

No. 1096

9 November 2005



Established in terms of Act 58 of 1995

### **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

#### **Probation Work**

Registered by Organising Field 09, Health Sciences and Social Services, publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The full qualification and unit standards can be accessed via the **SAQA** web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the **SAQA** offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach **SAQA** at the address ***below and no later than 14 November 2005***. All correspondence should be marked **Standards Setting – SGB Probation Work** and addressed to

<p>The Director: Standards Setting and Development <b>SAQA</b> <i>Attention: Mr. E. Brown</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 – 431-5144 e-mail <a href="mailto:ebrown@saga.co.za">ebrown@saga.co.za</a></p>
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**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### Further Education and Training Certificate: Probation Work

SAQA QUAL ID	QUALIFICATION TITLE		
50041	Further Education and Training Certificate: ProbationWork		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB ProbationWork	9		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	142	Level 4	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is an entry-level qualification for those who want to enter the field of Probation Work as a potential career. It allows for entry 'from the workplace' rather than an academic route. It builds on practical experience and community-based learning, and equips people for their role as an assistant probation officer. As such the qualification will also be valuable for those who may have been practising within the field, but without formal recognition. In particular, this qualification will be useful for:

- > Assistant Probation Officers; Social auxiliary worker
- > Correctional officers; Monitoring officers
- > Community prosecution and/or community courts; Community development workers
- > Youth workers; Child and youth care workers
- > Police services (youth desk); Justice / NPA
- > Educators; Health educators and workers

Recipients of this qualification will be able to:

- > communicate in a variety of ways
- > Use mathematics in real life and education, training and development situations
- > Develop professional and personal competence in auxiliary probation work
- > Provide support for persons in trouble with the law
- > Communicate with and on behalf of persons in trouble with the law
- > Promote safe and healthy work practices
- > Assist in community project development

Assistant Probation Officers (APOs) will carry out their role at all times:

- > Under the supervision of a Probation Officer
- > As a member of a team

APOs will not do statutory work (including professional assessments), or professional counselling.

Rationale:

This qualification is a response to an Act of Parliament (the Probation Services Act; and the Probation Services Amendment Act 2002) and attempts to develop a qualification that addresses the conditions giving rise to the Acts. Crime levels are high in South Africa and there is a growing need for the management of

people in trouble with the law and/or ameliorating the conditions that give rise to crime.

A National Youth Service Project - a volunteer programme, comprising a year long Learnership in the Probation Work sector, has been initiated. The programme will be available for new applicants aspiring to work in this sector, as well as to those already working in support roles the sector without formal qualification, who might have their prior learning recognised by means of this qualification. Once the National Youth Service Project is completed, successful candidates will be able to apply for Assistant Probation Officer positions in the provinces. There is currently a shortage of professional practitioners to do probation work, and this project will amount to the creation of employment opportunities for those involved.

This qualification will also provide an important link with Social Work in general. There is a shortage of people in the social work field, and this qualification provides opportunities for social workers to gain additional skills and be able to work as qualified probation officers as well. A social work background is seen as ideal background to probation work.

Traditional learning streams are proving inadequate to equip people for probation work contexts, and there is an increasing call for the skills particular to probation work across the entire justice system. South Africa's unique combination of threats and circumstances presents a special challenge in the area of children and all persons in trouble with the law. Those who work with persons in trouble with the law must be empowered to promote and facilitate their reintegration into society where possible. Current experience suggests that the degree of sophistication and expertise demanded requires specialist input and time-related on-the-job mentored experience.

This qualification aims to address some of the needs of the large numbers of enthusiastic but generally poorly trained people for high quality learning and assessment opportunities if they are to meet the requirements of the Probation Work sector. The possibilities for incremental learning, which builds on generic social work, must be created if the sector is to make the equitable distribution of skills a reality. In addition, there are people who have been working in the sector for some time, and who have gained the additional skills and expertise required through systematic on-the-job training or practical experience. This qualification offers possibilities for appointment in line with their recognised skills.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED TO BE IN PLACE**

It is also assumed that candidates are already competent in Communications and Mathematical Literacy at NQF level 3 when starting to learn towards this qualification.

