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SOUTH AFRICAN QUALIFICATIONS AUTHORITY **(SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March **1998,** the Standards Generating Body (SGB) for

Criminology and Criminal Justice

Registered by NSB 08, Law, Military Science and Security, publishes the following Generic unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The full unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate **of** Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address below **and no** later **than 28** November **2004.** All correspondence should be marked Standards Setting ▬ Criminology and Criminal Justice and addressed to

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UNIT STANDARD TITLE: CONDUCT RESEARCH

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL   *7*

CREDITS   **15**

FIELD   Law, Military Science and Security NSB08

SUB-FIELD   Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is embedded in the role of research in any given field. Research is crucial in South Africa in terms of being able to contribute to improving society as a whole by empirical enquiry, validation and confirm nation of knowledge. Understanding the implications of research-related activities are important factors when attaining the outcomes of this unit standard. Learners mostly apply competence in their area **of** practice within the field, or within a research career, and learning towards this unit standard allows learners to explore education and career opportunities.

This unit standard is designed to deliver research competence and the purpose of this unit standard is to enable learners to conduct fundamental and applied research, including

-     ` planning descriptive, quantitative and qualitative research projects in a responsible manner
- maintaining professional and ethical working relationships with fellow researchers and participants
- conducting quantitative and qualitative value-free research with integrity
- providing reliable, valid and credible findings.

Learners become aware of the importance of reflecting and exploring a variety of strategies to learn more effectively, as they identify various sources of information, access such sources and use the information appropriately. They learn to participate as responsible citizens in the life of local, national and global communities, by contributing to the development of knowledge, and by conducting themselves in an ethical and professional manner. By gathering information through research, they learn the importance of being culturally and aesthetically sensitive across a range of social contexts. Finally, by attaining the outcomes consulting skills are developed that allow learners to develop entrepreneurial opportunities within the field.

LEARNING ASSUMED TO BE IN PLACE

Communication and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to a variety of texts; write for a wide range of contexts.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Plan research

ASSESSMENT CRITERIA

1.1 The specified research area is clearly and unambiguously delineated

1.2 The specified research problem is accurately described and defined using operational definitions

1.3 The specific research question/problem to be examined is formulated clearly and conceptualised accurately

1.4 Research variables are accurately identified

1.5 Where applicable, clear hypotheses that are measurable, parsimonious and logical developed, and arguments that support the hypotheses are provided

1.6 The research plan/design and methods are feasible and meet ethical requirements

1.7 Professional and ethical working relationships with colleagues and participants are maintained.

SPECIFIC OUTCOME 2:

Gather information for research

ASSESSMENT CRITERIA

2.1 Reliable descriptive, quantitative and qualitative information/data gathering methods
are identified and used

2.2 Accurate criteria for selecting information sources are developed

2.3 Information sources identified are appropriate to the research question/problem

2.4 Professional and ethical working relationships with colleagues and participants are maintained

2.5 Information is gathered that is accurate and appropriate to the question/problem being investigated.

SPECIFIC OUTCOME 3:

Process information for research

ASSESSMENT CRITERIA

3.1 Research information is accurately recorded

3.2 Quantitative research data is captured and coded correctly

3.3 Descriptive, inferential and quantitative statistics are accurately computed

3.4 Qualitative research data is accurately recorded and analysed

3.5 Research data is correctly described, analysed and interpreted

3.6 Professional and ethical working relationships with colleagues and participants are maintained.

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (CHE) (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners in order to meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

- The learner should demonstrate competence relating to a wide range of research methods, such as fundamental, descriptive and historical research, pure and applied quantitative research, comparative research and qualitative research

- Research variables include dependent, independent, moderating, intervening and extraneous variables

- Hypotheses/research questions can be directional or non directional

- The research plan should include the planned design, research objectives, participant selection, measurement, information collection procedure, and analytical methods

- Research methodology includes amongst others experimental (more than two groups), non-experimental, quasi-experimental research methodology, multiple methods or triangulation

- Information sources include primary and secondary sources

- Quantitative descriptive statistics include, amongst others, average, frequency, range, variance, and correlation statistics

- Quantitative inferential statistics include tests such as t-tests and analysis of variance

- Qualitative research techniques include techniques such as biography, phenomenology, grounded theory, ethnography and case studies

NOTES

1.   CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Collect, analyse, organise and critically evaluate information that is accurate, and appropriate to the problem being investigated; information is accurately recorded, coded and captured.

1.2   Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by setting clear hypotheses/research questions (where applicable)' that are measurable, parsimonious, logical, and arguments that support the hypotheses/research questions are developed.

1.3   Work effectively with others as a team member, group, organisation, or community by maintaining professional and ethical working relationships with colleagues and participants.

1.4   Communicate effectively using visual, mathematical, and/or language skills in the modes of oral and/or written presentation by setting clear hypotheses/research questions, where applicable, that are measurable, parsimonious, logical and arguments that support the hypotheses/research questions are developed; information is gathered that is accurate and appropriate to the question being investigated; descriptive techniques and statistics are accurately computed.

1.5   Organise and manage activities responsibly and effectively by developing a research plan/design that is feasible and meets ethical requirements.

1.6   Use science and technology effectively and critically, showing responsibility towards the environment and health of others by maintaining professional and ethical working relationships with colleagues and participants; descriptive techniques and statistics are accurately recorded/computed and analysed; inferential statistics are accurately recorded/computed and analysed.

1.7   Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by planning research that sets out the importance of the research problem and **by** accurately defining/describing the research problem; using operational definitions and accurately identified variables; setting a clear hypotheses, where applicable, that is measurable,   parsimonious,   logical,   and   simple with an argument that supports the hypothesis; developing a research plan/design that is feasible and meets ethical requirements; maintaining professional and ethical working relationships with colleagues and participants.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1   The development and importance of theoretical/philosophical research approaches and their application to social science research

2.2   The development of traditional and post-modern perspectives

2.3   The framework provided by South African law and the Constitution

2.4   Researcher responsibilities towards society, individuals, field workers, research respondents and fellow researchers

2.5   Rights *of* research groups, in particular vulnerable groups.

2.6   Ethical factors, ethics and ethical principles in research

2.7   Different types, concepts, principles, techniques and certain prevention/reduction measures

2.8   Purposes and types of research

2.9   Research methodology

2.10   Different methods *of* measurement

2.1 1   Sources of information

2.12   Types of research variables

2.13   Operational definitions

2.14   Hypotheses development and testing

2.15   Reliability and validity, and factors impacting on these

2.16   Report writing

CREDITS

Total hours required by the learner to achieve the required outcomes:

Activity	Hours
Classroom learning	50
On-the-job learning	30
Self directed learning	30
Coaching required	40
Other	
TOTAL	**150**
Total credits: 15	

UNIT STANDARD TITLE: ASSESS RISK

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	**7**
CREDITS	**15**
FIELD	Law, Military Science and Security NSB08
SUBFIELD	Safety in society
ISSUE DATE	
REVIEW DATE	

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is captured in the role of the risk assessor to create and maintain a safe society through building and confirming knowledge. Understanding the risks associated with individuals, communities, organisations, business and government is important for the attainment of the outcomes of this unit standard.

