education

Department:
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REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

INTRODUCTION TO GOVERNANCE

NQF Level 2

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INTRODUCTION TO GOVERNANCE - LEVEL 2

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INTRODUCTION

A. What is Introduction to Governance?

At foundational level (Level 2), the subject Introduction to Governance deals with basic concepts such as democracy, constitutional values, government and intergovernmental relations, as well as with the foundations and basic values (with an emphasis on human rights and freedoms) underpinning the South African Constitution of State.

Level 3 (intermediate) focuses on the various governance structures (three spheres of government, organs of state and traditional leadership), their roles and functions as well as their inter-relationships. It also includes an empirical evaluation of the relationship between the South African Police Service and the community (as concretised in a local community policing forum).

At the advanced level (Level 4), the roles of the various security services and of the Department of Correctional Services are identified, with a strong focus on the organisational structure, powers and functions of the SAPS and community policing forums. The institutions ensuring effective and transparent policing are identified with reference to their powers and functions, as well as to their role in ensuring the enforcement of human rights and freedoms by the SAPS.

The knowledge gained during this course is utilised in the identification and evaluation of the functions and activities performed at a local police station during three 12-hour periods (1 day shift, 1 night shift and 1 weekend shift).

B. Why is Introduction to Governance important in the Safety in Society programme?

In terms of the Constitution of the Republic of South Africa, 1996, all government actions must comply with the Constitution and legislation enacted in terms thereof. This necessitates an understanding of the constitutional framework, the three arms of government (executive, legislative and judicial) and their relationship, the three spheres of government (national, provincial and local) and their relationship, organs of state as well as of the detailed provisions in respect of the South African Police Service.

The roles of the other security services (e.g. the South African National Defence Force, the National Intelligence Agency, the South African Secret Services and the Secretariat for Safety and Security) and their relationship with the South African Police Service are analysed. Within the context of the enforcement and promotion of human rights and fundamental freedoms, the role of institutions ensuring effective and transparent policing is also emphasised.

Level 2 gives an overview description of the background and structure of the South African state. Level 3 focuses on the functions of the structures identified in Level 2, as well as on the inter-relationships between these structures. Level 3 also entails empirical involvement by the student in investigating the statutory prescribed relationship between the SAPS and the community (through community policing forums). Level 4 encompasses a detailed study of the security and correctional services, with an emphasis on the role, powers and functions, and internal structures of the SAPS, as well as of the bodies ensuring both effective and transparent policing, and compliance with the Bill of Rights as enshrined in the Constitution of the Republic of South Africa, 1996.

C. The link between Introduction to Governance Learning Outcomes and the Critical and Developmental Outcomes

The subject incorporates various critical cross field outcomes to enhance good governance, co-operative government, sound intergovernmental relations, the culture of respect for human rights and fundamental freedoms as well as effective public administration. The critical cross field outcomes that are incorporated are:

- Identify and solve problems in which responses display that responsible decisions, using critical and creative thinking;
- Work effectively with others as a member of a team, group, organisation, and community;
- Organise and manage oneself and one's activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;

- Use science and technology effectively and critically, showing responsibility towards the environment and health of others;
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;
- Reflecting on and exploring a variety of strategies to learn more effectively;
- Participating as responsible citizens in the life of local, national and global communities;
- Being culturally and aesthetically sensitive across a range of social contexts;
- Exploring education and career opportunities, and
- Developing entrepreneurial opportunities.

D. Factors that contribute to achieving Introduction to Governance Learning Outcomes

- An interest in understanding the relationship between the South African Police Service and other government institutions responsible for ensuring the safety and security of South Africa and its citizens.
- Interest in a career within the SAPS.
- An interest in the protection of the human rights and fundamental freedoms of South Africans in their relationship with the SAPS.

1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS

The focus of this subject is on basic governance concepts (such as democracy), the background to the South African constitutional state and its basic values, human rights, and the three arms of government (Legislature, Executive and Judiciary).

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Introduction to Governance (Level 2) takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

3.1.2 Practical Component

The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Introduction to Governance Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**
  - A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
  - B. Exhibitions by students
  - C. Visits undertaken by students based on a structured assignment task
  - D. Research
  - E. Task performance in a “Structured Environment”

- **Definition of the term "Structured Environment"**

For the purposes of assessment, "Structured Environment" refers to a simulated workplace or workshop environment. Activities in the simulated workplace or environment must be documented in a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Nature of department or environment in which practical component was achieved
- Learning Outcomes
- Activities in the environment with which to achieve the Learning Outcomes
- Time spent on activities
- Signature of facilitator or supervisor and student

For the logbook to be regarded as valid evidence, it must be signed by an officially assigned supervisor.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The assessment instruments used for the purpose of conducting such assessments must be part of the evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Introduction to Governance* (Level 2).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Basic Governance Concepts	10%
2. Foundation of the South African Constitutional State	10%
3. Basic values of the South African Constitutional State	15%
4. Human Rights	15%
5. Trias Politica (the Three Arms of Government): the Legislature, the Executive and the Judiciary	50%
TOTAL	**100**