Recognition of prior learning:

The Probation Work sector in South Africa understaffed at present. It is further characterised by large numbers of generally poorly trained people who need access to high quality learning and assessment opportunities if they are to meet the requirements of the sector. There are also people who have been working in the sector for some time (some in related professional areas), and who have gained skills and expertise required through systematic on-the-job training or practical experience. The possibilities for incremental learning, which builds on generic social work, must be created if the sector is to make the equitable distribution of skills a reality. In this sense, the aim of this qualification is consistent with SAQA's own transformation goals, and with principles of access and articulation.

This qualification can make an invaluable contribution to personal, organisational and sectoral skills development by providing for the recognition of the skills gained in this manner, through a systematic RPL process. The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Access to the qualification:

Open

**QUALIFICATION RULES**

Rules of combination:

Fundamental

> Communication

> Candidates are required to achieve 20 credits for Communications.

> In terms of the requirements for an FETC, candidates are required to achieve 20 credits obtained in a second official language at a minimum of level 3.

> Mathematical Literacy - Candidates are required to demonstrate achievement of the **16** credits for the Mathematics unit standards within the context of education, training and development situations.

Core

> Candidates must achieve all 70 Core credits listed in the qualification matrix.

Elective

> Candidates must achieve at least 16 credits of their choice from any of the available Elective credits in the qualification matrix.

**EXIT LEVEL OUTCOMES**

1. Communicate in a variety of ways.
2. Use mathematics in real life and education, training and development situations.
3. Develop professional and personal competence in probation work.
4. Provide support for persons in trouble with the law.
5. Communicate with and on behalf of young persons at risk for developmental and therapeutic ends.
6. Promote safe and healthy work practices.
7. Promote community-based child and youth care work.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Communication within and about the ETD process is clear, understandable and effective.

2.

> The mathematics is applied within a variety of ETD contexts.

3.

> Key concepts in probation work are outlined in relation to work in the field and own development as a practitioner.

> Knowledge of risk and protection factors in crime prevention as well as underlying social issues are outlined in relation to probation work.

> Development strategies for own professional and personal development are described with reference to their significance for individual competence and the development of the profession as a whole.

4.

> Range of support services provided, relating to crime prevention, supervision and rehabilitation and diversion programmes, meets identified needs in a probation context.

> Boundaries to own involvement are clearly articulated and cases referred to appropriate authorities and services as required.

5.

> Communication is respectful of cultural diversity and promotes interaction with relationship-reluctant young persons.

> Communication with stakeholders is assertive and promotes the well-being of the person in trouble with the law.

6.

> Knowledge is used pro-actively and in an integrated manner to promote safe and healthy behaviour.

7.

> Financial and management skills are applied to identify, set up and monitor community based projects which provide for effective child and youth care work.

Integrated assessment:

Assessment should take place within the context of:

> Given Quality Assurance policies, procedures and processes.

> A guided and supported learning environment.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome.

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment.

Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

### **INTERNATIONAL COMPARABILITY**

There are no relevant qualifications in Africa or the SADC region at present. This qualification is seen as critical for the SADC region and Africa at large, where there has been a great deal of interest shown.

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

New Zealand:

The NZQA lists a number of unit standards that deal with the justice system, youth justice system and criminal justice system alternatives. There is no registered qualification for Probation Work.

Australia:

### Certificate II in Justice Services

This qualification covers competencies which are relevant to staff who work in the industry but who do not have statutory responsibilities. The staff will, in most cases, be directly supervised in their work duties. This may include staff who have no direct responsibility for offender supervision, or who have narrow specialised roles in offender supervision such as escort support or community liaison. The qualification may also be relevant to professional and support staff who have qualifications in specialist occupations but require competency in essential functions necessary to authorise their operational safety in a correctional environment. The qualification may also be achieved in pre-vocational programs achieved as part of an employment selection or preparation program.

### AQF Certificate III

The qualifications at this level apply to staff who are entering operational roles with a general qualification or specialisation for custodial staff and community corrections staff.

Custodial staff will be enrolled in induction training to meet entry level competencies which demonstrate their capacity to assume custodial officer responsibilities. At the completion of this qualification, officers will be expected to assume full custodial duties.

Community Corrections staff will be supervising offenders in the community under direct or indirect supervision and within specified parameters of responsibility defined by work activities or the complexity of assessed offender needs and risks.

