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## Core Competency 1

### Demonstrate knowledge and understanding of the theoretical underpinnings of heritage practice.

<b>a.</b>	Knowledge and understanding of the <b>history</b> of conservation, archaeology, Cultural Resource Management (CRM), and heritage management. You may focus on our own area of expertise within these topics, providing only basic/elementary responses to the others.
<b>b.</b>	Knowledge and understanding of <b>current discourses and approaches</b> to conservation, archaeology, Cultural Resource Management (CRM), and heritage management. You may focus on our own area of expertise within these topics, providing only basic/elementary responses to the others.
<b>c.</b>	Knowledge and understanding of how to apply <b>multi- and inter-disciplinarity</b> in the practice of heritage-related disciplines.

## Core Competency 2

### Demonstrate knowledge and understanding of the South African legal and administrative context to discern what is relevant to decision-making.

a.	Knowledge and understanding of the <b>pertinent legal</b> framework of the National Heritage Resources Act (NHRA), Act 25 of 1999, and the associated: <ul style="list-style-type: none"><li>• Policies and Regulations, and</li><li>• Judgements.</li></ul>
b.	Knowledge and understanding of the <b>particular/local administration and decision-making</b> context of heritage-related legal frameworks and how to apply this knowledge with specific reference to the implementation of the NHRA in National, Provincial and Local Spheres of government.
c.	<b>Related policies and legislation</b> and how these might influence heritage studies, including: <ul style="list-style-type: none"><li>• National Environmental Management Act, (NEMA), Act 107 of 1998</li><li>• Mineral Petroleum Resources Development Act (MPRDA), Act 29 of 1996</li><li>• Spatial Planning and Land Use Management Act, Act 16 of 2013</li><li>• other Acts relevant to your work, and</li><li>• local municipal planning by-laws and zoning schemes.</li></ul>

### Core Competency 3

#### **Demonstrate knowledge of heritage informants and the ability to conduct/commission historical research and consult with heritage claimants/authorities.**

<b>a.</b>	Knowledge and recognition of the <b>necessity and relevance of appropriate historical research</b> , including: <ul style="list-style-type: none"><li>• histories of the physical place, of uses, of social and other associations</li><li>• ability to conduct such research, or to commission it, with regard to study scale, scope and key questions to be answered.</li></ul>
<b>b.</b>	Knowledge of and understanding of <b>heritage informants and public consultation processes</b> : <ul style="list-style-type: none"><li>• ability to identify and consult with heritage claimants and to describe, integrate and articulate such claims</li><li>• knowledge of the authorities' policies in this respect.</li></ul>

### Core Competency 4

#### **Demonstrate knowledge and understanding of heritage qualities and the ability to determine heritage significance.**

<b>a.</b>	Knowledge and understanding of the <b>qualities and significances</b> which lead to landscapes, environments, places, buildings, artifacts, and intangible heritages being argued and deemed to be cultural heritage and heritage resources, and how this is used to determine and articulate heritage significance.
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## Core Competency 5

### Demonstrate the ability to analyse and interpret site and context.

a.	Ability to describe and <b>analyse the physical attributes of places and wider contexts and to identify the heritage significance thereof:</b> <ul style="list-style-type: none"><li>referring to scale, character, topography, vegetation, socio-economic aspects, etc.</li></ul>
b.	Understanding and applying the applicable impact assessment <b>methodology</b> and reporting criteria <i>where relevant</i> (this is different according to the requirements of NEMA, NHRA, etc.)
c.	Ability to integrate, apprehend, articulate and report on <b>the impacts of development proposals on heritage resources and their significances:</b> <ul style="list-style-type: none"><li>ability to articulate arguments, mitigation and conclusions in this regard.</li></ul>

## Core Competency 6

### Demonstrate knowledge, understanding and application of the ethics of practice and behaviour.

a.	Knowledge, understanding and examples of the application of the <b>ethics of practice and behaviour</b> in heritage work: <ul style="list-style-type: none"><li>this may be differentiated for different under-pinning professions</li><li>ethics may further be differentiated between aspirational (best practice) and mandatory (minimum requirements as contained in the Code of Conduct).</li></ul> <p>You may choose selected principles from the Code of Conduct or particular ethical issues you have faced to illustrate how you have endeavoured to adhere to ethical norms in your practice.</p>
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