The purpose **of this** unit standard is to enable learners **to:**

- Identify risk
- Analyse risk
- Prioritise risk
- Control risk

Learners become aware of the importance of reflecting and exploring a variety of strategies to learn more effectively **as** they gain an understanding of risk, and the application of principles and steps of risk assessment. They learn to participate as responsible citizens in the life of local, national and international communities by contributing *to* the **field of** risk assessment. By attaining the outcomes of this unit standard, learners develop skills that **offer** them entrepreneurial opportunities within the field of risk management.

LEARNING ASSUMED TO BE IN PLACE

A knowledge, comprehension and application of language skills at FETC NQF level **4** should be in place before an attempt **is** made to attain the outcomes of this unit standard. Learners should be able to engage in sustained oral communication and evaluate spoken texts, read, analyse, write and respond to a variety of written texts. In addition, learners should have acquired basic mathematical computational skills obtained competencies to conduct basic research and assess threats and vulnerabilities in order to determine **risk.**

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Identify risk

ASSESSMENT CRITERIA

1.1 Potential risks and risk-related matters are identified and evaluated.

1.2 Specific risks are identified.

1.3 Risk information from all available sources of information is synthesised.

SPECIFIC OUTCOME 2:

Analyse risk

ASSESSMENT CRITERIA

2.1 The probability of risk occurring **is** assessed

2.2 The consequence of risk is determined

2.3 The cost and resources required to reduce/prevent risk *is* estimated

SPECIFIC OUTCOME 3:

Prioritise risk

ASSESSMENT CRITERIA

3.1 Identified risks are categorized

3.2 The probability of loss and/or injury and the magnitude of **loss** and/or injury associated with each risk **is** identified

3.3 Risk prioritisation is established as well as appropriate, reduction/prevention strategies.

ACCREDITATION PROCESS AND MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the Council of Higher Education (CHE) **(RSA,** 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for the moderation of learner achievements in order to meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

- Risk factors include individual, social, physical environment and ecological factors.

- Risk assessment is the process of identifying risks, determine their magnitude, identifying areas needing safeguarding. It involves the overall process of risk analysis.

- Risk analysis is a systematic approach for describing and/or calculating risk. It involves the identification of undesired events and consequences of these events.

NOTES

1.   CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Identify and solve problems in which responses indicate that responsible decisions, using critical and creative thinking have been made by identifying, applying the core principles of risk assessment in a range of environments that are exposed to risk.

*1.*2   Organise and manage oneself and one's activities responsibly and effectively **so** that people, facilities and assets can be protected against reasonable anticipated threat through the unintrusive utilisation of policies, procedures and control.

1.3   Work effectively with others as a team member, group, organisation, or community and ensure that professional working relationships with colleagues and participants are maintained.

1.4   Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation to present a step-by-step guidance to developing and implementing a risk assessment program.

1.5   Collect, organise, process, analyse and critically evaluate data on   patterns and trends, determine and forecast the level of risk and develop strategies meant to prevent or minimise risk.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1   Risk key terms

2.2   The factors which give rise to risk

2.3   The principles and processes of risk assessment

2.4   The need for risk assessment

2.5   The range of methods and techniques applied in risk assessment

2.6   The application of the Geographic Information System (**GIS**) in the field of risk assessment

2.7 The utilisation of outside statistical reporting services and law-enforcement data in risk assessment

2.8 How Assessment Reports can reduce civil liability

2.9 Risk assessment surveys and reporting

2.10 The relationship between risk factors and effective reduction/prevention programmes.

CREDITS

Activity	Hours
Classroom learning	40
On-the-job learning	30
Self-directed learning	30
Coaching required	50
Other	-
TOTAL	**150**

Total credits: 15

UNIT STANDARD TITLE: ASSESSING RISK IMPACT

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

UNIT STANDARD LEVEL (NQF LEVEL)   **7**

CREDIT VALUE   **15**

FIELD   Law, Military Science and Security NSB 08

SUB-FIELD   Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is captured in the role of the impact assessor to create and maintain a safe society through building and confirming knowledge regarding, safety and security and prevention/reduction. Understanding the impact of risk on individuals, communities, organisations, business and government is important for the attainment of the outcomes of this unit standard.

The purpose of this unit standard is to enable learners to:

- Evaluate the physical and social environment and assess their potential threat to individuals, communities, organisations, business and government.
- Identify type(s) of risk that pose a threat to individuals, communities, organisation, business and government.
- Assess risk impact on the daily activities of individuals and on the operational cost and various functions of organisation, business and government.
- Determine appropriate strategies to deal with the impact.

Learners become aware of the importance of reflecting and exploring a variety of strategies to learn more effectively as they gain an understanding of the consequences of **risk** impact assessment and apply the principle steps of risk impact assessment. They learn to participate as responsible citizens in the life of **local,** national and international communities by contributing to the field *of prevention/reduction.* By attaining the outcomes of this unit standard, learners develop skills that offer them entrepreneurial opportunities within the field of risk management.

LEARNING ASSUMED TO BE IN PLACE

Learners should be able to engage in sustained oral communication and evaluate written texts; read analyse and respond to a variety of texts; write for a wide range of contexts. In addition, the learners should have attained the competency to conduct basic risk assessment and to measure their impact.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Identify risk.

ASSESSMENT CRITERIA

1.1 Probable factors contributing to risk and vulnerability are identified
1.2 The risk vulnerability of individuals and organisations are analysed).
1.3 Risk information from all available sources is synthesised.

SPECIFIC OUTCOME 2:

Assessing impact.

ASSESSMENT CRITERIA

2.1 The impact of risk on the social and private lives of individuals is assessed.

2.2 The impact of risk on the operation of businesses and other organisations is analysed.

2.3 The impact of risk on organisations and justice policy formulation is determined.

SPECIFIC OUTCOME 3:

Determine appropriate strategies to deal with the risk impact assessment.

ASSESSMENT CRITERIA

3.1 The impact and costs of risk is assessed

3.2 Appropriate strategies to deal with the individual and social impact of risk is determined

3.3 Appropriate strategies to deal with impact assessment on the environment is determined

3.4 Appropriate strategies to deal with the impact assessment on business organisations **is** determined

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements rakes place at providers accredited by the Council of Higher Education (CHE)(RSA, 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE **is** responsible for moderation of learner achievements of those learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

- Risk factors include individual, social, physical environment and ecological factors.

- Impact assessment is the process of identifying risk and assessing, estimating and predicting impact.

NOTES

1.   CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Collect, compare and evaluate information by identifying risk.

1.2   Work effectively with others as a member of a team, group, organisation, or community to identify impact and to determine appropriate strategies to deal with the impact.

