



SOUTHERN AFRICAN  
**WILDLIFE COLLEGE**  
TRAINING BEYOND BOUNDARIES

# Prospectus

2026/2027



SOUTHERN AFRICAN  
**WILDLIFE COLLEGE**  
SUSTAINABILITY FUND



PEACE PARKS™  
FOUNDATION

# Prospectus

## 2026/7

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 Nature 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

**Southern African Wildlife College NPC**  
Private Bag X3015 Hoedspruit 1380, South Africa  
Tel: +27 (15) 793-7300  
Website: [www.wildlifecollege.org.za](http://www.wildlifecollege.org.za)

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# Introductions

## 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 addressed 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 social development needs, public-private partnerships and community-led conservation practices.

## 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.

We are dedicated as an institution to improved conservation outcomes through inclusive, community-led interventions.

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

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# Introduction

## OUR PROGRAMMES AND COURSE OFFERINGS

This Prospectus highlights the core course offerings of the Southern African Wildlife College (SAWC). The SAWC offers education and training at three different pillars including two Council on Higher Education (CHE) accredited programmes, a number of Sector Education and Training Authorities (SETA) and Quality Council of Trades and Occupations (QCTO) accredited qualifications and skills training programmes, and a wide range of internally accredited courses. All full qualifications are registered on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA).

In addition to the externally and internally accredited training programmes, 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 with us.

In all areas, we endeavour to portray our brand essence, Training Beyond Boundaries, by empowering our staff and students to expand their thinking and knowledge, and 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;
- Strengthen collaborative partnerships with conservation organisations, academic institutions, governments, and communities to enhance regional impact and relevance.

# Introduction

## OUR APPROACH TO TRAINING

At the SAWC, we accept that the most effective education and training combines action with reflection and Applied Learning is embedded in all our programmes. 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. It is also grounded in conservation science, ensuring that students and mentors engage in evidence-based knowledge, critical thinking, and the latest research in the field.

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 leader, as a promoter of inclusive conservation, and as a progressive 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 education and training, the College has addressed its online capabilities and has adopted a blended learning approach for the Diploma in Applied Natural Resource Management and several of its 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. Where appropriate, this approach is being embedded into the design and delivery of various programmes across the College and is particularly relevant for the theoretical components of some qualifications, short learning programmes and short courses.

The college employs dedicated expert lecturers on a full-time and part-time basis. The lecturers and instructors are selected from a large pool of natural resource management specialists 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 and that students are better able to implement new skills and knowledge in the workplace, benefiting themselves, their organisations, and their local communities.

Although the SAWC does not offer postgraduate programmes, our staff do co-supervise and manage external post-graduate students on applied conservation projects. These students will be registered at one of our National or International partner Higher Education Institutions. Our staff also undertake their own original research and publish their findings in peer reviewed journals.

Students are expected to supplement what they learn in the lecture theatre and field with self-study. Our library strives to embody the academic core of the College, providing premier resources. As a hub of knowledge and learning, we also 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.

## 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 and a 40-seater conference facility. The workshop area includes two classrooms and a workshop for training carpentry, plumbing and building works. Because of the location of the College, numerous on-site, field-based practical training opportunities are also provided. The College also has its own vehicle fleet including game-drive vehicles and two buses.

The lecture rooms are equipped with all necessary equipment, including data projectors, slide projectors, screens and PA systems. A fully equipped computer centre accommodating 30 students with internet connectivity and a well-stocked information resource centre complete with reference books, relevant magazines, and DVD's are available to students.

The College provides online learning systems for students studying off campus, in their workplaces, at home and on research projects. These systems include Talent-LMS and Google Workspace. Full qualification (Certificate and Diploma) students receive a student email address and access to a comprehensive range of Google applications, including Google Drive, Google Docs, Gemini AI and Notebook LM on registration.

A clinic with a nurse is available regularly on campus to assist students with medical concerns at the College clinic consulting office.

Undergraduate, postgraduate, and staff research is catered for by a small laboratory and research building.

### Accommodation

Accommodation comprises 50 twin en-suite rooms (fitted for study with desks and chairs) and 17 safari tents (three people per tent accommodating 51 students). Most of the rooms have Wi-Fi reception and there are various hot spots across campus. An additional nine permanent tents are also available for visitors. These nine tents all have two twin beds and an en-suite bathroom.

### 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.

### Ranger Camp

Our Field Ranger training takes place at our stand-alone field ranger training base approximately 3 km west of the main SAWC campus. The trainee rangers are accommodated in 5x5m 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 training base also has a well-equipped outdoor obstacle course to ensure the fitness of our trainees and personnel.

The College has a 200-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. Both units are operational and offer training. The K9 unit has separate kennel facilities and staff housing. The aerial support unit includes a large hanger located at the Operations Centre as well as a light airstrip.

# Introduction

## OUR ACADEMIC STRUCTURE

The Southern African Wildlife College has recently completed a restructuring process and we have adopted a matrix structure. All our education and training is offered through three Pillars as follows:






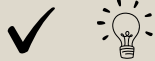

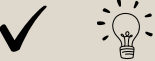

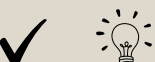

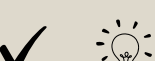


The **CHE Learning and Teaching Pillar** offers CHE accredited programmes and shorter, internally accredited programmes; and

The **Occupational Learning and Teaching Pillar** offers SETA, QCTO and internally accredited skills programmes of varying durations;

The third pillar focuses on **short learning programmes, short courses and applied projects** that have been designed to meet identified needs and includes our work with communities.

Thematic Leads work across five cross cutting thematic areas, which are as follows:

- Conservation Science (Biodiversity and Environmental);
- Protected Area Integrity: Beyond Law Enforcement;
- Community-Led Conservation Practices;
- Nature-Based Economy; and
- Leading and Managing for Conservation.

		FULL QUALIFICATION	SKILLS PROGRAMMES	SHORT COURSES / PROJECTS
KEY				
Sustainable and Responsible Management: Training; Education & Research	Thematic Areas	<b>ACADEMIC</b> Teaching and Research for Improved Conservation Outcomes and Nature Positive Livelihoods		<b>APPLIED PROJECTS</b> Centre for Continuing Education for Conservation Practice and Application
		CHE Accredited Programmes (Qualifications)	Vocational Training (SETAs) (Qualifications & Skills Programmes)	Short Courses and Applied Projects (R & D)
	Conservation Science (Biodiversity and Environmental)	<b>CONSERVATION</b>		
				
	Protected Area Integrity: Beyond Law Enforcement			
	Community-led Conservation Practice			
	Nature-based Economy			
Leading and Managing for Conservation				

# Introduction

## Conservation Science (Biodiversity and Environmental)

In our strategy, this is an overarching and holistic thematic area that covers the protection, conservation, management, and restoration of biodiversity and natural resources (environments). It includes maintaining ecosystem, species, and genetic diversity under the impacts of drivers such as land use and climate change. Informed by traditional knowledge systems and modern innovations, we aim to build long-term resilience for both people and nature, supporting the Sustainable Development Goals (SDGs) and regional conservation priorities.

This thematic area is key as it is the foundation on which we operate. Upskilling managers working in natural resource areas was the primary reason the College was established and remains an essential element of the SAWC's existence. This is the reason the College invested in Higher Education and more recently established a three-year Diploma in Applied Natural Resource Management. We acknowledge conservation of landscapes and ecosystems as having major importance, and hence it includes the conservation of protected areas as well as 'Other Effective Area-based Conservation Measures' (OECMs) such as community-based and home-grown parks.

This thematic area focuses on understanding and managing the natural world to conserve biodiversity and ecosystem health. It combines elements of ecology, biology, environmental science, and resource management to address the complex issues related to the protection of species, habitats, and ecosystems. By integrating scientific knowledge with applied practice, this area supports evidence-based learning and decision-making particularly in the face of ongoing environmental change.

As a growing academic and leadership hub, and engaging actively with other Institutions of Higher Learning across SADC and beyond, this thematic area will raise the profile of the SAWC in this regard, enabling programme articulation and student progression where applicable, and enabling a new sustainability income stream. Most of the staff who deliver our higher education academic programmes are based in this thematic area.

## Protected Area Integrity: Beyond Law Enforcement

In a conservation context, law enforcement encompasses the vital activities and efforts dedicated to ensuring compliance with environmental laws and regulations. It is a cornerstone of effective protected area management and a key pillar in safeguarding the natural heritage upon which both people and wildlife depend. Learners in this thematic area are introduced to the principles and practices of monitoring, investigation, and enforcement related to environmental protection — including addressing wildlife crime, conducting patrols within protected areas, and collaborating with partner agencies and community structures.

At the heart of conservation law enforcement are the rangers themselves. They are the frontline custodians of biodiversity and play a critical role in translating policy into meaningful field impact. Their work is multifaceted, blending security, advocacy, and science. Rangers not only safeguard species and habitats through physical presence and enforcement activities but also engage in ecological restoration, data collection, and the facilitation of human-wildlife coexistence. Increasingly, they serve as educators and ambassadors, promoting awareness of conservation laws, sustainability, and human rights within local communities.

The overarching goal of this thematic area is to contribute to the long-term conservation and sustainable management of ecosystems and biodiversity — for the benefit of current and future generations. It aligns with legal and institutional frameworks that govern protected and conserved areas across state, regional, communal, indigenous, and private landscapes, as well as wider land and seascapes.

