

FORENSIC PATHOLOGY OFFICER (FPO) DIPLOMA QUALIFICATION & HPCSA REGISTERS

HOSTED BY

The Professional Board for Medical Technology
HEALTH PROFESSIONS COUNCIL OF SA

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Time: 9H00 – 13H00

Venue: Emperors Palace - Kempton Park
OR Tambo International Airport

THE DEVELOPMENT OF THE QUALIFICATION

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Kuyasheshwa - "Gauteng working better"



GAUTENG
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

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

BACKGROUND (cont)

- 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)

SAQA ORGANISING FIELDS

NQF ORGANISING FIELDS (REGS: SAQA Act 58 of 1995)	
01	Agriculture and Nature Conservation
02	Culture and Arts
03	Business, Commerce and Management Studies
04	Communication Studies and Language
05	Education, Training and Development
06	Manufacturing, Engineering and Technology
07	Human and Social Studies
08	Law, Military Science and Security
09	Health Science and Social Services
10	Physical, Mathematical, Computer and Life Sciences
11	Services
12	Physical Planning and Construction

NATIONAL DIPLOMA: FORENSIC PATHOLOGY SUPPORT QUALIFICATION

➤ FIRST SAQA REGISTRATION – 5 APRIL 2007 (Ended = 5 APRIL 2010)

SAQA QUAL ID	QUALIFICATION TITLE		
58183	National Diploma: Forensic Pathology Support		
SGB NAME	REGISTERING PROVIDER		
SGB Forensic Science	Should be changed to HPCSA		
Quality Assuring ETQA	Should be changed to Field 09: Health Science and Social Services		
SAS SETA – Safety and Security SETA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	Field 08 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	240	Level 5	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered	SAQA 0768/06	2007-04-05	2010-04-05

NATIONAL DIPLOMA: FORENSIC PATHOLOGY SUPPORT QUALIFICATION

➤ LATEST SAQA RE-REGISTRATION – 01 JULY 2015 (Ends = 30 JUNE 2018)

SAQA QUAL ID	QUALIFICATION TITLE			
58183	National Diploma: Forensic Pathology Support			
ORIGINATOR	ORIGINATING PROVIDER			
SGB Forensic Science	<i>Should be changed to HPCSA</i>			
QUALITY ASSURING BODY	NOF SUB-FRAMEWORK			
SAS SETA - Safety and Security SETA	OQSF - Occupational Qualifications Sub-framework			
QUALIFICATION TYPE	FIELD	SUBFIELD		
National Diploma	<i>Field 08 - Law, Military Science and Security</i>	Safety in Society		
ABET BAND	MINIMUM CREDITS	PRE-2009 NOF LEVEL	NOF LEVEL	QUAL CLASS
Undefined	240	Level 5	NOF Level 05	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE	
Reregistered	SAQA 10105/14	2015-07-01	2018-06-30	
LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT			
2019-06-30	2023-06-30			

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

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

UNIT STANDARDS - DEFINITION

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**.

http://www.saqa.org.za/structure/nqf/docs/standard_setting.pdf

- 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)*

10 NQF levels	<i>(SINCE 2009: After promulgation of the new NQF Act of 2008)</i>				
10			Professional Doctorate	Doctorate	Senior Doctorate
9			Professional Masters	Research Masters / Course work Masters	
8			Postgraduate Diploma		Honours
7			Advanced Diploma	Level 7 Degree Professional	Level 7 Degree
6	Advanced Certificate	Diploma	Diploma		
5	Higher Certificate	240 credits	360 credits	360 credits	480 credits
					360 credits

Note: Arrows in the original image indicate progression paths: vertical (up), horizontal (right), and diagonal (up-right).

WHAT DID THE NQF LOOK LIKE in 2007 ?

NQF LEVEL	BAND	QUALIFICATION TYPE	
8	HIGHER EDUCATION AND TRAINING	<ul style="list-style-type: none"> • Post-doctoral research degrees • Doctorates • Masters degrees 	
7		<ul style="list-style-type: none"> • Professional Qualifications • Honours degrees 	
6		<ul style="list-style-type: none"> • National first degrees • Higher diplomas 	
5		<ul style="list-style-type: none"> • National diplomas • National certificates 	
FURTHER EDUCATION AND TRAINING CERTIFICATE			
4	FURTHER EDUCATION AND TRAINING	<ul style="list-style-type: none"> • National certificates 	
3			
2			
GENERAL EDUCATION AND TRAINING CERTIFICATE			
1	GENERAL EDUCATION AND TRAINING	Grade 9	ABET Level 4
		<ul style="list-style-type: none"> • National certificates 	

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.

http://www.saqa.org.za/structure/nqf/docs/standard_setting.pdf

CURRICULUM vs LEARNING PROGRAMME

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**

(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 vs LEARNING PROGRAMMED vs SYLLABUS (cont)

- **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.