1.3   Communicate effectively, using visual, quantifying (mathematical/statistical) and/or language skills in the modes of oral and/or written presentation to identify, compare and evaluate impact.

1.2   Organise and manage existing research findings effectively by establishing risk impact.

1.3   Use science and technology effectively showing responsibility towards the, academic, official and corporate environments by identifying risk impact.

1.4   Demonstrate an understanding of the individual *as* a person by comparing and evaluating risk impact based on the operational cost and various functions of organisation, business and government.

1.5   Conduct innovative research on risk impact in order to add to existing findings/knowledge.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1   Risk key terminology

2.2   The principles and process of risk assessment

2.3   Types of prevention/reduction measures

2.4   The relationship between risk factors and effective prevention/reduction programmes

CREDITS

Activity	Hours
Classroom learning	**40**
On-the-job learning	**35**
Self-directed learning	**40**
Coaching required	35
Other	-
TOTAL	**150**

Total credits: 15

UNIT STANDARD TITLE: IDENTIFY VULNERABILITY PROFILES

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	7
CREDITS	**15**
FIELD NSB08	Law, Military Science and Security
SUB-FIELD	Safety in society
ISSUE DATE	
REVIEW DATE	

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of creating and maintaining a safe society, especially in terms of contributions to improving safety in society by building and confirming knowledge. Learners mostly apply competence in their area of practice within the field, and learning towards this unit standard allows learners to explore education and career opportunities mostly outside academia.

This unit standard is designed to acquire knowledge regarding vulnerability profiles. The purpose of this unit standard is to enable learners to assess risk factors including:

- Factors that increase an individual's **risk** of given situations
- Factors that influence vulnerabilty **risk**
- Approaches to explain and effectively prevent vulnerability.

Learners become aware of the importance of reflecting and exploring a range of strategies to learn more effectively as they identify various factors that increase or influence vulnerability. They learn to participate as responsible citizens in the life of local, national and global communities, by identifying and explaining risk factors. They learn the importance of being culturally sensitive across a range of social contexts in relating to all participants when determining vulnerability. Finally, by attaining the outcome, a certain basic level of consulting skills is developed that allows learners to develop entrepreneurial opportunities within the field.

LEARNING ASSUMED TO BE IN PLACE

Communication and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard.   Learners should already be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to a variety of texts; write for a wide range of contexts. In addition, the learner should have attained the competencies of assessing crime and victimisation risk before engaging with learning towards the outcomes of this unit standard.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Identify risk factors that contribute to vulnerability

ASSESSMENT CRITERIA

1.1   Individual risk factors and approaches associated with certain types of behaviour are identified and critically analysed.

1.2   Social risk factors that can contribute to vulnerability are accurately identified and critically analysed.

1.3   A vulnerability profile is compiled.

SPECIFIC OUTCOME 2:

Identify risk factors that contribute to vulnerability

ASSESSMENT CRITERIA

2.1   Individual risk factors and approaches associated with risk are identified and critically analysed.

2.2   Social risk factors that can contribute to risk are accurately identified and critically analysed.

2.3   A vulnerability profile is compiled.

SPECIFIC OUTCOME 3:

Identify approaches to effectively prevent/reduce vulnerability

ASSESSMENT CRITERIA

3.1   Risk factors relating to the specific event are identified and critically analysed.

3.2   Appropriate measures to prevent/reduce risks are identified.

3.3   Strategies/programmes based on the measures identified are formulated.

ACCREDITATION AND MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (CHE)(RSA, 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners in order to meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

- Individual risk factors refer to factors such as gender, age, race, education, biological and psychological factors as well as lifestyle factors such as alcohol and drug abuse.

- Social risk factors refer to factors such as socio-cultural, political and economic factors, social integration as well as interpersonal, family and peer group relations.

- The specified event includes all the dynamics that interact before and during a certain act as well as the after effects.

Risk factors include factors associated with both vulnerability and complicity.

NOTES

1.   CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Collect, analyse, organise and critically evaluate information by identifying factors that increase an individual's risk-and factors that influence risk.

1.2   Identify and solve problems in which responses indicate that responsible decisions, using critical and creative thinking, have been made by identifying risk factors as well as approaches to explain vulnerability.

1.3   Work effectively with others as a member of a team, group, organisation, or community to establish aspects that could influence vulnerability risk.

1.4   Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation to determine factors that contribute to vulnerability risk.

1.5   Organise and manage activities responsibly and effectively by establishing vulnerability profiles.

1.6   Use science and technology effectively showing responsibility towards the environment and health of others by taking cognisance of the impact vulnerability factors have on the individual as well as in a social, corporate and environmental context.

1.6   Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by relating risk factors with vulnerability factors.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should describe and explain:

2.1 The development and approaches of traditional and post-modem perspectives

2.2 Different methods of measurement

2.3 Individual and social risk factors that can contribute to an individual's risk to certain behaviour

2.4 Individual and social risk factors that can influence risk

2.5 Vulnerable personality types, concepts, principles, techniques and prevention/reduction measures.

2.6 The framework provided by Chapter 2 Bill of Right in the South African the Constitution

2.7 Psycho-social functioning of personality types that can impact on the efficacy of identifying a vulnerability profile

CREDITS

Activity   **Hours**

Classroom learning   45
On-the-job learning   30
Self-directed learning 30
Coaching required   45
Other   -
TOTAL   150
Total credits: 15

UNIT STANDARD TITLE: PLAN AND DEVELOP PROGRAMMES RELATING TO SPECIFIC AREAS OF EXPERTISE

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	7
CREDITS	**15**
FIELD NSB08	Law, Military Science and Security
SUB-FIELD	Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard *is* based on the importance of creating and maintaining a stabilised society, especially in terms of contributions to improving safety in society **by** building and confirming knowledge. Learners mostly apply competence in their area of practice within the field, and learning towards this unit standard allows learners to explore education and career opportunities mostly outside academia.

This unit standard is designed to deliver programme design and development competence. The purpose of this unit standard is to enable learners to plan and develop programmes dealing with

* specialised care of certain groups or individuals
* the prevention/reduction off risk factors within certain groups or individuals.
* education and training in various fields in which planning and development **of** programmes are required
* rehabilitation, reintegration and adjustment of various groups or individuals
* restorative processes

The programmes can be implemented within a formal context, such as a specified system, or informal context, such as community-based processes.
Learners become aware of the importance of reflecting and exploring a range **of** strategies to learn more effectively as they identify various types of programmes, design and develop such programmes. They learn the importance of being culturally sensitive across a range of social contexts in relating to all participants when planning and developing programmes relating to certain areas. Finally, by attaining the outcomes a certain basic level **of** consulting skills is developed that allows learners to develop entrepreneurial opportunities within the field.