In keeping with the College's mission of innovation and applied learning, this programme actively embraces appropriate and emerging technologies in support of conservation law enforcement. Learners are exposed to the practical use of systems for data sensing, communication, and analysis, and are encouraged to contribute to the development and testing of new tools and methods. Through this integration of science, technology, and fieldcraft, the SAWC provides a real-world platform for advancing evidence-based management and ensuring more effective, efficient, and ethical conservation law enforcement practices.

## Community-led Conservation Practices

Community-led conservation solutions involve approaches and initiatives in biodiversity conservation that actively engage and empower local communities. This people-centred, rights-based approach recognises that communities living within and near natural habitats have a direct and vested interest in conservation outcomes and are essential stakeholders in achieving sustainable biodiversity conservation goals. Community-led conservation practices involve environmental protection and wildlife conservation initiatives that are designed, managed, and implemented by local communities. Unlike top-down approaches where external organisations or governments impose conservation strategies, community-led conservation emphasises the active participation of local people in decision-making. These communities possess a profound understanding of the local ecosystem, culture, and traditional knowledge, making them uniquely equipped to steward and protect their natural resources.

# Introduction

Key aspects of community-led conservation include:

- Local Ownership and Leadership: Communities take the lead in planning, executing, and monitoring conservation projects;
- Traditional and Local Knowledge Integration: The conservation strategies often integrate traditional practices and knowledge with modern conservation science.
- Sustainable Livelihoods: Initiatives are designed to ensure that conservation efforts also support the economic and social well-being of the community, often by promoting the sustainable use of natural resources.
- Cultural and Social Considerations: Projects respect and incorporate local cultural values and social structures.
- Long-term Commitment: Community-led conservation is often more sustainable because it builds on local commitment and stewardship, rather than relying on external interventions.

This approach is increasingly recognised as effective because it empowers those most directly affected by conservation outcomes and ensures that strategies are culturally appropriate and sustainable in the long term.

This thematic area aims to achieve sustainable outcomes by harnessing the knowledge, skills, and stewardship of local communities, ensuring that conservation efforts are equitable, inclusive, and beneficial for both biodiversity and people.

## Nature-Based Economy

The Nature-based economy refers to economic activities that are dependent on or derive value from natural resources. It refers to a wide range of activities that utilise genetic resources responsibly, promote conservation and restoration efforts, and contribute to economic growth and livelihoods while maintaining the integrity of ecosystems.

This theme underscores the importance of integrating ecological considerations into economic decision-making processes and promoting practices that enhance both human well-being and environmental sustainability. It represents a shift towards more holistic and inclusive approaches to economic development and food security that prioritises the conservation and responsible use of genetic resources.

Conservation has long been associated with non-profit organisations and government agencies in an attempt to protect our planet's precious habitats, biodiversity, and natural resources. In the face of rapidly increasing climate change and a worsening biodiversity crisis, the need for positive environmental impact has never been greater. A more strategic, business-like approach, leveraging market forces and the economic value of nature, will allow for the mobilisation of funding required to make a conservation impact at scale and pace, thereby creating a win-win situation for all stakeholders.

The need exists to develop the required skills and capacity and improve leadership and good governance, whilst addressing the shortage of jobs and sustainable livelihoods in rural Africa through "The Business of Conservation".

Such livelihoods should be resilient to climate change (for example, through food security mechanisms, restoration and regeneration of biodiversity, and enhanced carbon sequestration mechanisms). In doing so, landscapes and the environment can be restored through appropriate impact investment, innovative finance and/or catalytic funding.

## Leading and Managing in Conservation

The SAWC believes its role in leading and managing in conservation involves guiding and preparing the next generation of leaders to conserve, protect and restore natural environments while balancing ecological, social, and economic factors. These roles are crucial but encompass different responsibilities and skill sets. Leading in conservation focuses on setting the vision, advocating for change, and inspiring others, while managing involves implementing that vision through effective project and resource management. Both roles are interconnected and essential for achieving successful conservation outcomes. This theme embraces intergenerational leadership and promotes leading beyond authority. Understanding who we are within ourselves allows us to critically evaluate the impact we have on others and our environment. Respecting and understanding the essential processes that result in effective management is key for conservation leadership, as is an understanding of the business of conservation.

# Leadership & Management

## STRUCTURES

### 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
Mrs Karen Gabriels	CFO: World Wide Fund for Nature – South Africa
Mrs Lize-Mari Lynch	CFO: Peace Parks Foundation
Mr Werner Myburgh	CEO: Peace Parks Foundation
Mr Brad Poole	COO: Peace Parks Foundation
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

*To be advised following the April 2026 BOD's meeting:*

Vacant - Department of Forestry, Fisheries and the Environment

Vacant - Academic Position

Vacant - World Wide Fund for Nature – South Africa

### EXECUTIVE MANAGEMENT

Mrs Theresa Sowry:	Chief Executive Officer
Mrs Sharmain Hanekom:	Executive Manager: Finance and Human Resources / Company Secretary
Mrs Jeanné Poultney:	Executive Manager: Marketing, Fundraising and Media Relations
Prof. Brian Reilly:	Executive Manager: Learning and Teaching

### SENIOR MANAGEMENT COMMITTEE

Ms Wendy Collinson:	Thematic Lead: Conservation Science
Mrs Melanie Cornelius:	Manager: Financial
Mr Carl du Toit:	Manager: Facilities
Mr Karl Ferreira:	Head: Information and Communication Technology (ICT)
Mrs Alex Gelletich:	Manager: Fundraising, Marketing and Media Relations
Mr Ashwell Glasson:	Registrar
Mrs Lesley Greyling:	Associate/Consultant: Human Resources
Mr Jeremy Hancock:	Thematic Lead: Protected Area Integrity: Beyond Law Enforcement
Mr Christopher Kafoteka:	Pillar Head: Occupational Qualifications
Dr Kudakwashe Musengi:	Pillar Head: CHE programmes
Mr Thokozani Nkuna:	Manager: Maintenance
Dr Thabang Teffo:	Thematic Lead: Nature-Based Economy and Acting Thematic Lead: Community-Led Conservation Practices
Ms Hazel Timm:	Manager: Hospitality Services

## ACADEMIC LEADERSHIP & MANGEMENT

Like many higher education institutions, the SAWC ensures that its external engagement, curriculum review and benchmarking are reviewed and guided by internal and external subject-matter experts from other universities and conservation organisations and this is achieved through two structures:

- The **Conservation Industry Advisory Committee (CIAC)**. Their insights and guidance are crucial for the SAWC's growth and direction as a private higher education institution.
- The **Academic Board** plays a significant role in steering the academic project and is the highest academic decision-making body.

## CONSERVATION INDUSTRY ADVISORY COMMITTEE

**Mr Pravin Pillay** (Chairperson): Operations Manager: Peace Parks Foundation

**Mr Christopher Kafoteka** (Vice Chairperson): Occupational Qualifications Pillar Lead: Southern African Wildlife College

**Dr Mahlomola Ernest Daemane:** GM: Wildlife Management & Strategic Support, Conservation Services, SANParks

**Mrs Harriet Davies-Mostert:** Director of Impact: Conserve Global

**Professor Christo Fabricius:** WWF Trustee: Sustainability Research Unit Nelson Mandela University

## ACADEMIC BOARD

**Professor Brian Kevin Reilly:** Former Head: Department of Nature Conservation, Tshwane University of Technology

**Mrs Theresa Sowry:** CEO

### PILLAR LEADS:

**Mr Christopher Kafoteka:** Occupational Programmes

**Dr Kudakwashe Musengi:** Council of Higher Education Programmes

### THEMATIC LEADS:

**Ms Wendy Collinson:** Conservation Science

**Mr Jeremy Hancock:** Protected Area Integrity: Beyond Law Enforcement

**Dr Thabang Teffo:** Nature-based Economy

### TEACHING AND TRAINING STAFF:

**Ms Elna de Beer**

**Mr Ashwell Glasson**

**Mr Peter Hamming**

**Mr Víctor Harley**

**Dr Siphon Mbonani**

**Mr Peter Mills**

**Mr Fanuel Nleya**

### RESEARCH:

**Professor Alan Gardiner**

### REGISTRAR'S OFFICE:

**Mr Ashwell Glasson:** Registrar

**Ms Fortunata Mathonsi:** Deputy Registrar and Secretariat Academic

### QUALITY ASSURANCE:

**Ms Senziwe Morale**

## ACADEMIC STAFF

**Professor Brian Reilly:** (PhD) NRF C3 Executive Manager: Learning and Teaching

## TEACHING AND TRAINING PILLARS

### CHE PILLAR

**Pillar Lead: Dr. Kudakwashe Musengi:** BSc (Hons) (Midlands State University), PG Dip Higher Education (Great Zimbabwe University), MSc Environmental Science (Wits), PhD Botany (Wits)

**Administrator: Ms Thabisile Sibuyi:** National Diploma in Public Management (Bushbuckridge College), Higher Certificate in Accounting Science (UNISA)

### OCCUPATIONAL QUALIFICATIONS PILLAR

**Pillar Lead: Mr Christopher Kafoteka:** Diploma (Natural Resource Management), Certificate (Wildlife Management) (Malawi).

