FORENSIC PATHOLOGY OFFICER (FPO) DIPLOMA QUALIFICATION & HPCSA REGISTERS

HOSTED BY

The Professional Board for Medical Technology HEALTH PROFESSIONS COUNCIL OF SA

Date: 13 November 2017
Time: 9H00 – 13H00
Venue: Emperors Palace - Kempton Park
OR Tambo International Airport

THE DEVELOPMENT OF THE QUALIFICATION

PROF JEANINE VELLEMA
DEPT OF FORENSIC MEDICINE & PATHOLOGY
UNIVERSITY OF THE WITWATERSRAND & GAUTENG FORENSIC PATHOLOGY SERVICE
BACKGROUND

Pre-April 2006, the Services pertaining to “Medico-Legal Death Investigations” were jointly provided by DOH and SAPS:

➢ The MEDICAL SERVICE COMPONENT:
  ➢ was a sub-division of the DOH (Provincial) Services Directorates, ……. with (in academic centers)
  ➢ Joint “Doctors” Appointments at UNIVERSITIES to provide for Medical Case Management, Teaching & Research

➢ The SUPPORT COMPONENT:
  ➢ was a function of the SAPS concerned with:
    ➢ providing & maintaining a state-wide network of Medico-Legal Facilities
    ➢ providing and maintaining their equipment, transport, IT infrastructure, logistics, procurement & supplies
    ➢ providing and controlling the operational & support staff
Cabinet made the decision (on 29 April 1998) to transfer the Medico-Legal Mortuaries from SAPS to Health.

In 2004, new legislation: National Health Act 61 of 2003 was “gazetted” and assented to:

Section 25(2)(m) in Chapter 4 (PROVINCIAL HEALTH) of the National Health Act 61 of 2003, states that The Provincial Departments of Health are responsible for the development and implementation of their Provincial Forensic Pathology Services (FPS) in accordance with National Health Policy

Transfer from SAPS to DOH(eventually) took place on 1 April 2006

Service in DOH was named: Forensic Pathology Service
NEED FOR FORMAL QUALIFICATION

- The objective of NDOH (in 2006) was to develop a Forensic Pathology Officers (FPO’s) qualification on NQF level 5 to ensure competent professionals who can assist the Forensic Medical Practitioners with the medico-legal investigation of death processes.

- Benguela (a Management Consultancy) was appointed to develop a QUALIFICATION for the NDoH.

- In 2005/06 there were approximately 800 FPO Support Personnel planned in the Service (SAPS & DOH) and it was thought that this number would increase to 1,500 in 2006/07 and to 1,842 by 2007/08.

- Actual current FPO Support Staff figures Nationally around ±750 (in 2013)

(Gauteng alone currently has 204 Forensic Pathology Officer (FPO) posts)
TARGET GROUP – FORENSIC PATHOLOGY OFFICERS

- Forensic Pathology Officers (FPO’s) became the generic term for our FPS support staff.
- They render medico-legal death investigation support services to Forensic Medical Practitioners including preparations for specialised tasks (e.g. medico-legal autopsies) in support of such professionals.

- FPO’s duties THEN included (but not limited to):
  - taking calls to collect unnaturally deceased bodies;
  - transporting these bodies from death scenes & hospitals;
  - doing “death scene investigations”;
  - admitting bodies to FPS Facilities;
  - assisting doctors in the Autopsy suites;
  - identifying bodies to families;
  - releasing bodies from Facilities;
  - performing relevant administrative duties etc.
PROCESS OF GENERATING THE QUALIFICATION

**PROCESS**

- **Stakeholder groups** were identified and approached
- **Scoping workshops** held to determine outcomes of the qualification
- **Task team** delegated to develop the qualification
- **Units Standards Writing Workshops** set up through SAQA Organising Field 08: “Law, Military Science and Security”
  - **Though should ideally have been registered in Field 09 “Health Science and Social Services”**
- Consultants sourced possible **unit standards** and structured the qualification document
- Qualification proposed to the **SAQA Forensics SGB** – and accepted in principle in Nov 2006
- Qualification sent out for **narrow and then broad consultation**
- Qualification **registered with SAQA**: (4 x already since 2007)
  - **5 April 2007** and re-registered **5 April 2010** and re-registered **01 July 2012** and re-registered **01 July 2015** (End date 30 June 2018)
PROCESS OF GENERATING THE QUALIFICATION

CONSULTATION

- National Department of Health
- SAPS
- Health and Welfare SETA
- Durban Institute of Technology
- CMSA - President of the College of Forensic Pathologists
- HPCSA
- University Departments of Human Biology
- Durban Institute of Technology
- SAQA Forensic SGB
- Forensic Pathologists (Subject Matter Experts)
- SAPS Training Experts
- SAQA