LEARNING ASSUMED TO BE IN PLACE

Communication and language competencies should be in place before an attempt is made to attain the outcomes *of* this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to a variety of texts; write for a wide range of contexts. In addition, the learner should have attained the competencies of assessing crime and victimisation risk before engaging with learning towards the outcomes of this unit standard.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Evaluate programme needs

ASSESSMENT CRITERIA

1.1   Risk information is critically analysed.

1.2   Different contexts are accurately identified and assessed in terms of resultant needs for the programme.

1.3   **All** relevant stakeholders are identified and effective communication channels are established.

SPECIFIC OUTCOME 2:

Evaluate existing models, programmes and strategies

ASSESSMENT CRITERIA

2.1   Advantages and disadvantages of existing models, programmes and strategies are accurately identified.

2.2   Efficacy of existing models, programmes and strategies are accurately determined in terms of its appropriateness.

2.3   Effective models, programmes and strategies that address disadvantages and limitations of existing models, programmes and strategies are designed.

SPECIFIC OUTCOME 3:

Identify and/or develop programme objectives, strategies and techniques.

ASSESSMENT CRITERIA

3.1   Programme strategies and techniques meet the requirements and objectives of the programme, including risk, needs, and purpose of the programme.

3.2   Resources are appropriate in extent and nature to the successful implementation of the

        programme.

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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

3.3   Time frames are realistic and meet the requirements of addressing the needs for the programme.

3.4   Funding requirements are accurately assessed to enable successful implementation of the programme.

ACCREDITATION AND MODERATION OPTIONS

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RANGE STATEMENTS

* Risk factors include individual, social, physical environment and ecological factors

* Programmes refer to methods applied to both youth and adults

* Models include a number of related identifiable programmes

* Programme purpose can include care, prevention/reduction of certain behavioural types, education and training in different fields,   restorative justice,   rehabilitation and reintegration *of* groups and individuals.

NOTES

1.   CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Collect, analyse, organise and critically evaluate information by evaluating existing models, programmes and strategies to determine the advantages and disadvantages of existing models, programmes and strategies and accurately identify the limitations and efficacy   of existing models, programmes and strategies.

1.2   Identify and solve problems which indicate that responsible decisions, using critical and creative thinking, have been made by evaluating existing models, programmes and-strategies to develop effective models, programmes and strategies that address the advantages and limitations of existing models, programmes and strategies

1.2   Work effectively with others, as **a** member of a team, group, organisation, or community to evaluate programme needs by establishing effective communication channels to communicate with all relevant interest groups.

1.4   Communicate effectively, using visual, mathematical and/or language skills in the ` modes   of oral and/or written presentation to evaluate programme needs by critically analysing crime risk information, identifying all relevant stakeholders and establishing effective communication channels.

1.5   Organise and manage activities responsibly and effectively by setting realistic time frames and meeting the requirements of addressing the needs of the programme.

1.6   Use science and technology effectively showing responsibility towards the environment and health of others by developing and identifying programme strategies and techniques that meet the requirements of the programme, by ensuring that resources are appropriate for the successful implementation of the programme and by accurately assessing the funding requirements.

1.7   Demonstrate an understanding of the world as a set of related systems by recognising that   problem-solving contexts do not exist in isolation by developing programme objectives,   strategies and techniques that meet the requirements of the programme, including crime risks, needs and purpose and by ensuring that resources and funding are appropriate to   successfully implement the programme within a realistic time-frame.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1   The development and approaches of traditional and post-modern vulnerability perspectives

2.2   Different methods of vulnerability measurement

2.3   The framework provided by the South African Constitution

2.4   Vulnerability   types,   concepts,   principles,   techniques   and   vulnerability prevention/reduction   measures

2.5   Vulnerability risk factors and factors contributing to vulnerability

2.6   The relationship between vulnerability risk factors and effective vulnerability programmes

2.7   Existing national and international models and programmes.

2.8   Psycho-social functioning of vulnerability that can impact on the efficacy of programmes

CREDITS

Activity	Hours	
Classroom learning	**45**	
On-the-job learning	**30**	
Self-directed learning	**30**	
Coaching required	**45**	
Other		
TOTAL		**150**
Total credits: 15		

UNIT STANDARD TITLE: EVALUATE PROGRAMMES

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	7
CREDITS	15
FIELD NSB08	Law, Military Science and Security
SUB-FIELD	Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of evaluating programme implementation relating to risk factors, as a means of improving contributions to safety in society by building and confirming knowledge. Critically evaluating the efficacy of programmes developed by the learners themselves, as well as others are important factors when attaining the outcomes of this unit standard. Learners mostly apply competence in their area of practice within the field, or within a research career, and learning towards this unit standard allows learners to explore education and career opportunities within various social, political, economic, legal and ecological systems in South Africa and internationally.

This unit standard is designed to deliver programme evaluation competence.
Learners become aware of the importance of reflecting and exploring a range of strategies to learn more effectively, as they identify various programmes, and evaluate such programmes. They learn to participate as responsible citizens in the life of local, national and global communities. They learn the importance of being culturally sensitive across a range of social contexts in relating to all participants when evaluating programmes. Finally, by attaining the outcomes consulting skills are developed that allows learners to develop entrepreneurial opportunities within the field.

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to a variety of texts; write for a wide range of contexts. In addition, the learner should have attained the competencies of conducting basic research as well as designing and developing programmes before engaging with learning towards the outcomes of this unit standard.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Develop programme evaluation criteria

ASSESSMENT CRITERIA

1.1   The purpose of the evaluation is accurately determined

1.2   Evaluation criteria are developed simultaneously with programme development

1.3   Evaluation and evaluator selection criteria are appropriate in terms of the purpose of the evaluation

SPECIFIC OUTCOME 2:

Evaluate the programme

ASSESSMENT CRITERIA

2.1   Evaluators (evaluation participants) are suitable to participate in the evaluation

2.2   Selected evaluation techniques and measures are appropriate to the programme purpose and must be reliable and valid

2.3   Evaluation information gathered is accurate, and appropriate to the evaluation being conducted

2.4   Professional and ethical working relationships with colleagues and participants are maintained

SPECIFIC OUTCOME 3:

Recommend programme adjustments

ASSESSMENT CRITERIA

3.1   Programme limitations are accurately identified

3.2   Findings and recommendations are based on logical, sound arguments formulated from accurate assessment information

3.3   Findings and recommendations are reported within a given report framework

3.4   Professional working and ethical relationships with colleagues and participants are maintained

4. ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (CHE) **(RSA,** 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners in order to meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

o   Programmes refer to methods applied to and focusing on specific processes relating to youth and adults

o   Models include a number of related identifiable programmes

NOTES

1.   CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Collect, analyse, organise and critically evaluate information relating to programme evaluation by ensuring that evaluators (evaluation participants) are suitable to participate in the evaluation process; by selecting appropriate evaluation techniques and measures that are reliable and valid; by ensuring that the evaluation information gathered is accurate and appropriate to the evaluation being conducted and by maintaining professional and ethical working relationships with colleagues and participants.