**Administrator: Ms Amanda Mathebula:** Small Accommodation Operations Establishments

## THEMATIC AREAS

### CONSERVATION SCIENCES

**Thematic Lead and Senior Lecturer: Ms Wendy Collinson:** Bachelor of Education (Hons) (Bedford College of Higher Education, United Kingdom), MSc Zoology (Rhodes University), FGASA Trails Guide (NQF4), Teaching English as Foreign Language (TEFL: online i-to-i), Research Fellow University of KwaZulu-Natal

### LECTURERS

**Mr Peter Hamming:** 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)

**Mr Fanuel Nleya:** National Diploma Conservation (UNISA), Advanced Diploma Conservation (UNISA), PG Dip Nature Conservation (MUT), Executive Diploma Business Leadership (Zimbabwe Institute of Management), PG Dip Environmental Management (Stellenbosch), PG Dip Environmental Law and Policy (National University of Law India), PG Dip Tourism and Environmental Law (National Law University India), National Certificate in Tour Guiding (University of Zimbabwe), Diploma in Environmental Management and People Centre Conservation (CDS Zimbabwe)

**Dr Siphon Mbonani:** BSc (Rhodes University), BSc (Hons) (University of the Witwatersrand), MSc (University of the Witwatersrand), PG DipHE (Science Education) (University of Johannesburg), PhD (University of the Witwatersrand; University of Florida)

**Mr Victor Harley:** National Diploma in Nature Conservation (Cape Technikon and Technikon S.A.), B.A. Theology (University of Pretoria), B. Tech Nature Conservation (Pretoria Technikon), M. Tech Nature Conservation (Tshwane University of Technology), FGASA Trails Guide (NQF4)

**Ms Natasha Khosa:** Administrator: BSc In Environmental Science (University of Venda), Ongoing BSC Honours in Environmental Management (UNISA), Facilitator NQF5 (Enjo Consultants), Law and Ethics in South African Child Care Professions (NQF3) (BELLAVISTA), Short courses: Responsible Resource Use (NQF5) (SAWC), Coaching Conservation Trainer (NQF5) (SAWC), Introduction to Leadership in Communities (NQF5) (SAWC), Introduction to Governance in Communities (NQF5) (SAWC)

**Mr Clifford Nxumalo:** Research Assistant: Field ranger (NQF2), Responsible Resource Use Management (NQF5)

## THEMATIC AREAS

### PROTECTED AREA INTEGRITY: BEYOND LAW ENFORCEMENT

**Thematic Lead: Mr Jeremy Hancock:** Bachelor Technology: Emergency Medical Care, University of Johannesburg, Registered Range Officer and Firearms Instructor/Assessor. Military formal schools' instructor.

**PAI Administrator: Mercy Ntsandeni:** Customer Care (NQF2), Risk management (NQF5)

### TRAINING STAFF

**Mr James Lourens:** Programme Manager: Countering Wildlife Crime. NCO formative training course. Junior leaders' military training course. Senior Infantry NCO training course. Range officer course (conduct and supervise shooting exercises). Security grades E; D; C; B and A (PSIRA registration). Firearm competency certificate for handling a Self-loading Rifle or Carbine, Shotgun, Handgun, Manual Loading Rifle for Business purposes. Conduct Assessment (ETDP-SETA). Conservation Guardianship course. Basic field ranger (Armed) Law Enforcement. National Certificate Health and Safety NOSA; IGC 2

**Mr Excelent Macabe:** Course Leader and Mentor: Diploma Occupationally directed Education, Training and Development Practices (NQF6).

**Bruce McDonald:** Chief Pilot / Light Sport Aircraft Trainer

**Mr Scott Yammin:** Protected Area Integrity coordinator: – Bachelor Social Sciences (Hons) Environmental and Geographical Sciences (University of Cape Town), FGASA Field Guide (NQF4) and FGASA Trails Guide (NQF4)

**Mr Simon Mnisi:** Dog Master - SASSETA Dog Handler 1-5

**Ms Precious Keabetswe Malapane:** Assistant Dog Master – SASSETA Dog Handler 1-5

**Mr Peter Hamming:** 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)

### COMMUNITY-LED CONSERVATION PRACTICES

**Acting Thematic Lead: Dr. Thabang Teffo:** BSc (Life Sciences) (Limpopo), MSc (Wildlife Management and Conservation) (Hungarian University of Agricultural and Life Sciences), PhD (Hungarian University of Agricultural and Life Sciences) Teaching / Training Staff

**Ms Elna de Beer:** Technical Associate - International Association of Public Participation & Stakeholder: Outreach 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.

**Mr Sboniso Ryan Phakathi:** Manager – Community-Led Conservation Practices

### NATURE-BASED ECONOMY

**Thematic Lead: Dr. Thabang Teffo:** BSc (Life Sciences) (Limpopo), MSc (Wildlife Management and Conservation) (Hungarian University of Agricultural and Life Sciences), PhD (Hungarian University of Agricultural and Life Sciences) Teaching / Training Staff

**Mr Pieter Nel:** Senior Trainer and Practitioner

**Mr Kewan Bagley:** Specialised Educational Programmes coordinator and Field Guide – Higher Diploma (Public Relations and Corporate Communication) (University of Johannesburg) FGASA Field and Trails Guide (NQF2)

### LEADING AND MANAGING IN CONSERVATION

**Thematic Lead:** Currently vacant

### RESEARCH

**Head of Research: Professor Alan Gardiner:** BSc (Rhodes University), BSc Hons (Rhodes University), DPhil (University of Zimbabwe and Oxford University), F.R.E.S.

## ACADEMIC SUPPORT STAFF

### OFFICE OF THE REGISTRAR

**Registrar: Mr Ashwell Glasson:** B.Tr.Dev. (HRD) Cum Laude (NWU), BA (Hons) Peace Studies (St. Augustine), MA International Relations (Liverpool John Moores University), GreenMatter Fellow 2016, Golden Key International Academic Honour Society, NWU Convocation, FGASA Professional Field Guide, FGASA National Birding Guide, SACDA Career Development Information Practitioner, South African Legionnaire

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

**Academic Administrator: Miss Motsatsi Thosago:** BSc Environmental Science

**Librarian: Ms Risuna Mashele:** Bachelor of Information Science (IIE-Rosebank College)

### INFORMATION AND COMMUNICATION TECHNOLOGY DEPARTMENT

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

### QUALITY MANAGEMENT AND SSHEQ SUPPORT SERVICES

**SSHEQ Manager: Ms Sharon Humphries:** Professional Designation: Technical Member (South African Institute of Safety and Health) Member number: 57246017

**Quality Control Officer: Ms Senziwe Morale**

# Programmes

## & 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 Executive Manager Learning and Teaching, the Registrar and the Pillar Leads 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 Academic Department.

### LEGISLATIVE CONTEXT

- 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 using AI outputs as your own work is considered unethical and fraudulent behaviour. Cheating is academic fraud and, as such, an unacceptable offence 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. All student work will be submitted to the TurnItIn plagiarism and similarity testing system.

### **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, parked vehicles, scent detection objects and training aids..
- Pathways, campus corridors, accommodation units, maintenance areas and public/exercise tracks.
- During SAWC events and public demonstrations.

In addition, residents and some staff have official permission to have dogs as pets, and they may traverse exercise pathways and permissible 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 Jeremy Hancock and Mr James Lourens.

### **Policy on social activities**

Students, visitors and residents have regular social events. The SAWC adheres to the policies and regulations of the Kruger National Park (KNP). During weekdays social events must end at 9 pm, and over weekends at 11 pm latest.

## **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, rhino 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.

## **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. Further feedback will also be communicated to the broader management structures within the SAWC for overall institutional improvement

## **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 Academic Staff 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 to take part effectively in registered programmes at the SAWC. Lecturer and learning support will be provided in the use of online systems.

## **Policy on research**

The Southern African Wildlife College (SAWC) as an academic institution recognises the need for wider access of the scientific fraternity to facilities and lands under management to further knowledge and skills development particularly via priority projects. To this end the SAWC invites research proposals for consideration and support.

**Proposals Objective:** Support research that enhances the understanding, conservation, sustainable use, or restoration of biodiversity, including ecosystems, species, and genetic diversity as well as community and socio-ecology.

Please [click here](#) to review the research protocol.

## **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 a regular basis (subject to change).

The following services are provided:

- Examining, treatment and referrals to the hospital
- HIV testing and Counselling
- 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.

### **Policy on student complaints**

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.

Complaints related to academic issues must be addressed to the specific pillar or thematic head of 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 programme coordinator.

### **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. Various policies are in place to support the safety and health of all students and staff. The SAWC has a designated Responsible Officer for proactively managing deterrence and related programmes, as well as providing a 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 Safeguarding**

The SAWC aligns its Safeguarding Policy to its stated values of accountability, transparency and integrity, which are also supported by good governance, a commitment to occupational health and safety, sound financial management, quality assurance and other staff and student policies. The SAWC promotes an open and positive culture to ensure all parties feel able to report concerns, confident that they will be heard and responded to.

The SAWC also acts proactively to prevent, manage and deter any forms of violence, discrimination, abuse and malignment against employees, adult students, visitors, volunteers, interns, researchers, end user beneficiaries, children and other vulnerable groups, such as people with disabilities and the elderly. The SAWC has a duty of care and responsibility to maintain the human rights, labour rights and the universal rights of the afore-mentioned people/groups.

The SAWC has a zero-tolerance for abuse, harassment and exploitation of any of these people or groups; and will not tolerate actions or practices that undermine their safety.

The SAWC recognises that safeguarding is everyone's responsibility and that it has a social, moral and legal responsibility to protect and safeguard the welfare of children, young people and adults in vulnerable situations with whom its work brings it into contact. It will, therefore, ensure that the provisions of this policy are cascaded to those associated with the delivery of its work. Any breach of this policy will be taken seriously and treated as a disciplinary matter, which may, depending on the severity thereof, result in immediate termination of employment or contract, and reporting to the police, relevant regulatory authority and/or other body.