The general qualification will apply to all non-operational staff, and staff whose work roles are not defined in specialist sector responsibilities.

### AQF Diploma

The generalist qualification at this level reflects the advanced skills which can operate across sectors and services. The qualification is designed to allow flexibility in the selection of core and optional units to promote broader organizational responsibilities and career diversity.

#### England and Wales:

In England and Wales the Diploma in Probation Studies is a work-based, integrated vocational and academic qualification, which normally takes two years to complete.

Trainees are employed by individual services and receive a training salary, during which time they will be allocated a case load (up to half the usual qualified probation officer case load). They achieve a degree (the Integrated Degree in Community Justice), which includes a community justice NVQ level four. The NVQ is work-based, and to gain it trainee probation officers will need to complete 12 required units. Trainees' time is divided between the office, college and private study, so that they receive appropriate experience in the workplace and have enough time for the academic side of their training to allow them to qualify within the agreed timescale.

The probation service recognises the importance of continuing staff development and training and development continues for qualified probation officers throughout their careers. A range of occupational standards provides a common framework. These include areas such as:

- > Community justice.
- > Management.
- > Administration.
- > Information technology.

These standards help members of staff and managers to jointly identify and address the areas where individuals are in need of training and professional development.

#### USA (Yolo County):

> The Probation Department employs Deputy Probation Officers and Detention Officers. During the first year of employment each must complete a lengthy state certified training course, which covers a multitude of subjects.

- > Every year thereafter, additional state certified training must be completed (minimum **40** hours for probation officers and **24** hours for detention officers).
- > Beyond and more important than the minimum state requirements, training is assigned so the officer has the skills needed to get the job done professionally.
- > Training subjects include: Management of Assaultive Behavior; Use of Force/Intervention Techniques; First Aid/CPR; Chemical Agent/OC Spray; Bloodborne Pathogens; Firearms Familiarization; Monthly shoot exercises at the firing range; Quarterly range qualification; PC 832 Search and Seizure; Probation Officer Core Course; Juvenile Institutions Officer Core Course; Legal Updates; Determinate Sentencing Laws and Update; Adult and Juvenile Court Law Updates; Liability; Diversity and Cultural Awareness; Drug/Alcohol Treatment Issues and Awareness; Mental Health Issues and Treatment; Sex Offender Treatment Issues.

#### Findings concerning comparability

There is some diversity internationally, with New Zealand and Australia focusing on the justice system as a whole (with some attention to correctional services) rather than probation work in particular. The qualification from the USA includes competences that are more traditionally associated with law enforcement than probation work.

The qualification proposed, intended for the Assistant Probation Officer, compare best with qualifications in the UK, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

There remains sound justification in the South African context, though, for a qualification of this nature given the challenges of a post-apartheid nation.

#### ARTICULATION OPTIONS

- > Vertical articulation may be achieved via social work, child and youth care work or probation work or any other relevant fields.
- > Horizontal articulation may be similarly achieved.

#### MODERATION OPTIONS

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA, or ETQA that has a memorandum of understanding in place with the relevant ETQA.
- > Moderation of assessment will be overseen by the relevant ETQA, or ETQA that has a memorandum of understanding in place with the relevant ETQA, according to moderation principles and the agreed ETQA procedures.

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA, or ETQA that has a memorandum of understanding in place with the relevant ETQA.

#### NOTES

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	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	120274 Conduct a formal pre-assessment interview with clients	Level 3	4	Draft - Prep for P Comment
Core	120279 Demonstrate knowledge of crime prevention within a probation context	Level 3	5	Draft - Prep for P Comment
Core	120281 Apply basic communications skills in interactions with persons in trouble with the law	Level 3	5	Draft - Prep for P Comment
core	120273 Supervise and monitor home-based supervision and other rehabilitation programmes	Level 4	6	Draft - Prep for P Comment
Core	120276 Apply knowledge of social issues in relation to probation work	Level 4	4	Draft - Prep for P Comment