1.2   Identify and solve problems which indicate that responsible decisions using critical and creative thinking have been made by developing programme evaluation criteria simultaneously with the development of the programme that ensures that the purpose of   the evaluation is accurately determined, and that the selection criteria is appropriate in terms of the purpose of the evaluation.

1.3   Work effectively with others as a member **of** a team, group, organisation, or community by maintaining professional and ethical working relationships with colleagues and participants and ensuring that evaluators (evaluation participants) are suitable to participate in the evaluation process.

1.4   Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation to recommend programme adjustments based on findings and recommendations in written reports.

1.5   Organise and manage activities responsibly and effectively by recommending programme adjustments based on findings and recommendations in a given report framework.

1.6   Use science and technology effectively showing responsibility towards the environment and health of others by developing evaluating criteria simultaneously with the development of the programme; by ensuring that evaluation and evaluator

selection criteria are appropriate in terms of the purpose of the evaluation and by selecting evaluation techniques and measures that are appropriate, reliable and valid in terms of the programme evaluation purpose.

1.7 Demonstrate an understanding of the world as a set of related systems and recognising that problem-solving contexts do not exist in isolation by accurately identifying programme limitations and by providing findings and recommendations that are based on logical, sound arguments formulated from accurate evaluation information.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1 The development and approaches of traditional and post-modem perspectives

2.2 Different methods of measurement

2.3 The framework provided by the South African Constitution

2.4 Types, concepts, principles, techniques and prevention/reduction measures

2.6 The relationship between risk factors and effective programmes

2.6 Existing national and international models and programmes

2.8 Psycho-social functioning of groups or individuals that can impact on the efficacy of programmes

CREDITS

Activity	Hours
Classroom learning	**45**
On-the-job learning	30
Self-directed learning	30
Coaching required	**45**
Other	
TOTAL	**150**
Total credits: 15	

UNIT STANDARD TITLE: INFORM POLICY

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER.

NQF LEVEL   **6**

CREDITS   15

FIELD   Law, Military Science and Security NSB08

SUB-FIELD   Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of obtaining information on policy to create and maintain a safe society, through the provision and analysis of information and best practices. Understanding the need to think strategically on the aims and objectives of the policy is important for the attainment of the outcomes of this unit standard.

The unit standard will be useful to learners who plan a career in academia and/or direct service delivery, and who will be required to inform policy. Learners credited with this unit standard are able to

- Conduct research with regard to policy
- Collate information
- Formulate appropriate policy.

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken text; read, analyse and respond to a variety of text; write for a wide range of contexts. In addition the learner should have attained the competencies *of* conducting research.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Conduct research on policy

ASSESSMENT CRITERIA

1.1 Conduct research to identify the deficiencies with regard to policy in the social, political, cultural, economical, physical and ecological environment

1.2 Conduct research to improve policy

1.3 Conduct research to ascertain the best national and international practices in the area of policy

1.4 Professional and ethical working relationships with all participants are maintained

SPECIFIC OUTCOME 2:

Collate information

ASSESSMENT CRITERIA

2.1 Information is analysed to identify the deficiencies with regard to policy in the social, political, cultural, economical, physical and ecological environment

2.2 Information is evaluated to improve policy

2.3 Information is assessed to ascertain the best national and international practices in the area of policy

SPECIFIC OUTCOME 3:

Formulate an appropriate policy

ASSESSMENT CRITERIA

3.1 An appropriate policy is designed in terms of needs identified and in accordance with national and.international standards

3.2 The proposed policy is consulted with all role-players before finalisation

3.3 Inputs of all role-players with regard to evaluation, monitoring and reviewing *of* the policy are considered

3.4 Professional and ethical working relationships with all participants are maintained.

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements take place at providers accredited by the Council on Higher Education **(RSA,** 1998b) for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

RANGE STATEMENTS

- Information includes all information that result from official statistics, as well as the result of research projects

- Role-players refer to government departments, community based organisations, nbn-government organisations and academic institutions both nationally and internationally

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Identify and solve problems by evaluating the validity and reliability of policy

1.2 Work effectively with others by obtaining information regarding best practices in policy

1.3 Organise and manage activities responsibly and effectively by evaluating policy

1.4 Collect, analyse, organise and critically evaluate information by assessing the different best practices in policy sources

1.5 Communicate effectively by presenting and contributing appropriate information

1.6 Use science and technology effectively and critically by evaluating the relevancy of best practices in policy

1.7 Demonstrate an understanding of the world as a set of related systems by determining policy dynamics and results.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1 Key terminology relating to the field of study

2.2 Factors that give rise to policy dynamics.

2.3 Types and forms of policy

2.4   Principles and processes of analysing and evaluating best practices in policy

2.5   Policy in the framework of SA Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, UN and other international treaties.

CREDITS

Activity	Hours
Classroom learning	45
On-the-job learning	30
Self-directed learning	30
Coaching required	45
Other	
TOTAL	150
Total credits: 15	

UNIT STANDARD TITLE: DISSEMMINATE INFORMATION

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	*6*
CREDITS	15
FIELD	Law, Military Science and Security NSB08
SUB-FIELD	Safety in society
ISSUE DATE	
REVIEW DATE	

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of disseminating relevant information to the different role-players with the purpose of informing them with reliable and valid information. The role-players in turn will utilise the information in ways specific to their needs, which may range from monitoring, evaluating and implementing plans and strategy. The dissemination of the information will take the form of written documents and contributions to documents such as annual reports, as well as oral and visual presentations during planning seminars, conferences and meetings.

The unit standard will be useful to learners who plan a career in academia and/or direct service delivery, and who will be required to disseminate information. Learners credited with this unit standard are able to:

- Analyse the different sources of information
- Prepare written documents or contributions to documents on information
- Distribute information to role-players.

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt **is** made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken text; read, analyse and respond to a variety of text; write for a wide range of contexts. In addition the learner should have attained the competencies of conducting research.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Analyse the different sources of information

ASSESSMENT CRITERIA

1.1.   The different sources of information are identified

1.2.   The validity and reliability of these sources is determined

1.3.   The data from the sources are critically anatysed to reveal trends, similarities and differences

SPECIFIC OUTCOME 2:

Prepare written documents or contributions to documents, on information.