NUMEROUS TASK TEAM MEETINGS (2006 - 07)
<table>
<thead>
<tr>
<th></th>
<th>NQF ORGANISING FIELDS (REGS: SAQA Act 58 of 1995)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Agriculture and Nature Conservation</td>
</tr>
<tr>
<td>02</td>
<td>Culture and Arts</td>
</tr>
<tr>
<td>03</td>
<td>Business, Commerce and Management Studies</td>
</tr>
<tr>
<td>04</td>
<td>Communication Studies and Language</td>
</tr>
<tr>
<td>05</td>
<td>Education, Training and Development</td>
</tr>
<tr>
<td>06</td>
<td>Manufacturing, Engineering and Technology</td>
</tr>
<tr>
<td>07</td>
<td>Human and Social Studies</td>
</tr>
<tr>
<td>08</td>
<td>Law, Military Science and Security</td>
</tr>
<tr>
<td>09</td>
<td>Health Science and Social Services</td>
</tr>
<tr>
<td>10</td>
<td>Physical, Mathematical, Computer and Life Sciences</td>
</tr>
<tr>
<td>11</td>
<td>Services</td>
</tr>
<tr>
<td>12</td>
<td>Physical Planning and Construction</td>
</tr>
</tbody>
</table>
# NATIONAL DIPLOMA: FORENSIC PATHOLOGY SUPPORT QUALIFICATION

- **FIRST SAQA REGISTRATION** - 5 APRIL 2007 (Ended = 5 APRIL 2010)

<table>
<thead>
<tr>
<th>SAQA QUAL ID</th>
<th>QUALIFICATION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>58183</td>
<td>National Diploma: Forensic Pathology Support</td>
</tr>
</tbody>
</table>

- **SGB NAME**
  - SGB Forensic Science

- **Quality Assuring ETQA**
  - SAS SETA – Safety and Security SETA

- **QUALIFICATION TYPE**
  - National Diploma

- **FIELD**
  - Field 08 - Law, Military Science and Security

- **SUBFIELD**
  - Safety in Society

- **ABET BAND**
  - Undefined

- **MINIMUM CREDITS**
  - 240

- **NQF LEVEL**
  - Level 5

- **QUAL CLASS**
  - Regular-Unit Stds Based

- **REGISTRATION STATUS**
  - Registered

<table>
<thead>
<tr>
<th>REGISTRATION NUMBER</th>
<th>REGISTRATION START DATE</th>
<th>REGISTRATION END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAQA 0768/06</td>
<td>2007-04-05</td>
<td>2010-04-05</td>
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</table>

**Should be changed to HPCSA**

**Should be changed to Field 09: Health Science and Social Services**
<table>
<thead>
<tr>
<th>SAQA QUAL ID</th>
<th>QUALIFICATION TITLE</th>
<th>ORIGINATOR</th>
<th>ORIGINATING PROVIDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>58183</td>
<td>National Diploma: Forensic Pathology Support</td>
<td>SGB Forensic Science</td>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>QUALIFICATION TYPE</th>
<th>FIELD</th>
<th>SUBFIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Diploma</td>
<td>08</td>
<td>Law, Military Science and Security</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ABET BAND</th>
<th>MINIMUM CREDITS</th>
<th>PRE-2009 NQF LEVEL</th>
<th>NQF LEVEL</th>
<th>QUAL CLASS</th>
</tr>
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<tbody>
<tr>
<td>Undefined</td>
<td>240</td>
<td>Level 5</td>
<td>NQF Level 05</td>
<td>Regular-Unit Stds Based</td>
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</table>

<table>
<thead>
<tr>
<th>REGISTRATION STATUS</th>
<th>SAQA DECISION NUMBER</th>
<th>REGISTRATION START DATE</th>
<th>REGISTRATION END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reregistered</td>
<td>SAQA 10105/14</td>
<td>2015-07-01</td>
<td>2018-06-30</td>
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<table>
<thead>
<tr>
<th>LAST DATE FOR ENROLMENT</th>
<th>LAST DATE FOR ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-06-30</td>
<td>2023-06-30</td>
</tr>
</tbody>
</table>

Should be changed to Field 09: Health Science and Social Services

Should be changed to HPCSA
QUALIFICATION COMPONENTS

Qualification = 240 Credits at NQF Level 5

(Credits are the measurement of the volume of learning required for a specific qualification. Credits are based on the number of hours of study. 10 notional study hours equal 1 credit. (See pages 8-9 of the HEQF).

