourism South Africa (FTTSA).

The module is envisaged as being presentable at different levels and formats but for this course the Bridging programme a 3-day version will be presented. It is envisaged that local case studies will include responsible tourism ventures in local and domestic tourism in the Greater Kruger Protected Area Network, the Vhembe and K2C Biosphere Reserves.

For more information on the Youth Access course please contact us.



Programme

INFORMATION

ACCESS TO INFORMATION ACROSS ALL PROGRAMMES

| PROGRAMME | HIGHER EDUCATION | OCCUPATIONAL QUALIFICATIONS | SHORT COURSES | YOUTH ACCESS |
|----------------------------------|--|---|---|--|
| | ADVANCED CERTIFICATE | NATIONAL CERTIFICATES & SKILLS PROGRAMMES | INTERNATIONAL PROGRAMMES | BRIDGING PROGRAMME |
| POLICY ON STUDENT SUPPORT | <p>Lecturers at the SAWC will be available for contact and enquiries regarding the Work Integrated Learning block requirements.</p> <p>Semester exams will take place on completion of each SAWC training block.</p> <p>A detailed course calendar will be provided to students on acceptance into the programme.</p> <p>Blended-learning approaches are applied to the programme for assessment, examination and learning purposes.</p> | <p>Trainers of the relevant unit standards will be available during the training period to provide assistance and guidance to students in completing assignments and tasks.</p> <p>A designated mentor will be available to provide assistance and guidance to students while completing assignments in the workplace.</p> <p>Summative assessments will take place on completion of each unit standard and leading up to these, support and guidance will be provided by the relevant trainers to students through</p> | <p>Trainers of the relevant unit standards and short course modules will be available during the training period to provide assistance and guidance to student's in completing assignments and tasks.</p> | <p>The Bridging Course focuses on Foundational Learning Competency. The other components of the Bridging Course are based on industry/ market needs and aim to cover Leadership, Environmental Education, Wilderness First Aid Training, Responsible Resource Use and Eco Ranger training.</p> |

Programme Information

ADMISSIONS AND SELECTION

| PROGRAMME | HIGHER EDUCATION | OCCUPATIONAL QUALIFICATIONS | SHORT COURSES | YOUTH ACCESS |
|---|---|--|--|---|
| | ADVANCED CERTIFICATE | NATIONAL CERTIFICATES & SKILLS PROGRAMMES | INTERNATIONAL PROGRAMMES | BRIDGING PROGRAMME |
| HOW TO APPLY | <p>Applicants are required to complete the course application form indicating the programme they intend applying for. This form should be submitted to the College, addressed to the Head Academic Support and Quality Assurance together with all the accompanying documentation stipulated on the application form.</p> <p>PLEASE NOTE: All students are required to obtain a letter of endorsement from the Human Resource or Training Manager of their respective organisations before their application will be considered by the College.</p> | <p>Application forms are available on request from the College and on the College website wildlifecollege.org.za</p> | <p>Short courses and Skills Programmes are of a shorter duration, therefore applications are directly processed at the College.</p> <p>A minimum of 10 people are needed to run a short course. Applicants are required to complete a course application form indicating the short course they wish to apply for. Additional letters of endorsement from institutions sending their employees might be required for specialised short courses.</p> | <p>The Youth Access Bridging programme offered by the Wildlife College enables students to acquire conservation knowledge as well as practice in the wildlife industry.</p> <p>Intake requirements: The student will have appropriate levels of written communication, English proficiency, Maths and occupational competence equivalent to at least a Grade 12 / Senior Certificate.</p> |
| <p>The SAWC applies strict disciplined training through a Learning by Doing approach across all its programmes. This requires students to be mentally and physically sound, and in a state of health that allows for strenuous and physically taxing undertakings. Due to this, we ask applicants to disclose any condition or state of being that predisposes individuals to possible health challenges or potentially life-threatening consequences, so we can appropriately manage such.</p> | | | | |