For more information on the College's Policies please contact the Registrar - [registrar@sawc.org.za](mailto:registrar@sawc.org.za)

# Programmes

## OFFERED

The academic and training programmes offered by the Southern African Wildlife College fall into three distinct grouping as listed below. Additional detail for each qualification, skills programme or short course is provided in the section that follows.

### HIGHER EDUCATION AND TRAINING PROGRAMMES

The College offers two qualifications accredited by the Council on Higher Education and Registered by SAQA:

- a. **Advanced Certificate in Nature Conservation:** Trans-frontier Conservation Management NQF 6
- b. **Diploma in Applied Natural Resource Management** NQF 6

### OCCUPATIONAL QUALIFICATIONS and SKILLS PROGRAMME

The College offers National Certificates in Conservation at NQF 2 and 5 accredited by the Education and Training Quality Assurance Body, CATHSSETA: (Please note that due to the deregistration and expiry of SETA-based qualifications, the SAWC may not offer CATHSSETA qualifications after the 30th of June 2026, unless a new regulation is issued by the Department of Higher Education and Training (DHET).

- c. **National Certificate:** Natural Resource Management: Terrestrial: NQF 5
- d. **Further Education Training Certificate:** Professional Hunting: NQF 4
- e. **National Certificate: Nature Conservation:** Resource Guardianship: NQF 2
- f. **National Certificate:** Accommodation Services NQF 2

Skills programmes are designed to be occupationally relevant and composed of CATHSSETA registered unit standards as well as QCTO Skills Programmes that are occupationally directed focussing on practical, simulation and work experience.

Skills Programmes accredited by the ETDP-SETA and QCTO:

- a. Occupational Skills Programme: **Conflict Management** - NQF 5 SP-210409, 8 Credits
- b. Occupational Skills Programme: **Eco-Ranger** - NQF 4, SP-191213, 60 Credits
- c. Occupational Skills Programme: **New Venture Creation** - NQF 2, SP-210401, 32 Credits
- d. **Dangerous Game Site Guide** – NQF 2, TG/DANGAMSITEGD/2/0043- 75 Credits
- e. **Dangerous Game Site Guide** – NQF 4, TG/DANGAMSITEGD/4/0044-39 Credits
- f. **Field Ranger Law Enforcement** – Unarmed or Armed – NQF 2, CONS/FIERANGLAWENF/2/0049- 38 Credits
- g. **Conservation General Assistant** – NQF 2, CONS/CONGENASS/2/0052- 60 Credits

SAWC is endorsed to provide training for the: **FGASA Nature Site Guide** NQF 2 skills programme.

**Youth Access: Conservation Bridging Programme:** The Bridging programme is designed to equip young people with essential skills and knowledge in biodiversity management. The purpose of this programme is to graduate youth conservation ambassadors that can balance ecological, social and economic factors for a sustained environment. The aim is to provide youth from local communities' access to further education and training as well as access to workplaces where they will be monitored by qualified mentors and paired with employed individuals to apply the knowledge and utilise skills gained during the programme.

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.

# Programmes

## 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**

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 leader promoting inclusive conservation, and as a higher education applied learning facility.

Several 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 utilising 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 Workplace application already in use at the SAWC.

# Higher Education

CHE ACCREDITED QUALIFICATIONS

## Diploma in Applied Natural Resource Management

<b>Programme name</b>	<b>Diploma in Applied Natural Resource Management</b>		
<b>Provider</b>	Southern African Wildlife College		
<b>CHE number</b>	H/PR044/AR003CAN	<b>SAQA ID</b>	124088
<b>NQF level</b>	6	<b>Credits</b>	360
<b>Duration</b>	3 years full-time		
<b>Delivery</b>	Blended (including online, face-to-face and self-study) Years 1 and 2: Taught online, with two blocks at the College campus Year 3: Work Integrated Learning (see details below)		

### Target Audience

The Diploma is designed for employees of conservation and natural resource management-focused organisations, such as SANParks, the Department of Forestry, Fisheries and the Environment (DFFE), and the Southern African Development Community (SADC) member state agencies. It is also suitable for school leavers seeking education and training that will prepare them for work in conservation.

### Method of Delivery

Delivery is blended, with a combination of online, face-to-face teaching, and work integrated learning.

The first two years focus on essential theory and are delivered live online, during the evenings. During 1<sup>st</sup> and 2<sup>nd</sup> year, students will come to the SAWC campus twice each year, once at mid-year for one week for examinations and then again at the end of the year for three weeks for examinations and a two-week intensive practical block.

Third year is a year of Project-Based Work Integrated Learning (PJBWIL) which comprises alternating blocks of work at the College campus and blocks at a College managed project site. Some students may be able to complete the PJBWIL at their place or employment.

During the PJBWIL, students will apply, refine and further develop knowledge and skills learnt in the first two years. Please note that 3<sup>rd</sup> year is NOT offered online and all students must be present at the College campus at the designated times.

### Please note:

The implications of the above are important and summarised below.

1. All students, (those currently employed and those not employed) must have sufficient time to participate in the evening online sessions **and complete an ADDITIONAL 20 hours of self-study each week** in the first two years. **This may require an agreement with the employer.**
2. For the first two years, all students **must be prepared to attend two sessions each year at the College.** The programme fee includes the cost of accommodation and meals while at the College, but **students are responsible for their own transport, to and from the College. Students are also responsible for meeting visa/study requirements if living outside of South African borders.**
3. All students **must have their own laptop** (a smartphone will not be enough) **and access to reliable internet.**
4. 1<sup>st</sup> and 2<sup>nd</sup> year can be completed while students are employed because sessions are held in the evenings. **However, this is not possible in 3<sup>rd</sup> year as students are based at the SAWC Campus, at a longitudinal study site, or at an approved workplace.**

# Diploma in Applied Natural Resource Management

## Curriculum

The curriculum is outlined in the table below.

Year of Instruction	Module Name	Credits	NQF Level
1	Conservation Technology 1	21	5
1	Biology 1	24	5
1	Social Ecology 1	17	5
1	Sustainable Development 1	17	5
1	Conservation Business Administration 1	17	5
1	Natural Resource Management 1	24	5
<b>Total Credits for 1<sup>st</sup> Year</b>		<b>120</b>	<b>5</b>
2	Resource Protection 2	24	6
2	Social Ecology 2	24	6
2	Conservation Business Management 2	24	6
2	Sustainable Development 2	24	6
2	Natural Resource Management 2	24	6
<b>Total Credits for 2<sup>nd</sup> Year</b>		<b>120</b>	<b>6</b>
3	WIL 3 Project-based learning (PJBL)	120	6
<b>Total Credits for Diploma</b>		<b>360</b>	

Modules are taught sequentially, and the duration of each module varies with the number of credits allocated.

## Admission requirements:

The admission requirements for the Diploma in Applied Natural Resource Management are as follows:

### 1. National Senior Certificate (NSC) (or equivalent):

- Minimum NSC requirements for diploma entry must be met
- Minimum APS score of 30 with Mathematics or Technical Mathematics, or 31 with Mathematical Literacy
- English language (first or additional language) at level 4 (50-59%)
- Mathematics or Technical Mathematics level 3 (40-49%) or Mathematical Literacy level 4 (50-59%)
- Other recommended subjects:
  - Life sciences
  - Agricultural Sciences or Agricultural Management Practices
  - Geography
  - Computer Application Technology or Information Technology
  - Business Studies or Economics

### 2. National Certificate Vocational level 4

- Minimum requirements for diploma entry must be met
- NC(V) Level 4 in Primary Agriculture with English (home language or first additional language) (50-59%).
- Mathematics or Technical Mathematics (40-49%) or Mathematical Literacy (50-59%).
- Applicants who do not meet either 1 or 2 above, but who have successfully completed an NQF level 5 or 6 certificate in natural resource management, nature conservation or related subjects will be considered. A decision to admit an applicant will be based on results from school and for the certificate programme, and may include RPL.
- In accordance with National and SAWC Policies, RPL and CAT may be used for admission and horizontal and vertical articulation purposes.
- Applicants without a school leaving NQF level 4 pass in Computer Application Technology, Information Technology or equivalent must provide proof of computer and IT proficiency, which may take the form of the ICDL or equivalent, or the National Benchmark Tests (NBTs).
- All students for whom English is not a first/home language or have not passed English (home language or 1st additional language) at NSC Grade 12, AS-level, IGCSE, NSSC level or equivalent secondary school-leaving qualification, must provide proof of English language proficiency.

# Diploma in Applied Natural Resource Management

## Dates for 2026

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The semester starts on 19 January 2026 and ends on 20 November 2026

## Costs

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The fees shown/highlighted below are for the cohort of students who will enrol as 1<sup>st</sup> year students in 2026.

	2026	2027	2028
1 <sup>st</sup> Year	R57,000		
2 <sup>nd</sup> Year		R60,000	
3 <sup>rd</sup> Year		Not offered	R200,000*

### Please Note:

- Fees include all teaching and learning materials, as well as accommodation and meals while on campus in 1st and 2nd year for exams and the practical block.
- The fee\* for 3<sup>rd</sup> year may vary depending on where the student completes the PJBWIL. The fee indicated includes accommodation and meals when on site at the SAWC Campus.
- Fees exclude transport to and from the College.
- Students are responsible for their own medical insurance.
- Students are also responsible for meeting their own visa requirements/costs if living outside of South African borders.