Core	120277 Work as part of a team, under supervision, with persons in trouble with the law	Level4	5	Draft - Prep for P Comment
core	120278 Assist in preventing re-offending through implementation of targeted diversion programmes	Level4	5	Draft - Prep for P Comment
core	120280 Apply personal development strategies and skills to enhance effective service delivery in probation work	Level4	5	Draft - Prep for P Comment
Core	120282 Develop, implement and monitor an integrated crime prevention programme	Level4	6	Draft - Prep for P Comment
core	120283 Describe the use of relationships for developmental and therapeutic ends in probation work	Level4	8	Draft - Prep for P Comment
core	120284 Refer cases in a probation work context	Level4	5	Draft - Prep for P Comment
core	120285 Demonstrate basic interpersonal skills with persons in trouble with the law	Level4	12	Draft - Prep for P Comment
Elective	114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level3	4	Registered
Elective	117177 Promote and uphold the rights of children and youth	Level3	4	Registered
Elective	119726 Participate in public education and advocacy campaigns in communities	Level3	4	Registered
Elective	114478 Conduct basic lay counselling in a structured environment	Level4	15	Registered
Elective	117185 Participate in a developmental assessment	Level4	8	Registered
Elective	110059 Plan and conduct research that redresses social development issues	Level5	10	Registered
Elective	117186 Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level5	5	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level4	5	Reregistered
Fundamental	8975 Read, analyse and respond to a variety of texts	Level4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level4	6	Reregistered
Fundamental	9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level4	4	Reregistered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
120273	Supervise and monitor home-based supervision and other rehabilitation programmes		
<b>SGB NAME</b>	<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>	
SGB Probation Work	9		
<b>UNIT STANDARD TYPE</b>	<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	6	Level 4	Regular

**SPECIFIC OUTCOME 1**

Demonstrate basic understanding of human behaviour.

**SPECIFIC OUTCOME 2**

Describe and explain the key principles of supervised rehabilitation programmes.

**SPECIFIC OUTCOME 3**

Implement home-based supervision.

**SPECIFIC OUTCOME 4**

Implement other supervised rehabilitation programmes.

**SPECIFIC OUTCOME 5**

Monitor and report on supervised rehabilitation programmes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Conduct a formal pre-assessment interview with clients

SAQA US ID	UNIT STANDARD TITLE		
120274	Conduct a formal pre-assessment interview with clients		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Gather and record all information required for the completion of a formal pre-assessment interview with a client.

#### **SPECIFIC OUTCOME 2**

Conduct a basic preliminary interview.

#### **SPECIFIC OUTCOME 3**

Pass on the preliminary information.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
120275	Demonstrate a basic understanding of probation work		
<b>SGB NAME</b>		<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>
SGB Probation Work		9	
<b>UNIT STANDARD TYPE</b>	<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQFLEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	8	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge of probation related information.

#### **SPECIFIC OUTCOME 2**

Demonstrate an understanding of key concepts and critical role players within the probation work field.

#### **SPECIFIC OUTCOME 3**

Demonstrate knowledge of guiding principles and ethical, code of conduct for operating within the probation services field.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply knowledge of social issues in relation to probation work

SAQA-US ID	UNIT STANDARD TITLE		
120276	Apply knowledge of social issues in relation to probation work		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Identify, manage or refer health-related social issues in relation to probation work.

#### **SPECIFIC OUTCOME 2**

Identify, manage or refer violence and/or human abuse-related social issues in relation to probation work.

#### **SPECIFIC OUTCOME 3**

Identify, manage or refer addiction-related social issues in relation to probation work.

#### **SPECIFIC OUTCOME 4**

Identify, manage or refer street children-related social issues in relation to probation work.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Work as part of a team, under supervision, with persons in trouble with the law**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
120277	Work as part of a team, under supervision, with persons in trouble with the law		
<b>SGB NAME</b>	<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>	
SGB Probation Work	9		
<b>UNIT STANDARD TYPE</b>	<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	5	Level 4	Regular

**SPECIFIC OUTCOME 1**

Contribute to effective functioning of a probation work team.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of multi-disciplinary team work.

**SPECIFIC OUTCOME 3**

Contribute to effective delivery in a multi-disciplinary team.

**SPECIFIC OUTCOME 4**

Describe the ethical considerations for working in a team in a probation work context.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
120278	Assist in preventing re-offending through implementation of targeted diversion programmes		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of targeted diversion programmes.