Unit Standards Grouped into:

- Fundamental (10 US’s)
- Core (10 US’s)
- Elective (16 US’s)
  - Legal
  - Medical
  - Management

**Qualifications and Unit Standards are registered by SAQA for a period of 3 years**
SAQA defines **UNIT STANDARDS** as the:

- registered statements of desired *education and training outcomes*
- and their associated *assessment criteria*, describing the *quality* of the expected performance
- These guide the educator/assessor with regard to what the *learner* needs to *know, do and apply*.


- There are currently **ten NQF Levels**: this changed from **eight levels in 2009**, when the *National Qualifications Framework Act 67 of 2008* was promulgated (replacing the “old” South African Qualifications Authority Act of 1995)
WHAT DOES THE “NEW” HEQSF (Sub-Framework) LOOK LIKE?

The changes reflected in the HEQSF is represented in a graphical form below: *(The framework is designed to facilitate vertical, horizontal and diagonal progression – see arrows)*

<table>
<thead>
<tr>
<th>10 NQF levels</th>
<th>(SINCE 2009: After promulgation of the new NQF Act of 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Professional Doctorate</td>
</tr>
<tr>
<td>9</td>
<td>Professional Masters</td>
</tr>
<tr>
<td>8</td>
<td>Postgraduate Diploma</td>
</tr>
<tr>
<td>7</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>5</td>
<td>Higher Certificate</td>
</tr>
</tbody>
</table>

*(Kuyasheshwa - “Gauteng working better”)*
### WHAT DID THE NQF LOOK LIKE in 2007 ?

<table>
<thead>
<tr>
<th>NQF LEVEL</th>
<th>BAND</th>
<th>QUALIFICATION TYPE</th>
</tr>
</thead>
</table>
| 8         | HIGHER EDUCATION AND TRAINING | - Post-doctoral research degrees
|           |                           | - Doctorates                                            |
|           |                           | - Masters degrees                                       |
| 7         |                           | - Professional Qualifications                           |
|           |                           | - Honours degrees                                       |
| 6         |                           | - National first degrees                                |
|           |                           | - Higher diplomas                                       |
| 5         |                           | - National diplomas                                     |
|           |                           | - National certificates                                 |

**FURTHER EDUCATION AND TRAINING CERTIFICATE**

<table>
<thead>
<tr>
<th>NQF LEVEL</th>
<th>BAND</th>
<th>QUALIFICATION TYPE</th>
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<tbody>
<tr>
<td>4</td>
<td>FURTHER EDUCATION AND TRAINING</td>
<td>National certificates</td>
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<tr>
<td>3</td>
<td></td>
<td>National certificates</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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</table>

**GENERAL EDUCATION AND TRAINING CERTIFICATE**

<table>
<thead>
<tr>
<th>NQF LEVEL</th>
<th>BAND</th>
<th>QUALIFICATION TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GENERAL EDUCATION AND TRAINING</td>
<td>Grade 9 ABET Level 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National certificates</td>
</tr>
</tbody>
</table>
USES OF (SAQA) QUALIFICATIONS AND UNIT STANDARDS

The PRIMARY USES of QUALIFICATIONS & UNIT STANDARDS are:

- As a **guide** to learners;
- As a guide to **providers / educators** for the preparation of **learning material**;
- As descriptions of **end points of learning** (towards which learning should aim);
- As descriptions of **what must be assessed**, in what contexts, and the **standard of performance** required;
- As a means of **recognising achievements** (records of learning and/or competence portfolios will indicate what qualifications and unit standards have been achieved by learners);
- As a basis for **developing people** and maintaining and assessing the **standards**;
- In the development of **learning programs** and **assessment activities**.

(UNIT) STANDARDS ARE NOT:

- A statement or syllabus topic to be addressed;
- A course or module;
- A process, e.g. reading an instrument or preparing equipment for a specific task;
- An input, e.g. teaching someone;
- An activity, e.g. demonstrating something;
- A learning process, e.g. understanding or applying knowledge;
- The mastering of a learning objective;
- A score, grade or percentage; or
- A specific entity of knowledge or a unit of knowledge as classified in traditional subject matter syllabi.

How does SAQA define Curriculum?

- SAQA takes a broad view of the term ‘curriculum’ and defines it as being:
  - ... more than a syllabus ... refers to all of the teaching and learning opportunities that take place in learning institutions including:
    - purpose and values of the learning
    - learning outcomes
    - content, activities, methods, media
    - teaching, learning strategies
    - forms of assessment
    - evaluation of delivery, moderation

*(The National Qualifications Framework and Curriculum Development, SAQA, p.6)*

- From this definition then, we could say that curriculum deals with
  - standards setting
  - **learning programme** development and delivery, including assessment
  - quality assurance of delivery and assessment processes
CURRICULUM vs LEARNING PROGRAMME

How does SAQA define a LEARNING PROGRAMME?