## Application process

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The application process will be **online**, and interested students are advised to visit the SAWC website regularly.

**APPLY ONLINE**

## Selection process

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The number of available places in the 1<sup>st</sup> year of the Diploma is limited.

**It is very likely that we will not be able to accept all applicants who meet the minimum admission requirements.** This means that just meeting the minimum admission requirements will NOT guarantee you a place in the Diploma programme.

Incomplete applications will be returned. You are thus **strongly encouraged to ensure that your application is complete** before submission thereof.

Further details can be found on our [website](#).

## Application for financial assistance

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Please note that bursaries will only be made for 1<sup>st</sup> and 2<sup>nd</sup> year Diploma students under exceptional circumstances, and this only for students who already have experience in the conservation sector and where a motivation is provided both by the student and the organisation.

Students in need of financial support to complete their 3<sup>rd</sup> year of study on the Diploma programme, will be able to apply for financial assistance from the SAWC by filling in the [Application for Financial Assistance form](#) available on the [SAWC website](#).

The SAWC will endeavour to make the allocation of any available bursary funding as fair as possible. It is however important to note that **bursaries are funding dependent** and the **College reserves the right not to award bursaries for specific courses/programmes**.

Organisations enrolling students at the College on the Advanced Certificate programme, are also **responsible for a payment in part by their employees**.



# Advanced Certificate in Nature Conservation in Trans-Frontier Conservation Management

<b>Programme name</b>	<b>Advanced Certificate in Nature Conservation in Trans-Frontier Conservation Management</b>		
<b>Provider</b>	Southern African Wildlife College		
<b>CHE number</b>	H/PR044/E002CAN	<b>SAQA ID</b>	82006
<b>NQF level</b>	6	<b>Credits</b>	120
<b>Duration</b>	1 year full-time		

## Purpose

The Southern African Wildlife College offers the Advanced Certificate in Nature Conservation in Trans-Frontier Conservation Management as a training intervention aimed at the development of Nature Conservation managers within the Southern African Development Countries (SADC) region.

The nature of conservation within the context of the SADC is evolving to enable the integration and opening up of artificial boundaries previously associated with conservation areas. Through the working relationships established through trans-frontier conservation initiatives it is becoming more and more important to enable a consistent shared approach to matters concerning conservation.

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.

## Target Audience

The Advanced Certificate targets students already employed in the conservation industry who have been identified and earmarked for personal development and career advancement into junior management positions, based on their technical expertise and leadership abilities.

## Method of Delivery

Delivery is face-to-face, and students attend lectures and practicals on site at the Southern African Wildlife College. The qualification includes a period of workplace-based learning during which students will return to their place of employment to complete a range of activities and tasks.

# Advanced Certificate in Nature Conservation

## Curriculum

The curriculum is outlined in the table below.

Module Name	Credits	NQF Level
Research Skills	10	6
Financial Management	10	6
Human Resource Management	10	6
Tourism	10	6
Trans-Frontier Conservation Activities	10	6
Natural Resources Protection	10	6
Biodiversity management	10	6
Community Based Natural Resources Management	10	6
Resource Economics	10	6
Environmental Development Planning	10	6
Catchment Management	10	6
Land Use Planning	5	6
Geographical Information Systems	5	6
<b>Total Credits</b>	<b>120</b>	

## Admission requirements:

The minimum admission requirements for the Advanced Certificate in Nature Conservation in Trans-frontier Conservation Management are **ANY** of the following options **PLUS** a minimum of 5 years full-time employment in a nature conservation-related role **AND** a recommendation letter from the Head of the organisation.

1. **National Certificate Vocational NC(V) Level 4** in Primary Agriculture with:

- Evidence of English (home language or first additional language) on at least level 5 (50-59%)
- Evidence of Mathematics or Technical Mathematics (40-49%) or Mathematical Literacy (50-50%).

OR

- English Foundational Literacy Certificate (FLC) pass mark
- Mathematics Foundational Literacy Certificate (FLC) pass mark
- Evidence of Computer Literacy

2. **National Certificate:** Natural Resource Management: Terrestrial (NQF Level 5) NC: Natural Resource Management at minimum 60% pass rate, including:

- English Foundational Literacy Certificate (FLC) pass mark
- Mathematics Foundational Literacy Certificate (FLC) pass mark
- Evidence of Computer Literacy

3. **Occupational Certificate: Park Ranger (NQF Level 5):** OC: Park Ranger at minimum 60% pass rate including:

- English Foundational Literacy Certificate (FLC) pass mark
- Mathematics Foundational Literacy Certificate (FLC) pass mark
- Evidence of Computer Literacy

4. **International Students**

- Recognised nature conservation qualification equivalent to the South African National Qualifications Framework (NQF). SAQA provide a [qualification verification service](#).

# Advanced Certificate in Nature Conservation

## Admission requirements cont'd.

**International students for whom English is not a first/home language must submit on of the following:**

- Test of English as a Foreign Language (TOEFL): A valid (no more than 2 years old) TOEFL;
- iBT Score Report with an overall score of 88 or above, with at least 19 in Listening, 19 in Writing, 20 in Reading and 22 in Speaking;
- ELTS: A valid (no more than 2 years old) IELTS Academic Test Report Form with an overall score of band 6.5 or above, with at least 6.0 in each component;
- Pearson PTE Academic test: A valid (no more than 2 years old) PTE Academic Score;
- Report with an overall score of 67 or above, with at least 59 in each communicative skills component;
- National Benchmark Test (NBT): A valid (no more than 3 years old) NBT Academic Literacy;
- Plus Score Report with an overall score in the Intermediate Upper range or above.

## Dates for 2026

The semester starts on 20 January 2026 and ends on 3 December 2026.

## Costs

2026	Advanced Certificate: Transfrontier Conservation Management		
<b>Total Fee</b>	R157,500	Breakdown as per Total Fee:	
		Tuition / Training Fees	R84,000
		Accommodation and Meals	R73,500

**Please Note: The single fee for the Advanced Certificate covers:**

1. All teaching and learning materials and costs
2. All training assessments and certification
3. All costs associated with field trips, including travel costs associated with training
4. Accommodation and meals (three meals a day) while on campus

**Fees exclude:**

1. Transport to and from the College.
2. Medical insurance.
3. Visa requirements and costs if living outside of South African borders.

## Application process

The application process is **completed online**. You will find links on the College website. It is recommended that you regularly visit the website for any updates.

**Please ensure that you complete the application carefully and in full. Applications that are not complete, with all supporting documents, will automatically be returned.**

**APPLY ONLINE**

## Selection process

The number of available places in the Advanced Certificate is limited and **it is very likely that we will not be able to accept all applicants who meet the minimum admission requirements.**

**Please note the following:**

- Entry requirements are a guide and meeting these requirements does not guarantee a place. Final selection is made subject to the availability of places, academic results and other entry requirements where applicable.
- The College is not permitted to register international students until they have produced their VALID Study Visa. Please note that it could take at least 6 to 8 weeks for your Study Visa application to be processed.

# Occupational QUALIFICATIONS

## NATIONAL CERTIFICATE: NATURAL RESOURCE MANAGEMENT: TERRESTRIAL

<b>Programme name</b>	<b>National Certificate: Natural Resource Management: Terrestrial</b>		
<b>Provider</b>	Southern African Wildlife College	<b>Code</b>	59949
<b>NQF level</b>	5	<b>Credits</b>	144
<b>Duration</b>	This qualification runs over a period of one academic year.		

### Purpose

- 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 Audience

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.

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.

### Entry Level Requirements

It is assumed that the student entering this qualification has achieved an Occupational Certificate at NQF Level 4 or the equivalent, a Certificate in Conservation Guardianship, or has at least three (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

Students qualifying against this course will be able to:

- 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.

# National Certificate: Natural Resource Management

## Curriculum

The curriculum is outlined in the table below.

Unit Standard Name	U STD Number	U STD Level	Credit
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	25396	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
<b>Total Credits</b>			<b>144</b>

# Occupational SKILLS PROGRAMME

## CONFLICT MANAGEMENT

<b>Programme name</b>	<b>Occupational Skills Programme: Conflict Management</b>		
<b>Provider</b>	Southern African Wildlife College	<b>Code</b>	SP 210409
<b>NQF level</b>	5	<b>Credits</b>	8
<b>Duration</b>	This Occupational Skills Programme runs over a period of 10 days.		

### Purpose

The purpose of this occupational skills programme is to identify and manage the resolution of conflict between persons or parties in the work place. A qualified learner with the Skills Programme will be able to:

- Identify and describe 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

### Target Audience

- Operations managers that oversee teams
- Supervisors/Individuals overseeing other employees
- Team leaders
- HR professionals who handle employee relations, workplace conflicts and organisational development.

### Entry Level Requirements

- NQF 4 or equivalent

### Exit Level Outcomes

- Identify and describe the main sources of conflict
- Analyse and evaluate conflict submission by affected parties
- 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
- Communicate effectively with an employer and employees with regard to conflict issues

# Occupational SKILLS PROGRAMME

## ECO RANGER

<b>Programme name</b>	<b>Occupational Skills Programme: Eco Ranger</b>		
<b>Provider</b>	Southern African Wildlife College	<b>Code</b>	SP 191213
<b>NQF level</b>	4	<b>Credits</b>	60
<b>Duration</b>	This Occupational Skills Programme runs over a period of 15 weeks.		