5 CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

A student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination

7 SUBJECT AND LEARNING OUTCOMES

On completion of Governance Level 2, the student should have covered the following topics:

Topic 1: Basic Governance Concepts

Topic 2: Foundation of the South African Constitutional State

Topic 3: Basic values of the South African Constitutional State

Topic 4: Human Rights

Topic 5: Trias Politica (the Three Arms of Government): the Legislature, the Executive and the Judiciary

7.1. Topic 1: Basic Governance Concepts

7.1.1 Subject Outcome 1: Define key concepts related to governance and government that support the Constitution.

Learning Outcomes

The student should be able to:

- Define democracy
- Define Constitution, constitutional values and human rights
- Define the term governance
- Define the term government
- Define intergovernmental relations
- Explain the importance of the above concepts

7.2 Topic 2: Foundation of the South African Constitutional State

7.2.1 Subject Outcome 1: Describe the development of the South African Constitution.

Learning Outcomes

The student should be able to:

- Explain the pre-1994 background to the commencement of the South African constitutional state
- Explain the processes resulting in the commencement of the Constitution of the Republic of South Africa, 1996
- Explain the structure of the South African state as enshrined in the Constitution of the Republic of South Africa, 1996

7.3 Topic 3: Basic values of the South African Constitutional State

7.3.1 Subject Outcome 1: Explain what the key elements of a democratic state are.

Learning Outcomes:

The student should be able to:

- Define the key elements of the South African democratic state:
  Range: Human dignity, achievement of equality, advancement of human rights and freedoms, non-racialism, non-sexism, supremacy of the constitution, rule of law, universal adult suffrage, national common voters' role, regular elections, multi-party system of democratic government
- Define the key objectives of democratic governance in South Africa:
  Range: Accountability, Responsiveness, Participatory governance, Inclusivity, Transparency

7.4 Topic 4: Human Rights

7.4.1 Subject Outcome 1: Demonstrate an understanding of the human rights and freedoms entrenched in Chapter 2 (Bill of Rights) of the Constitution of the Republic of South Africa, 1996.

Learning Outcomes:

The student should be able to:

- Explain the terms human rights and fundamental freedoms
- Understand the central role of human rights and freedoms in the South African constitutional state
- Define the main categories of human rights and freedoms as contained in Chapter 2 (Bill of Rights) of the Constitution of the Republic of South Africa, 1996 (with two examples of each)

- Gather information about the ordinary citizens' views about the rights and freedoms:
  Range: Non-discrimination and affirmative action, access to housing, access to health care, access to social grants

7.5 Topic 5: Trias Politica (the Three Arms of Government): the Legislature, the Executive and the Judiciary

7.5.1 Subject Outcome 1: Explain the role and function of the Legislature within the South African context.

Learning Outcomes:

The student should be able to:

- Describe the key concepts relating to legislature and legislation
- Explain the role, purpose and function of the legislative arm of government
- Describe the three levels of legislative activity:
  Range: Parliament (national), Provincial Legislature (provincial), Municipal Council (local)
- Explain the legislative process
- Collect and organise information on how a current by-law in a municipality is enacted

7.5.2 Subject Outcome 2: Explain the role and function of the Executive within the South African context.

Learning Outcomes:

The student should be able to:

- Describe the key concepts relating to the executive arm of government
- Explain the role, purpose and function of the executive arm of government
- Describe the three levels of executive government:

  Range: President and Ministers of the Cabinet (national), Premiers and Members of the Executive Council (provincial), Mayor and Members of the Municipal Council (local)
- Explain government in South Africa with reference to the public service at national, provincial and local level
- Gather information about the ordinary citizens' views about the accessibility and effectiveness of your ward councillor

7.5.3 Subject Outcome 3: Explain the role and function of the Judiciary within the South African context.

Learning Outcomes:

The student should be able to:

- Describe the key concepts relating to the judicial arm of government and the independence of the judiciary
- Explain the role, purpose and function of the judicial arm of government
- Explain the difference between constitutional, criminal and civil matters
- Describe the structure, systems and functions of the Constitutional Court in respect of constitutional matters
- Describe the structure, systems and functions of the Supreme Court of Appeal, the High Court, the Magistrates' Courts and other lower level courts (e.g. Community Courts, Small Claims Court, etc.)
- Describe the structure, systems and functions of Traditional Courts

7.5.4 Subject Outcome 4: Explain the relationship between the three arms of government

Learning Outcomes:

The student should be able to:

- Describe the constitutional framework for determining the relationship between the three arms of government

8 RESOURCE NEEDS FOR THE TEACHING OF INTRODUCTION TO GORVERNANCE - LEVEL 2

8.1 Physical resources

- Classrooms and infrastructure (e.g. blackboard, projector etc)
- Textbooks
- Workbook with examples of test and examination papers and memoranda

8.2 Human resources

- The lecturer should ideally be a person with a thorough knowledge of the Constitution and the manner in which government is structured.
- Guest lectures must be given by an experienced regional magistrate, on the judicial arm of government.

8.3 Other resources

- Training to be provided in respect of basic methodology on how to gather empirical information for specifically Topic 4 and 5
- Arranging for access to relevant officials in the municipality as regards the making of by-laws inTopic 5