➢ … the **sequential, structured set of learning offerings** and related assessment and attainment requirements associated with curriculum implementation,

➢ leading to the **achievement of a particular qualification**

(\textit{The National Qualifications Framework and Curriculum Development, SAQA, p.5})

➢ The ‘learning programme’ constitutes the ‘**plan**’ (of learning and assessment activities) for getting the learner to meet the specified outcomes (that make up the qualification) as set out by the **curriculum**.

➢ This is what the provider designs, based on sound educational principles (e.g. learner-centredness).

➢ The learning programme is really the **WHAT, the WHEN and the HOW of implementation**.
CURRICULUM vs SYLLABUS

- **Curriculum** is the superset and **syllabus** is the subset of curriculum.

- **Curriculum** is the complete set of taught material in an educational program / course and is **prescriptive**

- **Syllabus** is ‘**descriptive**’ and includes the content and the list of topics / concepts to be taught in a training course. The syllabus is often drafted by the instructor of the course, based on the curriculum ‘prescripts’
  
  - A typical syllabus will contain information on how, where and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc.

- Whereas the **curriculum** ‘prescribes’ the objectives of the program / course, the **syllabus** ‘describes’ the means to achieve them.

- **Curriculum** is also developed keeping in mind the standards students should achieve from well-researched best practices.
Curriculum is thus a very general concept, which involves consideration of the whole complex of philosophical, social and administrative factors, which contribute to the planning of an educational learning programme.

Syllabus, on the other hand, refers the subpart of curriculum, which is concerned with the specifics of what and/or how units / topics / concepts will be taught.
A credit assignment reflects the average length of time the average learner might take to complete the learning leading to the achievement of the standard.

1 Credit ≈ ± 10 Notional hours of learning

Thus, e.g.:

- **240 Credits** ≈ 2400 hours ≈ 2 Years full-time (or 3 Years part-time) study → DIPLOMA
- **120 Credits** ≈ 1200 hours ≈ 1 Year full-time study → CERTIFICATE
EXIT LEVEL OUTCOMES of FPO SUPPORT QUALIFICATION

1. **Communicate** with relevant role-players to maintain public relations and professional service delivery

2. Perform **administrative duties** in providing FPS

3. Provide **autopsy support** to the Forensic Medical Practitioner

4. Apply current **legislation, regulations & ethics** in the provision of FPS

5. Apply **scientific knowledge** in an FPS environment

6. Gather and preserve **evidence & information** in support of the FPS

7. Apply **OHS principles** and related environmental practices in a Forensic Pathology environment

8. Utilise and audit **physical resources**
PURPOSE & RATIONALE OF THE QUALIFICATION

PURPOSE:

• This qualification was designed to provide a learning pathway for support staff in the arena of Forensic Pathology Service.

• Such Forensic Pathology Support staff should be able to perform activities ranging from attending, assessing and documenting the death scene, to accompanying the body to the mortuary and assisting during autopsy procedures, to performing administrative duties & releasing decedents in appropriate ways.

• This qualification will assist with standardisation in the field of Forensic Pathology Services.

• Learners will record matters related to the death scene and work with the stakeholders to remove the body from the death scene.
PURPOSE & RATIONALE OF THE QUALIFICATION

PURPOSE (cont):

- In addition they will also assist with the identification of the deceased as well as assist with the medico-legal investigation of death, including the performing of an autopsy.
- This qualification will also enable learners to remove and refer medico-legal specimens (exhibits) and keep records pertaining to medico-legal cases.
- This qualification ensures that learners are equipped with the skills to deal with issues of a forensic nature in a manner that is deemed ethical and culturally sensitive.
- In this qualification the elective component allows for specialisation in forensic support in a variety of areas, including odontology, entomology, dactyloscopy, ballistics, anthropology, embalming and administrative management.
PURPOSE & RATIONALE OF THE QUALIFICATION

PURPOSE (cont):

• Qualifying learners will be able to:

  ➢ Communicate with role-players in the interests of justice and offer professional service delivery.

  ➢ Perform administrative duties in the provision of the Forensic Pathology Service.

  ➢ Provide specialised medical support in the provision of the Forensic Pathology Service.

  ➢ Apply current legislation and regulations in the provision of the Forensic Pathology Service.

  ➢ Gather and preserve information in support of the Forensic Pathology Service.
PURPOSE & RATIONALE OF THE QUALIFICATION

RATIONALE:

• There was (and still is) a critical need in South Africa to develop a competent professional cadre of personnel who will assist and offer support services within the Forensic Pathology Service environment.