### Purpose

The purpose of this skills programme is to prepare learners to use knowledge of biodiversity monitoring, processes, concepts, systems, living and non-living organisms within ecology and wildlife conservation context to perform tasks that are aimed at contributing to effective conservation of biodiversity and protection of natural resources, plants and animal species in and outside the protected areas.

### Target Audience

- School leavers and matriculants interested in pursuing a career in conservation and environmental sustainability
- Community Members, Rural farmers that want to improve skills and knowledge to improve their livestock management and conservation
- Individuals already working in conservation and environmental management interested in enhancing their skills and knowledge

### Entry Level Requirements

- NQF 3 with Maths or Mathematical literacy or
- Minimum of 2 years of experience in a wildlife conservation sector

### Exit Level Outcomes

- Apply knowledge of ecological principles in relation to conservation of biological diversity.
- Apply knowledge of conservation to restore ecological and resilience in ecosystems.
- Apply knowledge of African wildlife with a purpose of identification and understanding their behaviour.
- Apply knowledge of human and wildlife interactions with a purpose of conservation.
- Apply knowledge of working with wildlife for purposes of conservation ecology.
- Apply knowledge of conservation for the purpose of monitoring various levels (critically, endangered, endangered and vulnerable) of endangered wild animals.
- Recognise and explain various actions taken to conserve threatened, endangered and near extinct animals.
- Recognise illegal activities and explain necessary actions that must be taken to counter it within applicable pieces of legislations.
- Recognise self-protection and survival measures that must be taken in case of emergency situations within nature conservation context.
- Recognise and explain biodiversity monitoring for the purpose of conservation.

## Exit Level Outcomes ctnd.

- Use conservation knowledge to improve conditions of catchment systems and natural resources
- Apply knowledge of basic geographical information systems to read and interpret maps in relation to wildlife conservation.
- Apply knowledge of radio communication systems to communicate effectively in the conservation area.
- Apply knowledge of eco-tourism in order to maintain biodiversity.
- Use tools and equipment to conduct different types of wildlife patrols in an operational area.
- Use tools and equipment to conduct field surveys and collect relevant data on biotic and abiotic factors for the purpose of biodiversity monitoring.
- Implement an approved invasive alien species control programme in a selected area.
- Handle emergency situations in a hostile environment within the context of wildlife conservation.

## Curriculum

The curriculum is outlined in the table below.

Unit Standard Name	Module Number	Credit
Ecological Principles and Ecosystem resilience	3	3
Wildlife Conservation	4	3
Self-Protection & Survival Measures	4	3
Nature Conservation Law and Enforcement	4	3
Biodiversity Monitoring	4	8
Catchment areas and natural resources Management	4	5
Navigation and communications	3	5
Eco-Tourism and Biodiversity	4	6
Wildlife Patrols	4	5
Invasive alien species control	4	2
Conservation data collection	4	5
GIS and two way Radio Communication	4	5
Self-Protection	4	7
<b>Total Credits</b>		<b>60</b>



# NEW VENTURE CREATION

<b>Programme name</b>	<b>Occupational Skills Programme: New Venture Creation</b>		
<b>Provider</b>	Southern African Wildlife College	<b>Code</b>	SP 210401
<b>NQF level</b>	2	<b>Credits</b>	32
<b>Duration</b>	This Occupational Skills Programme runs over a period of 15 days.		

## Purpose

This Skills Programme purpose is to prepare candidates to start small business so that they are able to start, manage, grow and sustain a small business.

## Target Audience

- Young people in rural areas
- Aspiring and existing entrepreneurs

## Entry Level Requirements

- Grade 9

## Exit Level Outcomes

- Gather and analyse information for an industry.
- Determine market requirements relevant for marketing and selling goods and services.
- Determine financial, human and infrastructure requirements.
- Manage financial, human and infrastructure resources of a business.
- Plan for the establishment of business.
- Organise and conduct business activities.

## Curriculum

The curriculum is outlined in the table below.

Knowledge Component	Days
Being an entrepreneur	5
Know yourself	
Know your industry	
Identify market opportunities	
Innovation	
Customer Service	
Financial and cash flow management	
Basic Business Financial Statements	
Pricing of Goods and Services	

Knowledge Component	Days
Marketing	5
SMART Goals	
Business Planning	
Application Component	Days
Calculations and pricing	10
Basic Bookkeeping	
Marketing Project	
Customer Service	
Innovation	

# 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 learning programmes and 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 AND 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 non-accredited 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. The SAWC reserves the right to not offer short courses and may revise the short course offerings at short notice.

## 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*

### 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 children learn about wildlife from wildlife behaviour and their individual attributes for emulation in their personal lives. As a wildlife conservation initiative, where soccer is used as tool, Coaching Conservation is designed to inspire children to care about themselves, their communities and wildlife and 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

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

#### Elective Modules

- o Grade 5 Rhino Rapid Awareness Programme
- o Grade 5 Wild Dog Rapid Awareness Programme
- o The 6-week programme
- o The grade 6 Vulture Rapid Awareness Programme
- o 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:

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

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

### **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 the SADC Region,
- Protected Area Managers, Social Scientists, Community Liaison Officer and Field Rangers,
- 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 trans-frontier conservation areas.

## STAKEHOLDER ENGAGEMENT

CODE: HE08/004/SE01

This short course 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

### 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.*

### PHILOSOPHY AND ETHICS AND CONSERVATION

CODE: PEC313

This short course 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: BEYOND LAW ENFORCEMENT

### ADVANCED FIELD RANGER

Code: HE08/004/ADFRNR

The purpose of this course is for rangers to learn specialist operational skills for the conservation law enforcement environment. These include small team operations, advanced patrol tactics, low light operations, reaction and follow up techniques and use of aircraft and K9 assets.

#### 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 a senior field ranger or in a leadership or management level position in the protected area.

### 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.
- Successfully complete the PAI physical fitness selection assessment.
- Members must at least be a senior field ranger or in a leadership or management level position in the protected area.

## ENVIRONMENTAL MANAGEMENT INSPECTOR (EMI) Level 5

CODE: EMILevel5

Within the Inspectorate, there are five 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 finalised) 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. **The EMI course is only available to state conservation officials and cannot be undertaken by private students.**

### It includes:

- Use of an EMI Pocketbook
- Crime Scene and Exhibit Management
- AI 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 and 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
- Be physically fit to complete the course.
- Member must be a Government Official.

### 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.*

### PROTECTED AREA SECURITY OPERATIONS PLANNING (PASOP)

CODE: HE08/004/PAIPPASOP

This course teaches conservation law enforcement strategic and operational planning considerations in a participative and practical environment. Students are exposed to a realistic operational environment with the opportunity to apply learning to various planning and scenarios. The course also exposes the students to fundamental aspects of ranger law enforcement planning, from training to equipment to operational planning. The course is intended for law enforcement managers and park managers wanting to gain an understanding of their law enforcement units.

#### 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 or be working in protected area management.
- Successfully complete the PAI physical fitness selection assessment.

### PATROL LEADERS

CODE: HE08/004/PAIPL

The purpose of this training is to equip 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.
- Successfully complete the physical fitness selection assessment.
- Have a valid self-loading rifle competency certificate from the SAPS.

### **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.

#### **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 or been working in protected area management.
- Successfully complete the PAI physical fitness selection assessment

### **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 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 NATURE-BASED ECONOMY**

#### **RESPONSIBLE RESOURCE USE**

CODE: HE08/004/RRUICO1

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.

### PROFESSIONAL HERDER (5 DAY)

The Professional Herder initiative aims to address challenges faced by communities and conservation managers following a holistic, community-driven approach, based on the belief that with proper livestock management, land degradation (in and outside conservation areas) can be reversed, water resources recharged and significant protection provided for biodiversity resources and livelihoods. This course compliments Community Landscape Restoration projects and Community Conservation Area management initiatives, special attention to farmers, livestock owners and upskilling herders in building a grazing area economy.

The programme is based on four complimentary objectives;

- Healthy Rangelands
- Healthy Animals
- Healthy Livelihoods
- Healthy Policies

In many places across Africa managing livestock and the land they graze, if management happens, has been left to herders. Looking after the environment, and everything within it, is critical for survival – for all of us.

As human and wildlife populations grow, and pressure on land for food and water and security grows, the need for beneficial and sustainable land management also grows. Good management of the land is key addressing these pressures. Developed under the direction and funding of the Herding for Health programme, we have developed and run many courses throughout southern Africa since 2018.

The Southern African Wildlife College Herding Academy has developed the necessary training curricula and training materials to develop skills required to implement best practice management of livestock and resources attached to rangeland that is restorative, climate smart, wildlife friendly and regenerative and overall complimentary to conservation efforts. The SAWC Herding Academy is the leading expert in training the H4H Model.

Conservation in Africa is facing many challenges. Exclusiveness, flawed business models and bad decision making being a few of the major ones. The Professional Herder course attempts to address these and offers solutions to overcome challenges.

This course was originally designed for farmers and graziers bordering, or inside of, conservation areas and the managers of these conservation areas. People interested in learning more about frontline conservation will find this course enlightening, and enabling.

### FARMER FACILITATOR AND TRAINER

This 30-day course is a natural progression from the Professional Herder course, designed to address the shortage of trainers in the Herding for Health sector and empower leaders in rangeland management.