**SPECIFIC OUTCOME 2**

Plan a diversion programme.

**SPECIFIC OUTCOME 3**

Assist in delivering a diversion programme.

**SPECIFIC OUTCOME 4**

Facilitate community service placements.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
120279	Demonstrate knowledge of crime prevention within a probation context		
<b>SGB NAME</b>		<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>
SGB Probation Work		9	
<b>UNIT STANDARD TYPE</b>		<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Health Sciences and Social Services	Promotive Health and Developmental Services
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	5	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate understanding of crime prevention theory.

#### **SPECIFIC OUTCOME 2**

Describe and explain a range of crime prevention strategies.

#### **SPECIFIC OUTCOME 3**

Communicate information for crime prevention purposes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

Apply personal development strategies and skills to enhance effective service delivery in probation work

<b>SAQA US ID ~ UNIT STANDARD TITLE</b>			
120280	Apply personal development strategies and skills to enhance effective service delivery in probation work		
<b>SGB NAME</b>		<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>
SGB Probation Work		9	
<b>UNIT STANDARD TYPE</b>		<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Health Sciences and Social Services	Promotive Health and Developmental Services
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	5	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Reflect critically on own practice.

#### **SPECIFIC OUTCOME 2**

Identify and access resources for self-development.

#### **SPECIFIC OUTCOME 3**

Use supervision as a means of self-development.

#### **SPECIFIC OUTCOME 4**

Develop and implement a self-development plan.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

Apply basic communication skills in interactions with persons in trouble with the law

SAQA US ID	UNIT STANDARD TITLE		
120281	Apply basic communication skills in interactions with persons in trouble with the law		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate understanding of role of verbal and non-verbal communication in interactions.

#### **SPECIFIC OUTCOME 2**

Adapt communication to specific interactive contexts.

#### **SPECIFIC OUTCOME 3**

Provide information and/or feedback to significant stakeholders in a probation work context.

#### **SPECIFIC OUTCOME 4**

Initiate and effect disengagement of working relationships with person in trouble with the law.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

Develop, implement and monitor an integrated crime prevention programme

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
120282	Develop, implement and monitor an integrated crime prevention programme		
<b>SGB NAME</b>	<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>	
SGB Probation Work	9		
<b>UNIT STANDARD TYPE</b>	<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	6	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Develop an integrated crime prevention programme.

#### **SPECIFIC OUTCOME 2**

Implement an integrated crime prevention programme.

#### **SPECIFIC OUTCOME 3**

Monitor and report on an integrated crime prevention programme.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Describe the use of relationships for developmental and therapeutic ends in probation work**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
120283	Describe the use of relationships for developmental and therapeutic ends in probation work		
<b>SGB NAME</b>	<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>	
SGB Probation Work	9		
<b>UNIT STANDARD TYPE</b>	<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	8	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Describe the role of relationships in probation work.

#### **SPECIFIC OUTCOME 2**

Describe key elements in building and maintaining relationships in a probation work context.

#### **SPECIFIC OUTCOME 3**

Describe the use of interpersonal skills to establish and maintain relationships.

#### **SPECIFIC OUTCOME 4**

Describe the process of engagement and disengagement of working relationships.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
120284	Refer cases in a probationwork context		
<b>SGB NAME</b>		<b>ORGANISING FIELD ID</b>	<b>PROVIDER NAME</b>
SGB Probation Work		9	
<b>UNIT STANDARD TYPE</b>	<b>ORGANISING FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	5	Level 4	Regular

**SPECIFIC OUTCOME 1**

Demonstrate understanding of the social work field.

**SPECIFIC OUTCOME 2**

Construct an elementary community profile.

**SPECIFIC OUTCOME 3**

Refer cases outside of own scope.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
120285	Demonstrate basic interpersonal skills with persons in trouble with the law		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 4	Regular

**SPECIFIC OUTCOME 1**

Critically evaluate own performance in interactions with persons in trouble with the law.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of cultural diversity.

**SPECIFIC OUTCOME 3**

Use interpersonal skills to establish and maintain relationships with persons in trouble with the law, and their families (where applicable).

**SPECIFIC OUTCOME 4**

Identify and facilitate problem solving in interpersonal contexts in the life space of the person in trouble with the law.

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