• This qualification will be of benefit to stakeholders as it will promote development of qualified employees who will be able to offer efficient service delivery in the FPS thus efficiently & effectively serving (inter alia) the SAPS, the NPA, the DoJ, the public and families.

• This will contribute to the effective handling and expediting of forensic medicolegal investigations.

• Furthermore, this qualification will open up the field of science to those FPO’s who do not necessarily have a scientific background from their formal schooling.
BENCHMARKING OF QUALIFICATION

- Forensic Pathology Officer “type” skills are universal, but the actual role to be played by this person in the South African context is unique.

- The International Comparability study focused on comparing international qualifications & competencies with the specific needs of Forensic Pathology Support staff in the South African context.

- Benchmarking was conducted with the following countries by means of questionnaires: USA, Australia and Namibia. This questionnaire interrogated the competencies required by a person in a similar role to that of the Forensic Pathology Officer in SA, in order to determine whether the qualification has incorporated all the necessary competencies.

- Information was received from the USA, Namibia and Australia.
BENCHMARKING OF QUALIFICATION (cont)

- Research was also done into "component standards" and competencies required internationally.

- These were used extensively in confirming the requirements for this qualification, even though there was no international qualification that matched the competency requirements exactly.

- Internationally it was generally found that the training courses for "Pathologists’ Assistants" were at a higher level than required for this qualification.

- Many of the qualifications identified for this person required that learners have an undergraduate degree - e.g. the “Assistant Forensic Scientist” in the UK, Germany, Poland, Philippines, as well as the “Pathology Assistant” in the USA.
BENCHMARKING OF QUALIFICATION (cont)

- In comparative qualifications where learners are not required to be in possession of an undergraduate degree, they require **SCHOOL RESULTS** such as "four GCSE passes (grades A-C), including either a **science** (preferably biology or chemistry) or mathematics as well as an 'A' level in a **scientific subject** (preferably biology or chemistry)," which indicates that the learners will be embarking on a **qualification pitched at a higher level** than this qualification.
The international comparability study therefore revealed that **THIS** qualification has included all the **necessary competencies** required by a person offering Forensic Pathology Support with a PG degree qualification, but **at a less complex level.**

The **entry requirements** for **THIS** qualification match the **entry level competencies** required for a learner to succeed in this qualification.

It also revealed the **uniqueness of THIS qualification**, which **suits the context** within which it is to be delivered in **South Africa**.

**Must be noted here that all efforts were made to make this qualification as accessible as possible to as many FPO’s possible, without dropping standards, hence NQF Level 4 (Matric ~ Further Education and Training Certificate) as entrance requirement**
QUALIFICATION COMPONENTS: CORE & FUNDAMENTAL (144 Credits)

- **FUNDAMENTAL US’s totalling 64 credits** are COMPULSORY.
- **CORE US’s totalling 80 credits** are COMPULSORY.

<table>
<thead>
<tr>
<th>UNIT STANDARD TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Apply knowledge of anatomy, patho-physiology and trauma pathology</td>
<td>Level 5</td>
<td>20</td>
</tr>
<tr>
<td>Core Apply safety and infection control principles in the workplace</td>
<td>Level 5</td>
<td>10</td>
</tr>
<tr>
<td>Core Assimilate and present specialised evidence in a court of law</td>
<td>Level 5</td>
<td>6</td>
</tr>
<tr>
<td>Core Assist with post mortem examination procedures</td>
<td>Level 5</td>
<td>12</td>
</tr>
<tr>
<td>Core Conduct duties relating to a death incident in the forensic pathology support environment</td>
<td>Level 5</td>
<td>10</td>
</tr>
<tr>
<td>Core Demonstrate an understanding of the field of forensic biology</td>
<td>Level 5</td>
<td>6</td>
</tr>
<tr>
<td>Core Facilitate identification process of human remains</td>
<td>Level 5</td>
<td>4</td>
</tr>
<tr>
<td>Core Manage property storage and use within a law enforcement environment</td>
<td>Level 5</td>
<td>4</td>
</tr>
<tr>
<td>Core Perform imaging techniques</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Core Preserve evidence on a scene</td>
<td>Level 5</td>
<td>3</td>
</tr>
<tr>
<td>Fundamental Analyse, interpret and communicate information</td>
<td>Level 5</td>
<td>9</td>
</tr>
<tr>
<td>Fundamental Apply appropriate social protocols in the workplace and community</td>
<td>Level 5</td>
<td>4</td>
</tr>
<tr>
<td>Fundamental Apply knowledge of ethical principles, standards and professional conduct in public sector management and administration</td>
<td>Level 5</td>
<td>8</td>
</tr>
<tr>
<td>Fundamental Apply workplace communication skills</td>
<td>Level 5</td>
<td>10</td>
</tr>
<tr>
<td>Fundamental Create and maintain positive workplace relationships</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental Demonstrate an understanding of the composition and dynamics of a creative team</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental Gather and manage information for decision-making</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental Justify disclosure or non-disclosure of information in an ethical framework</td>
<td>Level 5</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental Provide trauma support under supervision</td>
<td>Level 5</td>
<td>8</td>
</tr>
</tbody>
</table>
QUALIFICATION COMPONENTS: ELECTIVE (128 Credits Available)