ASSESSMENT CRITERIA

2.1   The format and lay-out of the document or contribution to a document adheres to basic scientific requirements

2.2   The information is presented in a logical and systematic manner

2.3   The implications of the information and recommendations are clearly formulated

SPECIFIC OUTCOME 3:

Distribute the information to relevant role-players

ASSESSMENT CRITERIA

3.1   The relevant role-players are identified

3.2   The specific needs and requirements of the role-players are determined

3.3   The information is presented in an appropriate format

3.4   Professional and ethical working relationships with all participants are maintained.

ACCREDITATION PROCESS *AND* MODERATION

Assessment of learner achievements take place at providers accredited by the Council on Higher Education (RSA, **1998b)** for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

RANGE STATEMENTS

- Role-players refer to any person or group or organisation that has specific need for information

- Validity and reliability of information refer to the trustworthiness and authenticity of the information

- Sources include all official statistics, surveys, statements and documentation, as well as research projects by non-governmental organisations and individuals.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Identify and solve problems by evaluating the validity and reliability of information

1.2 Work effectively with others by obtaining information.

1.3 Organise and manage activities responsibly and effectively by evaluating information

1.4 Collect, analyse, organise and critically evaluate information by assessing the different kinds of information sources

1.5 Communicate effectively by presenting and contributing appropriate information

1.6 Use science and technology effectively and critically by evaluating the validity and reliability of information provided by sources

1.7 Demonstrate an understanding of the world as a set of related systems by determining information dynamics and results.

2.   **ESSENTIAL EMBEDDED KNOWLEDGE**

Qualifying learners should understand and explain:

2.1   Key terminology relating to specifed fields

2.2   Factors that **give** rise to certain circumstances and measures to reduce/ prevent specified circumstances

2.3   Principles and processes of analysing and evaluating sources *of* information

2.4   Information in the framework **of SA** Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, UN and other international treaties.

CREDITS

Activity	Hours	
Classroom learning	**40**	
On-the-job learning	**40**	
Self-directed learning	35	
Coaching required	35	
Other		
TOTAL		**150**
Total credits: 15		

UNIT STANDARD TITLE: PROVIDE SUPPORT SERVICES TO VICTIMS

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	**6**
CREDITS	**15**
FIELD	Law, Military Science and Security NSB08
SUB-FIELD	Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale of this unit standard is based on the importance to provide support services to victims *of* abuse, as a means of contributing to safety in society by breaking the cycle of victimisation. By identifying the range of services and resources available to the victim and realising the impact that the dynamics in the community has on service delivery, victim care and support can be effectively managed. Applying minimum standards to victim support delivery, are important factors when attaining the outcomes of this standard.

The unit standard will be useful for learners intending to pursue a career in the criminal justice system, education, social development and related fields who have to see to it that support services are provided to victims.

The purpose of this unit standard is to enable learners to:

- Determine the scope of support and services that victims need
- Analyse the range of services and resources that are available to victims
- Evaluate the quality and accessibility of the range of services on a continuous basis

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken text; read, analyse and respond to a variety of text(s); write for a wide range of contexts.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Determine the scope of support and service that victims need

ASSESSMENT CRITERIA

1.1   The types of victims are identified

1.2   A needs analysis of the victim is conducted

1.3.   The dynamics of victimisation is determined

1.4   Professional and ethical working relationships with all participants are maintained

SPECIFIC OUTCOME 2:

Assess the range of services and resources that are available to victims

ASSESSMENT CRITERIA

2.1   The different kinds of services that are available to victims are identified

2.2   Information on the resources available to victims is gathered

2.3   The available resources are assessed and analysed

2.4   Professional and ethical working relationships with all participants are maintained

SPECIFIC OUTCOME 3:

Evaluate the quality and accessibility of the range of services on a continuous basis

ASSESSMENT CRITERIA

3.1   The community dynamics that impact on service delivery to victims, is determined

3.2   Minimum standards in service delivery to victims, are applied

3.3   The accessibility of service delivery to victims in the community, is examined

3.4   Appropriate victim support services are recommended

3.5   Professional and ethical working relationships with all participants are maintained

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements take place at providers accredited by the Council on Higher Education **(RSA,** 1998b) for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

a

RANGE STATEMENTS

- Victim is any person or group of people that are either directly or indirectly affected by any form of accident, abuse or criminal act

- The dynamics of victimisation refer to aspects and factors relating to the victimisation event

- Services refer to any form of support and services provided to victims by a service provider in government, a nongovernmental agency or a community based organization

- Resources include human, financial and infrastructural aspects that are available to the victims for support

- Accessibility includes the physical location, cost, level of specialisation, language used and cultural approach of support offered to the victim

- Minimum standards are those basic requirements as laid down in the **SA** Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, and UN and other treaties.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Identify and solve problems by evaluating the quality and accessibility of services to victims.

1.2 Work effectively with others by obtaining information on the resources available to victims

1.3 Organise and manage activities responsibly and effectively by conducting a needs analysis in a specific geographical area

1.4 Collect, analyse, organise and critically evaluate information by assessing the different kinds of services that are available to victims

b

1.5   Communicate effectively by recommending appropriate victim support services

1.6   Use science and technology effectively and critically by evaluating the quality and accessibility of available victim services

1.7   Demonstrate an understanding of the world as a set of related systems **by** determining the individual and social dynamics of victimisation.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1   Key terminology relating to victimisation

2.2   Factors that give rise to victimisation and measures **to reduce**/ prevent victimisation

2.3   Types of crime and forms of victimisation

2.4   Principles and processes of support for victims

2.5   The criminal justice system and its processes

2.6   The framework of **SA** Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, UN and other international treaties.

2.7   Minimum standards, dynamics and methods of service delivery to victims

2.8   Victim rights and needs

CREDITS

Activity	Hours
Classroom learning	40
On-the-job learning	**40**
Self-directed learning	35
Coaching required	35
Other	
TOTAL	**150**

Total credits: **15**

UNIT STANDARD TITLE: IMPLEMENT RESTORATIVE JUSTICE PROCESSESS WITH INDIVIDUALS AND THE COMMUNITY

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL: 6

CREDITS: 15

FIELD: Law, Military Science and Security NSB *8*

SUB FIELD: Safety in society

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for **this** unit standard is based on the increasing recognition of the importance of new forms of justice, and the growth in restorative justice, as one frame of reference for understanding and dealing with crime and conflict. Understanding the nature of restorative justice, **its** application in different contexts, and its benefits for offenders, victims and communities, is an important component of learning to understand the role and purpose *of* the broad criminal justice system

This unit standard is aimed at learners and practitioners who are interested in pursuing a career path within the criminal justice system, community justice processes, victim and offender care, and other informal justice processes. **A** person accredited with this unit standard will be able to:

*   Explain restorative justice principles
*   Apply restorative justice principles in different contexts
*   Assess and recommend appropriate restorative justice processes to all relevant stakeholders
*   Design and develop programs that **will** promote offender accountability and competence development, victim rights and needs community protection.
*   Evaluate restorative justice processes and programmes

The programs can **be** implemented within formal contexts, in the criminal justice system, or in informal contexts, such as community-based processes to promote safety in society.

LEARNING ASSUMED TO BE IN PLACE

- Basic literacy, communication and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard.

- Learners should be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to variety of texts; write for a wide range of contexts.

- In addition, the learner should have attained the competencies of assessing risk; the impact of various types of situations; and designing and developing a program, before engaging with learning towards the outcomes of this unit standard.