- Comprehensive Curriculum: Covers the full Professional Herder syllabus plus advanced training in animal disease, husbandry, and community engagement.
- Facilitation Skills: Focuses on the "human element," training participants to facilitate core principles with farmers and grazing committees to ensure project longevity.
- Practical Application: Training takes place at the SAWC campus and longitudinal sites, demonstrating how livestock are used to regenerate wildlife habitats.
- Expert Instruction: Includes specialised animal health training presented by Veterinary Technicians or practitioners.

*Suitable for: experienced cattle women/men with a strong understanding of herding logistics, kraaling, and rangeland health who wish to move into leadership or training roles.*

**Course Fee:** R54,000 pp (Sharing).

**Includes:** Ensuite accommodation, all meals, tuition, registration, and certificate of achievement.

### GRAZING PLANNING

This four-day on-site course provides practical tools for managing livestock movement to prevent environmental degradation. It focuses on balancing the needs of livestock with the recovery requirements of rangelands to ensure long-term sustainability.

- Core Concepts: Understand the "why" behind planned grazing, including measuring forage utilization and managing growth rates.
- Time and Density Management: Practical training on grazing vs. recovery periods, paddock numbers, and determining correct stocking rates.
- Sustainability Planning: Creating forage and drought reserves to protect against environmental fluctuations.
- Integrated Outcomes: Addresses the intersection of social harmony, environmental health, and economic growth within pastoralist communities.

*Suitable for: pastoralist communities, NGOs, and implementing partners looking to establish new herding programmes or refresh existing grazing plans.*

**Location:** This course is conducted on-site at the implementation area. Note: A map of the grazing area is required for the practical planning component.

**Course Fee:** Available on enquiry. Costing is calculated based on travel and logistics to the specific implementation site.

### SELECTING PROFITABLE CATTLE

This course empowers pastoralists to make informed genetic and management decisions based on the proven principles of Jan Bonsma, the Lasater brothers, and Johann Zietsman. It focuses on identifying animals with the best genetic expression for profitability and land restoration.

- Biological and Visual Assessment: Learn to recognise the effects of hormones and environmental factors on an animal's physical appearance and productivity.
- Core Economic Traits: Training covers essential determinants including fertility, adaptability, hormonal balance, meat-to-bone ratio, and "easy keeping" qualities.
- Restorative Management: Move beyond substandard "genetic improvement" initiatives toward livestock management that is climate-smart, wildlife-friendly, and regenerative.
- Integrated Learning: Complements the low-stress animal handling and husbandry modules found in the Professional Herder and Farmer Facilitator courses.

*Suitable for: farmers and livestock owners in communal grazing areas seeking to improve herd quality and ecological function through better selection and kraaling management.*

**Delivery Options:** Available as a standalone online course and as an additional day during on-site training.

**Course Fee:** Available on enquiry.

### MENTORING AND COACHING PROJECT

This six-month specialised intervention provides an "outside eye" to evaluate and strengthen existing herding programmes. Through a series of site visits, SAWC experts identify operational shortcomings and provide real-time coaching to local teams.

- Strategic Evaluation: Comprehensive reporting on programme weaknesses and the identification of key personnel for targeted mentoring.
- On-the-Job Coaching: Practical, field-based mentoring sessions designed to rectify specific gaps in livestock management or community facilitation.
- Progress Monitoring: Detailed reporting on the success of coaching interventions with clear goals set for the implementation group between visits.
- Customised Structure: Project duration and frequency of visits are tailored to the client's specific needs to ensure long-term programme sustainability.

*Suitable for: communities and NGOs (implementing partners) currently running herding programs that require professional oversight and performance improvement.*

**Duration:** Six Months (Scheduled as one-week visits).

**Project Fee:** Available on enquiry. Costing is determined by the number of site visits required and travel logistics.

# University Groups & Thematic

## PROGRAMMES

The Southern African Wildlife College's customised university group and thematic programmes 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 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.

For more information on the short courses available for groups please contact the [Nature-based Economy](#) department.

### **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 and 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. Herding for Health and regenerative agriculture

# University Groups & Thematic Programmes

## **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 the Kruger National Park, plant a tree at a school, have a traditional meal, play a soccer match with community youth, and visit a community-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 the Kruger National Park.

# Online Courses

The Southern African Wildlife College continues to lead the way in conservation education by evolving with the needs of the industry. Our 2026/2027 programmes leverage a sophisticated 'blended learning' model, designed for a new generation of conservationists. By integrating high-level theoretical learning via our digital campus with intensive, field-based practicals, we provide a cost-effective and academically inclusive experience. Whether you are on-site or in the field, our technology-mediated approach ensures that world-class training is always within reach.

## ONLINE COURSES BY TRAINING THEMATIC AREA

### Protected Area Integrity - Beyond Law Enforcement

#### 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](#)

### Nature-based Economy

#### RESPONSIBLE RESOURCE USE (RRU)

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.***

[VIEW COURSE](#)

#### FGASA NATURE SITE GUIDE - THEORY NQF2

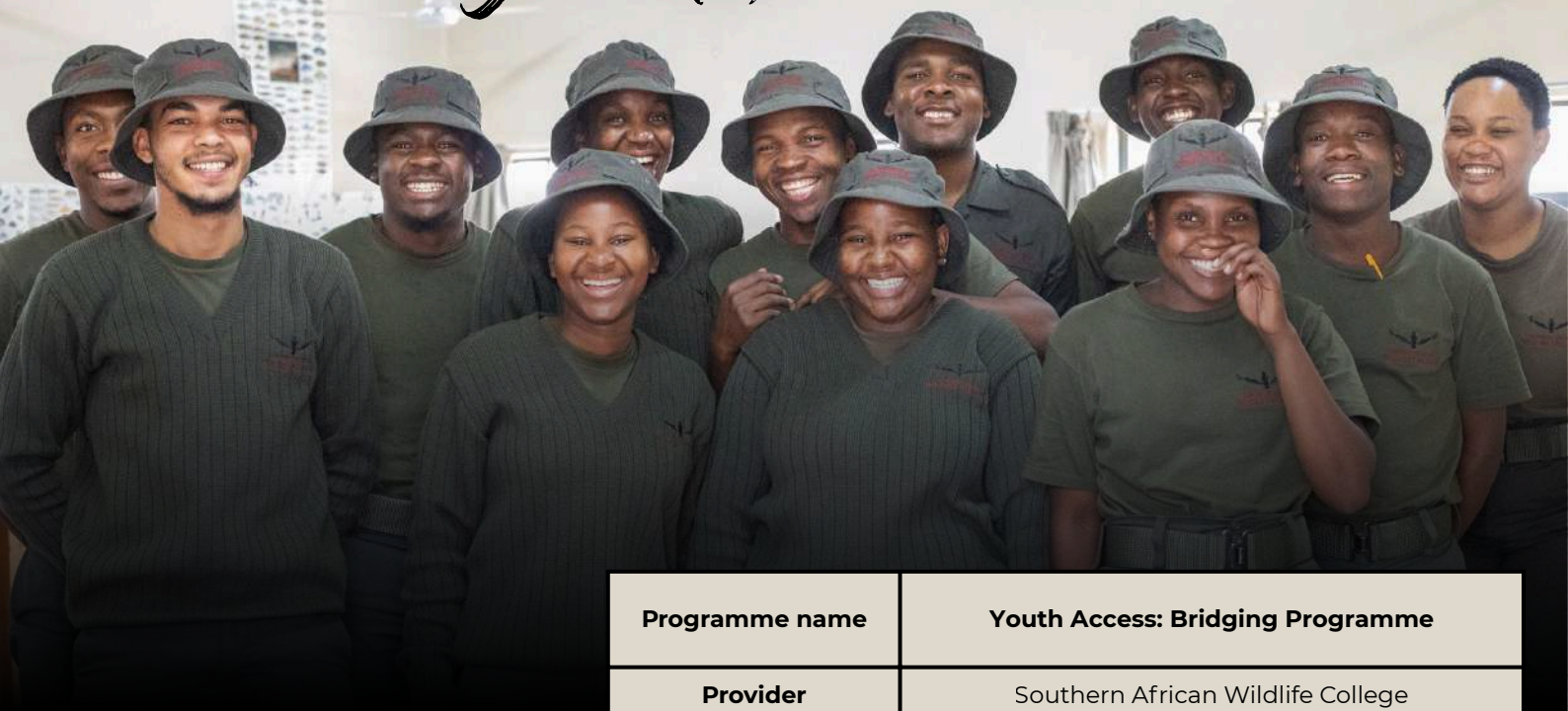
The Nature-based Economy Department is a fully accredited provider for Field Guide training in Southern Africa and is an endorsed provider who works with the Field Guides Association of Southern Africa (FGASA).

In the online course 17 modules 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-day training 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.

[VIEW COURSE](#)

# Youth Access



<b>Programme name</b>	<b>Youth Access: Bridging Programme</b>		
<b>Provider</b>	Southern African Wildlife College		
<b>NQF level</b>	4	<b>Code</b>	YABC
<b>Duration</b>	22 weeks		

## Purpose

The Youth Access: Conservation Bridging Programme is designed to equip young people with foundational skills and exposure needed to pursue careers in conservation and environmental management. In response to the growing need to protect ecosystems, conserve biodiversity, and strengthen climate change mitigation efforts, the programme prepares youth for meaningful participation in conservation initiatives within and beyond protected areas.

The 2026 intake focuses on building competencies in computer skills, communication, environmental awareness, and foundational conservation practices. Learners engage in both classroom-based training and workplace-integrated learning hosted by partner organisations and project sites. Each learner works with a designated mentor who guides and signs off on practical tasks aligned with programme outcomes.