- Learners are to select additional unit standards from the ELECTIVE COMPONENT to achieve a total of 96 CREDITS
- Category 1: Pathology - Medical & Ancillary Forensic Sciences & Technology
- Category 2: Administrative Management

<table>
<thead>
<tr>
<th>UNIT STANDARD TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Apply the scientific principles of dactyloscopy</td>
<td>Level 5</td>
<td>7</td>
</tr>
<tr>
<td>Elective Create and use a range of resources to effectively manage teams, sections, departments or divisions</td>
<td>Level 5</td>
<td>4</td>
</tr>
<tr>
<td>Elective Demonstrate an understanding of the evidential value of forensic biology evidence</td>
<td>Level 5</td>
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<tr>
<td>Elective Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997)</td>
<td>Level 5</td>
<td>8</td>
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<tr>
<td>Elective Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)</td>
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<tr>
<td>Elective Demonstrate knowledge of embalming and special preservation techniques within the context of the working environment</td>
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<td>Elective Demonstrate knowledge of temperature calibration measurements</td>
<td>Level 5</td>
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<tr>
<td>Elective Demonstrate the application of performance management</td>
<td>Level 5</td>
<td>6</td>
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<tr>
<td>Elective Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks</td>
<td>Level 5</td>
<td>4</td>
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<tr>
<td>Elective Explain the evidential value of forensic biology examinations</td>
<td>Level 5</td>
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<tr>
<td>Elective Explain the processes of clinical technology</td>
<td>Level 5</td>
<td>10</td>
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<tr>
<td>Elective Explain the scientific principles of forensic odontology</td>
<td>Level 5</td>
<td>8</td>
</tr>
<tr>
<td>Elective Manage inventory</td>
<td>Level 5</td>
<td>3</td>
</tr>
<tr>
<td>Elective Monitor team members and measure effectiveness of performance</td>
<td>Level 5</td>
<td>4</td>
</tr>
<tr>
<td>Elective Apply entomological principles in forensic investigations</td>
<td>Level 6</td>
<td>10</td>
</tr>
<tr>
<td>Elective Apply forensic anthropological principles in forensic investigations</td>
<td>Level 6</td>
<td>12</td>
</tr>
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</table>
WHAT NEXT I.T.O. QUALIFICATION?

QUALIFICATION PROVIDERS (e.g. UT’s) to:
- Develop a curriculum framework
- Develop learning programmes & syllabi with learning materials & assessment guides
- Set up a framework for implementation

FPS to:
- Identify (and train) the appropriate people to deliver the training at FPS Facility levels
- Train, register & accredit assessors & moderators
- Identify learners ready to be RPL'd
- Assist training providers to become accredited with their SETA (Sector Education and Training Authority) i.e. HPCSA
WHY DEVELOP A CURRICULUM FRAMEWORK?

- Ensures **coherence of a curriculum**, from the individual module to the full qualification
- **Integration** of unit standards & learning areas
- Learning experiences **linked & contextualised**
- Ensures logical sequencing of **learning programme**
- Ensures **appropriateness of content**
- Allows for **evaluation / revision**
- Includes the important **critical cross-field outcomes**
FACTORS IN CURRICULUM DESIGN

- Establish **role players** and **stakeholders** for the design
- Establish **national & sector requirements**
- Outline the **purpose & outcomes**
- Identify **learner needs**
- Determine available **resources**
- Map the **progression & portability**
- Define the **education & training approach**, **learning materials**, and **mode of delivery**
FACTORS IN CURRICULUM DESIGN (cont)

- Develop an **assessment framework**, including:
  - the roles of learners, practitioners and quality assurance agencies (HPCSA)
  - the purposes of assessment: admission, placement, formative and summative assessment, ***RPL principles & criteria***
  - principles and procedures for conducting assessment
  - what will be assessed

- **Pilot the curriculum** and make adjustments as a result of feedback and evaluation