- Exposure to facilitation and mediation skills would be advantageous to the learner.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Qualifying learners are able to:

SPECIFIC OUTCOME 1:

Describe and explain restorative justice principles.

ASSESSMENT CRITERIA

1.1   Principles of restorative justice are identified and defined with reference to key national and international debates.

1.2   Retributive and restorative justice principles are explained with reference to relevant local and international literature.

1.3   Restorative justice impact on the criminal justice system and community is determined and described.

1.4   The origins of restorative justice in South Africa are described.

SPECIFIC OUTCOME 2:

Apply restorative justice principles in different contexts

ASSESSMENT CRITERIA

2.1 Restorative justice principles and ethical protocols are applied with reference to different case studies.

2.2 Individuals and other factors contributing to interpersonal and community conflict are identified and assessed.

2.3 Concepts, principles and techniques of restorative justice are applied in assessing different events, interpersonal and community conflicts.

SPECIFIC OUTCOME 3:

Assess and recommend appropriate restorative justice processes to all relevant stakeholders.

ASSESSMENT CRITERIA

3.1 Contemporary local and international restorative justice processes are identified.

3.2 The advantages and disadvantages of the available applications are evaluated critically, and appropriate measures in terms of the context presented are selected

3.3 Role players are identified to assist with the implementation of appropriate processes.

3.4 Relevant processes promoting restorative justice principles are recommended and communicated

3.5 Professional and ethical working relationships with all participants are maintained.

SPECIFIC OUTCOME 4:

Design and develop processes that will promote offender accountability and personal competence development, victim rights and needs and community protection.

ASSESSMENT CRITERIA

4.1 Specific techniques to evaluate the effectiveness of different restorative justice processes are described and assessed.

4.2 The contexts within which assessments must be undertaken are determined

4.3 Role-players responsible for the assessment process are identified.

4.4 The effectiveness of the process in promoting restorative justice principles is assessed.

4.5   The limitations of processes that were identified during the assessment process are identified and adjusted accordingly.

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements takes place at providers accredited with the Council of Higher Education (CHE) **(RSA, 1998b)** for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this until standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of qualification.

RANGE STATEMENTS

- Formal contexts are understood to be within the criminal justice system and informal contexts to be community-based processes.

- Restorative justice is a way of dealing with interpersonal and community conflicts and victims and offenders by focusing on the settlement of conflict and the harms arising from the crime, and resolving the underlying problems that cause it. It is also a way of dealing with crime generally in a rational problem solving way. Central to restorative justice is the recognition of the roles of the community, victims and offenders, rather than focusing on the criminal justice agencies as the prime agencies of crime control. Restorative justice can be applied to both adult and child offenders.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Identify and solve problems in which' responses display that responsible decisions using critical and creative thinking have been made by applying restorative justice in formal and informal contexts, assessing and recommending restorative justice processes and designing programs that promote victim rights and needs, personal competence, offender accountability and community safety.

1.2   Work effectively with others as a member of *a* team, group, organisation, or community and ensuring that professional and ethical working relationships with colleagues and participants are maintained.

1.3   Organise and manage oneself and one's activities responsibly and effectively in applying restorative justice in different contexts. Time frames are realistic and meet the requirements of addressing the needs for the program.

1.4   Analyse, organise and critically evaluate information that has been collected accurately. The advantages and disadvantages of different models, programs and processes are identified, and the appropriate model is selected and recommended.

1.5 Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation to recommend relevant processes promoting restorative justice principles.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should describe and explain:

2.1 The role and function of the criminal justice system

2.2 The theory and legislation necessary for the operation of the criminal justice system

2.3 The framework provided by the South African criminal law and the Constitution

2.4 Traditional and post-modem perspectives about punishment, victim rights and needs and community development.

2.5 Relevant international instruments relating to restorative justice processes.

CREDITS

Total hours required by the learner to achieve the required outcomes.

Activity	Hours
Classroom learning	**45**
On-the-job-learning	**35**
Selfdirected learning	**35**
Coaching required	**35**
Total	**150**
Total credits: 15	

UNIT STANDARD TITLE: PROVIDE EXPERT EVIDENCE IN COURT.

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL: 7

CREDITS: 15

FIELD: Law, Military Science and Security
        NSB08

SUBFIELD: Safety in society

ISSUE DATE:

REVIEW DATE:

PURPOSE OF THE UNIT STANDARD

- The rationale for this unit standard is captured in the role of the expert witness to provide specialised knowledge to a court of law, legal practitioners, criminal justice personnel and health practitioners.

This unit standard will enable learners to prepare and present expert evidence in court based on an accurate assessment *of* the criminal event, also appropriate to law **of** evidence and ethical principles.

Equipped with personal skills such as how to communicate during court proceedings, but also with knowledge *of* court protocols and structures as well as with a global and contextual perspective on human rights and ethical principles, the qualified learner will be able to pursue a career **as** an expert witness. Thereby the learning may not only provide specialised knowledge to a court *of* law, but also empower communities through the effective redress of crime and victimisation.

LEARNING ASSUMED TO BE IN PLACE

The following knowledge, skills and/or equivalent:

Learners should be able to engage in sustained oral communication and evaluate spoken texts, read, analyse, write and respond to a variety of written texts. In addition, learners should have acquired the competencies to evaluate and explain and apply traditional and post-modern perspectives. **Also,** learners should have obtained competencies **to** assess, analyse and interpret impacts and vulnerability.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Qualified learners are able to:
SPECIFIC OUTCOME 1:

Prepare for attending and giving expert evidence in court

ASSESSMENT CRITERIA

1.1   The purpose of the crime evaluation is accurately determined.

1.2   Evidence and related material is gathered, reviewed and analysed.

1.3   Communicate with state prosecutor, legal representative and other stakeholders to confirm involvement and nature of role.

1.4   Presentation aids are prepared correctly.

1.5   Written reports/statements are prepared accurately.

SPECIFIC OUTCOME 2:

Present a verbal and written report to court

ASSESSMENT CRITERIA

2.1   Apply knowledge of court procedures, protocol and structures when presenting evidence.

2.2   Apply knowledge of the relevant legislation required for presenting expert evidence.

2.3   Apply knowledge of relevant theoretical perspectives and related research when presenting expert evidence.

2.4   Communicate evidence contained in the written report in a logical sequence, in clear and concise language and based on fact appropriate to law of evidence and ethical principles.

SPECIFIC OUTCOME 3:

Record and evaluate the outcome *of* legal proceedings

ASSESSMENT CRITERIA

3.1   Outcome of legal proceedings is recorded.

3.2   Evaluate legal proceedings.

3.3   Feedback is given to participant/s in the crime conflict, legal practitioner, criminal justice personnel, health worker/s and other stakeholders.

ACCREDITATION AND MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education **(RSA,** 1998b) for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

RANGE STATEMENTS

- The gathering and evaluation of evidence and related material refers to an accurate assessment of the event on the basis of the facts of the case, as well as relevant theoretical perspectives and research. This will also include the interviewing of all the relevant role players.