Upon completion, learners may pursue further qualifications and training that can lead to opportunities such as: Field Ranger, Nature Conservator, Field/Nature Guide, Office Administrator, Assistant Researcher, Data Capturer, Social Ecologist, or Entrepreneur, among others.

## Programme Components

### 1. Basic Computer Skills

Upon successful completion, learners will be able to:

- Identify and use computer hardware and software for creating and managing documentation.
- Use spreadsheet software for data entry, reporting, and printing.
- Navigate the internet effectively for research and communication.
- Operate a computer confidently in a workplace environment.
- Create and deliver presentations using PowerPoint.
- Use a Learner Management System efficiently

# Youth Access: Bridging Programme

## 2. Communication Skills and Mathematical Literacy

### Communication Skills Outcomes

Learners will be able to:

- Understand communication models and theories that support effective communication.
- Identify and overcome communication barriers using appropriate verbal and nonverbal skills.
- Apply operational communication skills in drafting reports.
- Analyse the role and importance of communication within an organisation.
- Prepare and deliver effective presentations.

### Mathematical Literacy Outcomes

This component develops essential practical maths skills in:

- Numerical literacy
- Finance
- Data and probability
- Measurement
- Space and shape
- Patterns and relationships

## 3. Occupational Skills Programme - Eco-Ranger (SP 191213)

This module prepares learners to apply ecological and biodiversity knowledge within wildlife conservation environments.

Learners gain practical exposure to the systems, organisms, and ecological processes that underpin biodiversity protection.

Occupational Tasks Include:

- Conducting biodiversity monitoring
- Controlling and managing invasive alien species
- Supporting wildlife protection activities
- Assisting with biodiversity and habitat field surveys
- Mapping key areas using GIS technology
- Monitoring natural resources and catchment areas
- Applying self-protection, health and safety principles in field contexts

## 4. Business-Purpose Firearms Training (Security Officer)

This component equips learners with the firearm handling and security competencies required for conservation field operations, particularly for those pursuing Field Ranger training or roles in Big Five areas.

The programme covers all theoretical and practical requirements for PSIRA Grades E, D, and C, enabling registration as a Security Officer.

### Purpose

To prepare individuals to operate legally and effectively as:

- Patrol Security Officers
- Access Control Officers
- High-risk Area Supervisors
- Private security practitioners competent in asset protection and access control

# Youth Access: Bridging Programme

## Outcomes

Upon completion, learners will be able to:

- Conduct access control procedures
- Execute evacuations and emergency drills
- Register for PSIRA Grades E, D, and C
- Apply knowledge of legal and ethical requirements in the security industry
- Patrol and use security equipment appropriately

## Programme Duration and Costing

**Total Duration:** 22 weeks

**Cost Includes:** Tuition, meals, and accommodation at the College

**Excludes:** Medical expenses, travel to and from the College at the start and end of training

PROGRAMME COMPONENT	DURATION	COST
Basic Computer Skills	1 week	R3,650.00
Communication and Mathematical Literacy	4 weeks	R16,300.00
Eco-Ranger	15 weeks	R55,000.00
Business-Purpose Firearms Training	1 week	R5050.00
<b>Total Programme Cost</b>		<b>R80,000.00</b>

## Course Requirements

Applicants must:

- Hold a Matric (Grade 12) certificate or equivalent, including English and Mathematical Literacy.
- Be computer literate with internet access (advantageous).
- Be fluent in written and spoken English (course language).
- Be willing to share accommodation if selected.
- Provide proof of medical fitness.
- Be physically fit and able to participate in physical exercises.

Shortlisted applicants will attend an interview to assess motivation and attitude.



# Programme

## INFORMATION

### ACCESS TO INFORMATION ACROSS ALL PROGRAMMES

#### POLICY ON STUDENT SUPPORT

##### HIGHER EDUCATION

Lecturers at the SAWC will be available for contact and enquiries regarding the Work Integrated Learning block requirements.

Semester exams will take place on completion of each SAWC semester.

A detailed course calendar will be provided to students on acceptance into the programme.

Blended-learning approaches are applied to the programme for assessment, examination and learning purposes.

##### OCCUPATIONAL QUALIFICATIONS

Trainers of the relevant unit standards and modules will be available during the training period to provide assistance and guidance to students in completing assignments and tasks.

A designated mentor will be available to provide assistance and guidance to students while completing assignments in the workplace.

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 formative assessments and focused training.

A student guide with supporting information concerning the particular qualification will be provided to students on acceptance into the programme. Students completing QCTO Skills Programmes will be required to complete a Final Integrated Summative Assessment exam.

##### SHORT COURSES / INTERNATIONAL PROGRAMMES

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.

# Programme

## INFORMATION

### ADMISSIONS AND SELECTION

#### HOW TO APPLY

##### HIGHER EDUCATION

Applicants are required to complete the course [application form](#) on the Southern African Wildlife College website. The applicant must indicate which programme they intend applying for. This form should be submitted via the College website, together with all the accompanying documentation stipulated on the application form.

**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. For private students the letter of endorsement is not required.

##### OCCUPATIONAL QUALIFICATIONS

Application forms are available on request from the College and on the College website [wildlifecollege.org.za](http://wildlifecollege.org.za)

##### SHORT COURSES / INTERNATIONAL PROGRAMMES

Short courses and Skills Programmes are of a shorter duration, therefore applications are directly processed at the College. 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.

##### YOUTH ACCESS : BRIDGING PROGRAMME

The Youth Access Bridging programme offered by the Wildlife College enables students to acquire conservation knowledge as well as practice in the wildlife industry.

**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.

# Programme

## INFORMATION

### COURSE FEES

#### HIGHER EDUCATION

The course fee for the Diploma and Advanced Certificate is supported/ subsidised by donors and donor organisations. Student organisations area are also required to contribute a percentage towards their employees' fees.

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.

Course fees are payable to the SAWC by the end of the first semester of the academic year.

#### OCCUPATIONAL QUALIFICATIONS

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/ subsidised by donors and donor organisations. Student organisations are required to contribute at least 20% of the course costs per student.

The following is **NOT INCLUDED** in the course fees: 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.

Course fees are payable to the SAWC by the end of the first semester of the academic year.

#### SHORT COURSES / INTERNATIONAL PROGRAMMES

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 College are subsidised / supported by donors and donor organisations.

#### YOUTH ACCESS : BRIDGING PROGRAMME

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.

# Programme

## INFORMATION

### **BURSARY SUPPORT**

#### **HIGHER EDUCATION**

The Southern African Wildlife College may have a limited number of partial bursaries for which students may apply.

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.

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.

Contractual and cancellation penalties will apply.

#### **OCCUPATIONAL QUALIFICATIONS**

Bursaries are available depending on donor support.

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.

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.

Contractual and cancellation penalties will apply.

#### **SHORT COURSES / INTERNATIONAL PROGRAMMES**

Organisations and individuals pay for themselves. Unless otherwise stated, bursaries are not available.

Contractual and cancellation penalties will apply.

#### **YOUTH ACCESS : BRIDGING PROGRAMME**

Full bursaries are awarded to historically disadvantaged students and are awarded to successful candidates that cover course fees, accommodation and meals.

Contractual and cancellation penalties will apply.

# Programme

## INFORMATION

### ADDITIONAL REQUIREMENTS: RANGER ADMISSION AND SELECTION

Prospective students and candidates for ranger training are required to pass a physical selection assessment on arrival. Due to the para-military nature of ranger training and the work that employed rangers undertake daily, all rangers are expected to be physically fit. Various items, such as a backpack, rations, and law enforcement equipment. Fitness also includes working in conditions with extreme temperature variations, while carry This also includes prospective students who are attending ranger training outside of South Africa. Distances and timing of exercises vary, but generally students must be able to run 2.4 km under 12:30 seconds, and be able to complete multiple repetitions of the exercises as described in the table below.

For further details please do not hesitate to contact the [Protected Area Integrity Department](#).

	EXERCISE	DESCRIPTION
1	2.4km run	2.4km timed run wearing t-shirt, long pants and patrol boots.
2	Sit ups	Maximum sit-ups in 2 minutes (Butterfly-type: no feet anchor, knees bend, arms straight above head on ground in down positions, touch elbows to knees in up position.)
3	Push ups	Maximum push-ups in 2 minutes. (Body straight, lock elbows in up position, elbows break 90-degree plane in down position.)
4	Pull-ups	Pull-up. ( Over-hand grip, chin above bar not touching in up position, elbows straight and locked in down position.)
5	Flexed-arm hang	Start in over-hand grip on bar. Chin above bar not touching. Time stops when chin drops below bar.
6	Fireman's carry	Fireman's carry. (Pick up and carry a colleague of similar height from standing position a distance of 50m without stopping.)
7	200m run and tackle (simulated poacher arrest)	200m run and tackle. Start in a prone position, on whistle blow, sprint 200m and tackle a boxing bag on the ground.



# Contact us

## Contact Information



### Phone

+27 (0)15 793 7300



### Email

[Contact us via Contact Form](#)



### Website

[wildlifecollege.org.za](http://wildlifecollege.org.za)

## Office Information

### Southern African Wildlife College

Springvalley Farm 200KU  
R531 to Orpen Road  
Kempiana Nature Reserve  
Hoedspruit  
South Africa

### Office Hours

Monday to Friday: 8:00 AM – 5:00 PM  
Closed on Saturdays, Sundays and Public Holidays

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