- Establish **review procedures** for the curriculum
DEVELOP LEARNING MATERIALS

- Review **existing learning materials** for relevance
- Establish the **learning outcomes** in line with the requirements of the qualification
- Determine the **purpose & objectives**, **entry level requirements**, **duration** of the learning programme, **learner support** mechanisms
- Develop sufficient **integrated learning activities** to achieve the learning outcomes
- Include **instructions** for facilitators
- Include sufficient **formative & summative assessment activities** and comprehensive **assessment documentation**
- **Pilot** learning materials
SET UP A FRAMEWORK FOR IMPLEMENTATION

- Identify the **training providers in the FPS**
- Support training providers in gaining **accreditation** (including training FPS Facilities)
- Identify & assess potential **facilitators** (trainers); ensure Facilitators are sufficiently trained
- Identify potential **assessors & moderators**; ensure assessors and moderators are trained and registered
- Set up **selection process** for potential learners
- Set up **RPL process** to accelerate the learning process
- Manage the process, **pilot** it, evaluate the implementation
SAQA RPL Revised Policy: to be applied in terms of the NQF Act 67 of 2008 & the SAQA “National Policy for the Implementation of the Recognition of Prior Learning”, published in March 2013;

Definition: “Recognition of Prior Learning (RPL)” means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.”

RPL processes = multi-dimensional: Process through which non-formal / informal learning is measured & certified against the requirements for credit, access, inclusion or advancement in the formal education & training system, or workplace.
SAQA: RECOGNITION OF PRIOR LEARNING (RPL) cont.

- Integral feature of all forms of RPL = ASSESSMENT;
- RPL done via variety of methods: combination of teaching-learning, mentoring &/ assessment approaches;
- 2 Main forms of RPL – reflect different purposes & processes within which RPL takes place:
  - a. RPL for ACCESS: alternative access route into a learning programme, if formal entry requirements for admission lacking: accredited institution access or workplace-based training provider access
  - b. RPL for CREDITS: credits towards a qualification registered on the NQF
Principles of holistic approach to RPL:

- a. The focus is on what has been learned and not on the status of the institution, organisation or place where the learning was obtained;
- b. Credit is awarded for knowledge and skills acquired through experience and not for experience alone;
- c. Prior learning is made explicit through assessment and/or other methods that engage the intrinsic development of knowledge, skills and competencies acquired;
- d. Candidate guidance & support, the preparation of evidence and the development of an appropriate combination of further teaching / learning / mentoring & assessment approaches are core to RPL practice.
SAQA: RECOGNITION OF PRIOR LEARNING (RPL) cont.

PROFESSIONAL BODY:

- A Professional Body is a body of expert practitioners in an occupation or profession resulting in learning in and for the workplace – e.g. HPCSA

PROFESSIONAL DESIGNATION:

- A Professional Designation is a title or status conferred by a Professional Body in recognition of a person's expertise and/or right to practice in an occupational field – e.g. Forensic Pathology Officer

GRANDFATHER CLAUSE:

- A clause exempting certain pre-existing groups of people from the requirements of a piece of legislation;
- In this case, exemption from the requirement of a QUALIFICATION before registration as a FPO
SAQA: RECOGNITION OF PRIOR LEARNING (RPL) cont.

Responsibilities of recognised (by SAQA) Professional Bodies (e.g. HPCSA) w.r.t. RPL:

- a. Comply with the national SAQA Policy & Criteria for the Recognition of Professional Bodies and the Registration of Professional Designations (2012);

- b. Include an RPL route ("grandfathering") as an integral requirement for attainments of its professional designations as stipulated in the SAQA Policy and Criteria for the Recognition of Professional Bodies and the Registration of Professional Designations (2012);

- c. Collaborate with SAQA, the Quality Councils and the relevant providers to incentivise & advance quality RPL provisioning in the sector;

- d. Progressively develop and enhance its capacity to initiate and support RPL provision in accordance with this policy.
HPCSA PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY

HPCSA Forensic Pathology Officer Taskteam (2014/15):

• As of 2016, the Taskteam was chaired by Ms J Mthombeni (who is also a member of the HPCSA Professional Board for Medical Technology)

• Other members of the Taskteam were:
  – Mr C Pieters & Ms A Vuma (Board Members), Ms V Thompson, Prof L Martin, Prof J Vellema, Ms A de Beer, Mr S Mbokotho,
  – IN ATTENDANCE: Ms V Lukhozi (Board Manager), Ms L Ntsimane (Committee Coordinator)

• During 2017: Convened on 31 March, 23 June, 03 August, 13 November 2017
HPCSA Forensic Pathology Officer Taskteam mandate:

• Development & promulgation of the Regulations: Scope of Profession / Practice for Forensic Pathology Officers
• Promulgation of the HPCSA Register for FPO’s
• Criteria development with regards to “GRANDFATHER CLAUSE” for relevant FPO’s
  – Def: “A clause exempting certain pre-existing groups of people from the requirements of a piece of legislation.”
  – In this case, exemption from the requirement of a QUALIFICATION before registration as a FPO
• Criteria development for accreditation of FPS training facilities - for training of FPO’s
• Consultation with the TRAINING PROVIDERS (e.g. UT’s) to initiate the CURRICULUM & LEARNING PROGRAM development for FPO Diploma Qualification
HPCSA Registers for FPO’s to be promulgated as follows:

1) FULL REGISTRATION: For qualified or “grandfathered” FPO’s (i.e. working as FPO for more than 2 years, with evidence of in-house training having taken place)

2) SUPPLEMENTARY REGISTRATION: For newly employed FPO’s – within 4 months of employment in the FPS (i.e. less than 2 years working in the Service)

3) STUDENT REGISTRATION: For Student / Trainee FPO’s – once the qualification is being offered by a Provider (i.e. FPO’s registered with Accredited Training Provider to study towards the Diploma)
The Board at its meeting on 30 August 2017 RESOLVED:

1) Approval of the establishment of the HPCSA Registers for FPO’s & Student FPO’s: i.e. Regulations w.r.t. Registration of FPO’s & Scope of Profession of FPO’s be approved;

2) The Taskteam recommendations for entry into the FPO Registers be approved, including the “Grandfathering” principles;

3) The Register for Student FPO’s be established - to accommodate the FPO’s who are already employed as FPO’s who are students, who would, in future be qualifying with the relevant Diploma qualification in FPO Support;

4) The Registration category for FPO’s in the Supplementary Register be placed under the “Supervised Practice” category;

5) The Registration category for FPO’s who register with an accredited QUALIFICATION be placed in the “Independent Practice” category (no option of conducting a “private practice”);
6) The “Grandfathering” processes to be strengthened by detailed guidelines;

8) The FPO task team be mandated to find a way (if possible) to “RPL” from FPO to Prosector should a FPO wish to leave the employment of the FPS;

9) The draft Regulations relating to registration of Forensic Pathology Officers & Student Forensic Pathology Officers and Scope of Profession be circulated to all Professional Boards for comments / inputs;

10) The development of minimum standards for education & training and accreditation criteria for FPO’s - to be referred to the HPCSA Education, Training, Registration and Education Committee (ETRC) for review.
The BOARD EXECUTIVE at its meeting on 10 October 2017 RESOLVED:

• Aligned with **strategic objectives of the Board** to improve **communication** with stakeholders:
  – There was a need to embark on a **NATIONAL CONSULTATION PROCESS** with all **relevant FPO stakeholders**;
  – Towards achieving the goal of the **establishment of the Registers** for FPO’s with **inputs from all stakeholders**;

*** HENCE: THIS MORNING’S CONSULTATION PROCESS BETWEEN HPCSA TASKTEAM & STAKEHOLDERS ***
CHALLENGES OVER THE YEARS:

• **Little/No interest from Training Providers** in Qualification – concerns about numbers, costs and sustainability

• **OSD salary implementation in 2010** – with recognition of only 2 Grades of FPO’s: Grade 1 & Grade 2

• Previously in Organisational Development Plan: 4 Levels of FPO’s:
  – Grade 1, Grade 2, Senior & Chief FPO

• **Labour Action in June 2017**: Public Health and Social Development Sectoral Bargaining Council (PHSDSBC) Resolution 4 of 2017:
  (Payment of a Special Allowance and a Danger Allowance)
  – Standard danger allowance of **R397.00 pm** w.e.f. 1 April ‘17
  – Special dissecting *(sic)* allowance of **R594.00 pm** w.e.f. 1 April ‘17
  – Once-off non-pensionable allowance of **R4 800.00**

  – Debriefing

  – Improvement in OHS standards: protective clothing etc
# OSD Salary Packages: Grade 1 & 2 FPO’s

**Translation Key:** OSD for Therapeutic, Diagnostic and Other Related Allied Health Professionals: 1 April 2017

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## OSD Post (and Grade (where applicable))

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## FPO's - Group 1

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**Appendix G to DPSA Circular 1 of 2017**

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**Republic of South Africa**

**Gauteng Province**

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**Kuyashewa - Gauteng working better**
Thank you

DANKIE  Ngiyathokoza

Ke a leboha  KE A LEBOGA

Siyabonga  Inkomu

Ndo livhuwa  RO LIVHUWA

Enkosi  Ngiyabonga