Programme Information

| PROGRAMME | HIGHER EDUCATION | OCCUPATIONAL QUALIFICATIONS | SHORT COURSES | YOUTH ACCESS |
|--------------------|---|---|---|---|
| | ADVANCED CERTIFICATE | NATIONAL CERTIFICATES & SKILLS PROGRAMMES | INTERNATIONAL PROGRAMMES | BRIDGING PROGRAMME |
| COURSE FEES | The course fee for the Advanced Certificate is supported/ subsidized by donors and donor organisations. Student organisations area are also required to contribute a percentage towards thier employees' fees. | Unless detailed in the course fact sheet, course fees are available on request. For the National Certificate in Natural Resource Management: Terrestrial the course fees are supported/ subsidized by donors and donor organisations. Student organisations are required to contribute at least 20% of the course costs per student. | Dates can be scheduled at your request and availability of trainers. Costs to be determined by nature of the short course, the costs of the trainers and by the needs of the client. Some short courses offered by the Responsible Resource Management Unit are subsidized / supported by donors and donor organisations. | Unless detailed in the course fact sheet, course fees are available on request. Funding will however be sought to help support historically disadvantaged students enrolled on this programme. |
| | <p>The following is NOT INCLUDED in the course fees unless sponsored/ specified by the donor: Incidental and personal expenses such as medical insurance, refreshments, telephones, faxes, photocopying, internet use, writing pads, pens, pencils, printing, clip- board paper, toiletries (towels and soap etc), medical treatment, transport to and from the College, and any other costs which students may incur individually. The College is not responsible for these incidental costs incurred by students. No credit or accounts will be available. All purchases by students at the College will be strictly on a cash basis.</p> <p>Course fees are payable to the SAWC by the end of the first semester of the academic year.</p> | <p>The following is NOT INCLUDED in the course fees unless sponsored/ specified by the donor: Incidental and personal expenses such as medical insurance, refreshments, telephones, faxes, photocopying, internet use, writing pads, pens, pencils, printing, clip- board paper, toiletries (towels and soap etc), medical treatment, transport to and from the College, and any other costs which students may incur individually. The College is not responsible for these incidental costs incurred by students. No credit or accounts will be available. All purchases by students at the College will be strictly on a cash basis.</p> <p>Course fees are payable to the SAWC by the end of the first semester of the academic year.</p> | | |

Programme Information

| PROGRAMME | HIGHER EDUCATION | OCCUPATIONAL QUALIFICATIONS | SHORT COURSES | YOUTH ACCESS |
|------------------------|--|---|--|--|
| | ADVANCED CERTIFICATE | NATIONAL CERTIFICATES & SKILLS PROGRAMMES | INTERNATIONAL PROGRAMMES | BRIDGING PROGRAMME |
| BURSARY SUPPORT | <p>The Southern African Wildlife College may have a limited number of partial bursaries for which students may apply. Full bursaries are not offered by the College.</p> <p>In order for a student to apply for partial bursary support, the prospective student will be required to complete the bursary application section in the course application form. In this section, the student will state the funds currently available that they are able to contribute towards the course fees. (Either through their employer or in their personal capacity). The bursary application would then be for the balance of the subsidised tuition fee amount.</p> <p>Students who require bursary support are also encouraged to apply independently to funding organisations in their home countries as the College has a limited number of bursaries available.</p> <p>Contractual and cancellation penalties will apply.</p> | <p>Bursaries are available depending on donor support.</p> <p>In order for a student to apply for partial bursary support for the National Certificate in Natural Resource Management: Terrestrial, the prospective student will be required to complete the bursary application section in the course application form. In this section, the student will state the funds currently available that they are able to contribute towards the course fees. (Either through their employer or in their personal capacity). The bursary application would then be for the balance of the subsidised tuition fee amount.</p> <p>Students who require bursary support are also encouraged to apply independently to funding organisations in their home countries as the College has a limited number of bursaries available.</p> <p>Contractual and cancellation penalties will apply.</p> | <p>Organisations and individuals pay for themselves. Unless otherwise stated, bursaries are not available.</p> <p>Contractual and cancellation penalties will apply.</p> | <p>Limited bursaries awarded to successful candidates that cover course fees, accommodation and meals.</p> <p>Contractual and cancellation penalties will apply.</p> |

Programme Information



| PROGRAMME | HIGHER EDUCATION | OCCUPATIONAL QUALIFICATIONS | SHORT COURSES | YOUTH ACCESS |
|-----------------|---|---|---------------|--------------|
| | ADVANCED CERTIFICATE | NATIONAL CERTIFICATES & SKILLS PROGRAMMES | INTERNATIONAL | BRIDGING |
| CONTACT DETAILS | <p>For further information on all our programmes, please contact us via our website contact form. We will get back to your enquiry within 48 hours.</p> <p>Visit our website and contact us</p> | | | |

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College opens: 3rd January 2024
College closes: 13th December 2024

www.wildlifecollege.org.za