

# Curriculum Outcome Categories

The curriculum aims to deliver outcomes at the Master's level (Level 9<sup>1</sup>). The following outcomes are based on the SA NQF Level 9 outcomes as these are consistent with regional requirements. The curriculum outcomes also incorporate the SAQA Critical Cross-Field Outcomes (see below).

## Knowledge Outcomes

Specialist knowledge — student is able to demonstrate specialist knowledge and to engage with and critique advanced thinking and research in the field of climate change and sustainable development

Knowledge of applications — student is able to understand, evaluate and select appropriate methods, tools, processes or technologies to understand and inform solutions to complex real-world problems

Knowledge literacies — student is able to

- i) access, process and manage information
- ii) collate, manage and draw conclusions from theory and research data
- iii) evaluate current processes of knowledge production, including their derivation, contestation, dissemination

Research literacies - student is able to:

- i) choose an appropriate research methodology
- ii) conduct a literature review of leading and current research
- iii) use appropriate, ethical research principles

## Skills outcomes

Method and procedure — student is able to apply appropriate methods, techniques, processes or technologies to complex real-world problems

Producing and communicating information — student is able to produce, communicate and substantiate, orally and in writing, contextualised/ research-based, information and concepts using appropriate language for academic, professional and lay audiences

Accountability and independent learning and working — student takes responsibility for own work and self-driven learning for academic and professional development

Teamwork - student demonstrates an ability to work flexibly in teams, engage effectively with fellow students and contribute meaningfully to group projects

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<sup>1</sup> Adapted from the SA NQF Level 9 Outcomes and associated CCFOs as these are consistent with regional requirements

## Competencies

Stakeholder engagement — student is able to engage appropriately and effectively with diverse interest groups

Problem solving — student is able to use a wide range of specialised skills to identify, conceptualise, design and implement approaches to address complex and challenging problems within the field of climate change and sustainable development

Context and systems-thinking — student is able to demonstrate understanding of hierarchical and networked relations within a system and of the overarching consequences of solutions generated within a specialised context.

Transdisciplinary thinking – student is able to demonstrate

- i) a recognition and integration of different knowledge systems and disciplines
- ii) the ability to conduct research with – rather than for – civil society, i.e. to formulate research goals, design research and co-produce knowledge with civil society partners

## Critical Cross-Field Outcomes

Critical Cross-Field Outcomes (CCFOs) are ‘those generic outcomes that inform all teaching and learning<sup>2</sup>’ and are ‘critical for the development of the capacity for life-long learning’. The following are the CCFOs adopted by the South African Qualifications Authority:

- Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation, 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.

The curriculum aims to deliver these CCFOs as they are consistent with regional requirements. The CCFOs are therefore integrated into the curriculum outcome categories.

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<sup>2</sup> South African Qualifications Authority Website – Glossary of Terms