CREDITS & NOTIONAL HOURS

- 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** $\approx \pm$ **10 Notional hours** of learning
- Thus, e.g.:
 - **240 Credits** \approx 2400 hours \approx 2 Years full-time (or 3 Years part-time) study \rightarrow **DIPLOMA**
 - **120 Credits** \approx 1200 hours \approx 1 Year full-time study \rightarrow **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.

BENCHMARKING OF QUALIFICATION (cont)

- 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**.

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

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

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

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: RECOGNITION OF PRIOR LEARNING (RPL)

- **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

SAQA: RECOGNITION OF PRIOR LEARNING (RPL) cont.

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 PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY

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

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HPCSA Forensic Pathology Officer Taskteam - Recommendations to the Board (Aug 2017):

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*)

HPCSA PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY

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");

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- 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 Prosecutor 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.

HPCSA PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY

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**

HPCSA PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY

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

Appendix G to DPSA Circular 1 of 2017

TRANSLATION KEY: OSD FOR THERAPEUTIC, DIAGNOSTIC AND OTHER RELATED ALLIED HEALTH PROFESSIONALS: 1 APRIL 2017

Legend		ASD	Assistant Director							
		DD	Deputy Director							
		Asst	Assistant							
		Gr	Grade							
		C/S	Community Service							
		PD	Policy Developer							
OSD Post (and Grade (where applicable))	#	Salary notch/TCE package: 1 April 2016 (Rpa)				Salary notch/TCE package: 1 April 2017 (Rpa)				
		Full-time	Part-time			Full-time	Part-time			
			6/8th	5/8th	3/8th		6/8th	5/8th	3/8th	
Assistants - Group 1										
		Notch				Notch				
1	Dental Asst. Gr. 1	1	138 138	103 605	86 337	51 801	148 221	111 165	92 637	55 584
	Occupational Therapy Asst. Grade 1	2	140 211	105 159	87 633	52 578	150 447	112 836	94 029	56 418
	Radiography Asst Gr. 1	3	142 302	106 728	88 938	53 364	152 691	114 519	95 433	57 258
	Orthopaedic and Prosthetic Asst. Gr. 1	4	144 444	108 333	90 279	54 168	154 989	116 241	96 867	58 122
	Physiotherapy Asst. Gr. 1	5	146 613	109 959	91 632	54 981	157 317	117 987	98 322	58 995
	Forensic Pathology Officer Gr 1	6	148 803	111 603	93 003	55 800	159 666	119 751	99 792	59 874
	Medical Technology Asst Gr 1	7	151 041	113 280	94 401	56 640	162 066	121 551	101 292	60 774
	Community Rehabilitation Worker Gr 1	8	153 303	114 978	95 814	57 489	164 493	123 369	102 807	61 686
		9	155 607	116 706	97 254	58 353	166 965	125 223	104 352	62 613
		10	157 941	118 455	98 712	59 229	169 470	127 104	105 918	63 552
2	Dental Asst. Gr. 2	1	162 714	122 037	101 697	61 017	174 591	130 944	109 119	65 472
	Occupational Therapy Asst. Grade 2	2	165 147	123 861	103 218	61 929	177 204	132 903	110 754	66 453
	Radiography Asst Gr. 2	3	167 628	125 721	104 769	62 862	179 865	134 898	112 416	67 449
	Orthopaedic and Prosthetic Asst. Gr. 2	4	170 142	127 608	106 338	63 804	182 562	136 923	114 102	68 460
	Physiotherapy Asst. Gr. 2	5	172 695	129 522	107 934	64 761	185 301	138 975	115 812	69 489
	Forensic Pathology Officer Gr 2	6	175 290	131 469	109 557	65 733	188 085	141 063	117 552	70 533
	Medical Technology Asst Gr 2	7	177 909	133 431	111 192	66 717	190 896	143 172	119 310	71 586
	Community Rehabilitation Worker Gr 2	8	180 579	135 435	112 863	67 716	193 761	145 320	121 101	72 660
		9	183 285	137 463	114 552	68 733	196 665	147 498	122 916	73 749
		10	186 036	139 527	116 274	69 765	199 617	149 712	124 761	74 856
		11	188 829	141 621	118 017	70 812	202 614	151 962	126 633	75 981

Thank you

DANKIE *Ngiyathokoza*

Ke a leboha ***KE A LEBOGA***

Siyabonga ***Inkomu***

Ndo livhuwa ***RO LIVHUWA***

Enkosi *Ngiyabonga*