



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

GOVERNANCE

NQF Level 3

October 2007

GOVERNANCE - LEVEL 3

CONTENTS

INTRODUCTION

1 DURATION AND TUITION TIME

2 SUBJECT LEVEL FOCUS

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment

3.2 External assessment

4 WEIGHTED VALUES OF TOPICS

5 CALCULATION OF FINAL MARK

6 PASS REQUIREMENTS

7 SUBJECT AND LEARNING OUTCOMES

7.1 Overview of governance structures and relationships

7.2 Roles and functions of governance structures

7.3 The organs of state

7.4 Traditional leadership

7.5 Intergovernmental relations

8 RESOURCE NEEDS FOR THE TEACHING OF GOVERNANCE - LEVEL 3

8.1 Physical resources

8.2 Human resources

8.3 Other resources

INTRODUCTION

A. What is 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 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 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 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

This subject will focus on governance structures (their relationships, roles and functions), organs of state (e.g. Eskom), traditional leadership and intergovernmental relationships.

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 Governance (Level 3) 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 Governance Level 3 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 these 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: Governance (Level 3)*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Overview of governance structures and relationships	10%
2. Roles and functions of governance structures	35%
3. The organs of state	10%
4. Traditional leadership	10%
5. Intergovernmental relations	35%
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 fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Governance Level 3, the student should have covered the following topics:

Topic 1: Overview of governance structures and relationships

Topic 2: Roles and functions of governance structures

Topic 3: The organs of state

Topic 4: Traditional leadership

Topic 5: Intergovernmental relations

7.1 Topic 1: Overview of governance structures and relationships

7.1.1 Subject Outcome 1: Define governance, governance structures and inter-governmental relations.

Learning Outcomes

The student should be able to:

- Examine the definition of governance.
- Examine the different governance structures.
- Examine the relationships between governance structures.

7.2 Topic 2: Roles and functions of governance structures

7.2.1 Subject Outcome 1: Examine the role and function of the national sphere of government.

Learning Outcomes

The student should be able to:

- Interpret the constitutional provisions as regards the composition, powers and functions of the National Executive (President and Ministers of Cabinet).
- Interpret the constitutional provisions as regards the composition, powers and functions of the South African Parliament (National Assembly and National Council of Provinces).

7.2.2 Subject Outcome 2: Examine the role and function of provincial government.

Learning Outcomes

The student should be able to:

- Interpret the constitutional provisions as regards the composition, powers and functions of the Provincial Executive (Premiers and Members of the Executive Council).
- Interpret the constitutional provisions as regards the composition, powers and functions of the Provincial Parliament (Provincial Legislature).

7.2.3 Subject Outcome 3: Examine the role and function of local government.

Learning Outcomes

The student should be able to:

- Interpret the constitutional provisions as regards the composition of the Municipal Council (Mayor, Proportional Councillors and Ward Councillors).
- Interpret the constitutional provisions as regards the executive powers and functions of the Municipal Council.
- Interpret the constitutional provisions as regards the legislative powers and functions of the Municipal Council.
- As a team, collect information and write a report on the enforcement of traffic by-laws in your municipality.

7.2.4 Subject Outcome 4: Classify the exclusive and concurrent functions of government.

Learning Outcomes

The student should be able to:

- Examine the constitutional provisions relating to the following functional domains:
 - Exclusive.
 - Concurrent.
- Apply the constitutional distribution of exclusive and concurrent functional domains between:
 - National sphere of government.
 - Provincial sphere of government.
 - Municipal sphere of government.

7.3 Topic 3: The organs of state

7.3.1 Subject Outcome 1: Examine the composition, roles and functions of organs of state.

Learning Outcomes

The student should be able to:

- Interpret the constitutional provisions as regards the composition, roles and functions of organs of state.
- Interpret the legislative provisions as regards the roles and functions of organs of state.
Range: Telkom, Eskom and Transnet.

7.4 Topic 4: Traditional leadership

7.4.1 Subject Outcome 1: Examine traditional leadership governance structures.

Learning Outcomes

The student should be able to:

- Classify the different categories of hereditary traditional leadership governance institutions:
Range: Kings and queens, senior traditional leaders, headmen
- Examine the role and functions of hereditary traditional leadership governance institutions
Range: Kings and queens, senior traditional leaders, headmen
- Examine the composition, role and functions of traditional councils

7.5 Topic 5: Intergovernmental relations

7.5.1 Subject Outcome 1: Examine inter-governmental relations.

Learning Outcomes

The student should be able to:

- Interpret the constitutional provisions regarding inter-governmental relations.
- Interpret the statutory provisions regarding inter-governmental relations.
- As a team:
 - Attend two meetings of the local community policing forum.
 - Interview the station commander of your local police station.
 - Interview the most senior person (who is not a member of the SAPS) of the local community policing forum.
 - Prepare a presentation on the relationship between your local police station and the local community policing forum.

8 RESOURCE NEEDS FOR THE TEACHING OF GOVERNANCE (LEVEL 3)

8.1 Physical resources

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

8.2 Human resources

- The lecturer should ideally be a person with thorough knowledge of the Constitution and the manner in which government functions, with specific reference to the functioning of SAPS at local level and of community policing forums.
- Guest lecture must be given by an experienced police station commander on the functioning of local police stations and local community policing forums.

8.3 Other resources

- Training to be provided in respect of basic methodology for gathering empirical information (Topics 3 and 4).
- Arranging for access to relevant senior traffic officials in the municipality as regards the enforcement of traffic by-laws (Topic 2).
- Arranging for attendance of two local community policing forum meetings (Topic 5).
- Arranging for access to the station commander of the local police station and the most senior person (who is not a member of the SAPS) of the local community policing forum (Topic 5).