- Records include written feedback.

- Evaluate refers to the nature of the outcome of the legal proceedings and self-assessment.

- Other stakeholders refer to relatives, associates, communities, community-based organisations,
service providers or industry.

NOTES

1.   CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1.   Identify and solve problems in which responses display that responsible decisions have been made using critical and creative thinking to help prepare for attending and giving evidence in court, by reviewing evidence and related material, accurately assessing the criminal event, and applying the knowledge of court procedures, protocol and structures.

1.2.   Work effectively with others as a member of a team, group, organisation, or community to prepare and present evidence in court by communicating with court officials, service providers and other professionals; communicate evidence contained in the written report in a logical sequence, clear and concise language, based on fact appropriate to law of evidence and ethical principles; and maintaining professional and ethical working relationships with all participants.

1.3. Organise and manage oneself and one's activities responsibly and effectively by setting realistic time frames, and meeting the requirements of addressing the needs of interviewing, report writing and giving evidence.

1.4. Collect, analyse, organise and critically evaluate information by accurately assessing the criminal event and applying the relevant legislation required for presenting evidence.

1.5. Communicate effectively using visual and language skills in the modes of oral and written presentation in presenting oral and written evidence in a logical sequence, clear, concise and based on fact appropriate to law of evidence and ethical principles.

1.6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others through accurate assessment of the event using appropriate instruments.

1.7. Demonstrate an understanding *of* the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, maintaining records of the outcome of the court case and providing feedback to participant/s in the event, legal practitioner, criminal justice personnel, health worker/s and other stakeholders

2. ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners understand and explain:

2.1. The structure of the criminal justice system

2.2. The role and functions of the various role players in the criminal justice system

2.3. Criminal justice processes

2.4. Court protocol

2.5. Basic Law of Evidence

2.6. The Criminal Procedure Act 51 of 1977 and relevant amendments

2.7. The framework provided by the Constitution of the Republic of South Africa, Act 108 of 1996

2.8. Relevant UN and international treaties and conventions relating to criminal justice, victims and offenders

CREDITS

Total hours **required by the learner to achieve the required outcomes:**

ACTIVITY	HOURS
Classroom learning	40
On the job learning	35
Self-directed learning	35
Coaching required	40
TOTAL	150

Total credits: 15

UNIT STANDARD TITLE: IDENTIFY PROFILES

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL 7

CREDITS 15

FIELD Law, Military Science and Security
NSB08

SUB-FIELD Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of creating and maintaining a safe society, especially in terms of contributions to improve safety in society through building and confirming knowledge regarding profiles. Understanding the individual characteristics and contributing circumstances of persons and being informed on the outcome *of* research findings regarding the persons are important when attaining the outcomes of this unit standard. Learners mostly apply competence in their area of practice within the field, and learning towards this unit standard allows learners to explore education and career opportunities mostly outside academia.

This unit standard is designed to analyse profiles/typologies from a specified area of expertise point of view. This unit standard also links with the following exit level outcomes: Assess the nature, extent, risk and consequences of the relevant profile in the area of expertise; To provide services within and to the social, economic, criminal justice and ecological systems. Contribute to the creation of new knowledge in the various fields of expertise. The purpose of this unit standard is to enable learners *to* identify profiles/typologies dealing with

- methods of identification of profiles
- analysis of the nature of the event and the subsequent profile and the *modus* operandi
- identification of risk factors
- the value and limitations of profiles

The profiles can be implemented within formal contexts, in the criminal justice system and corporate businesses, or informal contexts, such as community-based initiatives. Learners become aware of the importance of reflecting and exploring a variety of strategies to learn more effectively as they identify various types profiles. They learn the importance of being culturally sensitive across a range of social contexts in relating to all factors contributing to individual characteristics when identifying profiles. Finally,

by attaining the outcomes a certain basic level of consulting and research skills and literature review are developed that allows learners to develop entrepreneurial opportunities within the field.

LEARNING ASSUMED TO BE IN PLACE

Communication and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard.   Learners should already be able **to** engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to a variety *of* texts; write for a wide range of contexts.   In addition, the learner should master the groundwork for assessing crime victimisation **risk** and vulnerability as well as individual assessment before engaging with learning towards the outcomes **of** this unit standard.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Identify profiles. (in a specified area)

ASSESSMENT CRITERIA

1.1   The criteria for constructing profiles are described.

1.2   The characteristics *of* profiles are identified.

1.3   The value of profiles are assessed.

SPECIFIC OUTCOME 2:

Compare existing profiles

ASSESSMENT CRITERIA

2.1   Common determinants of profiles are identified.

2.2   Differences between profiles are established.

2.3   Relevant profiles/typologies *of* are compared.

SPECIFIC OUTCOME 3:

Evaluate existing profiles

3.1 Strengths of existing profiles/typologies are accurately identified.

3.2 Weaknesses of existing profiles/typologies are accurately identified.

3.3 The efficiency of profiles are accurately determined

3.4 The efficiency of profiles/typologies are assessed.

ACCREDITATION AND MODERATION OPTION

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (CHE) **(RSA, 1998b)** for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

● Profiles/typologies include individual, social, physical environment, ecological and crime related characteristics

● Profiles refer to the identification of a set of characteristics and processes.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Collect, compare and evaluate information by identifying existing profiles/typologies to determine the content.

1.2 Identify characteristics the profile, the nature of the person and the modus operandi by using critical and creative thinking in order to compare and evaluate existing profiles/typologies.

1.3 Work effectively with others as a member of a team, group, organisation, or community
to identify profiles.

1.4 Communicate effectively, using visual, quantifying (mathematical/statistical) and/or language skills in the modes of oral and/or written presentation to identify, compare and evaluate related needs and characteristics of profiles.

1.5　Organise and manage existing research findings effectively by establishing profiles.

1.6　Use science and technology effectively showing responsibility towards the academic, official and corporate environments by identifying characteristics that meet the requirements of a profile.

1.7　Demonstrate an understanding of the individual **as** a person by comparing and evaluating profiles based on identified characteristics based on biological, psychological, environmental and social characteristics.

1.8　Conduct innovative research on profiles in order to add to existing findings/knowledge.

2.　ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1　The development and approaches of traditional and post-modern perspectives

2.2　Different methods of assessing vulnerabilities

2.3　The need for profiles

2.4　Types and theories, concepts, principles, and modus operandi of offenders and lifestyles of persons

2.5　Risk factors.

2.6　The relationship between risk factors and effective profiling identification

2.7　Existing profiles as stated in literature and research findings

2.8　Psycho-social functioning of that can impact on the efficacy of the identification of profiles

CREDITS

Activity	Hours
Classroom learning	50
On-the-job learning	**25**
Self-directed learning	25
Coaching required	50
Other	
TOTAL	**150**

Total credits: 15