

No. 1171

9 December 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Visible Policing

Registered by Organising Field 08, Law, Military Science and Security, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards upon which the qualifications are based. The full qualifications and 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* 13 January 2006. All correspondence should be marked **Standards Setting - Visible Policing** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. E Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 - 431-5144

e-mail: ebrown@saqa.org.za

DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor: Policing Practices

SAQA QUAL ID	QUALIFICATION TITLE		
50194	Bachelor: Policing Practices		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Visible Policing	8		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National First Degree	Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	360	Level 6	Regular-ECOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will enable managers within the Safety in Society environment to improve professionalism and enhance the quality of service delivery. It will also contribute to the further development of learners within Safety in Society by providing articulation, recognition and further mobility within a dynamic, changing environment. A learner acquiring this qualification will be able to plan, organize, lead, manage and control human, financial, physical and information resources in a Safety in Society environment in order to achieve the objectives of the organisation; The skills, knowledge and understanding demonstrated within this qualification are essential for social and economic transformation and contribute to the upliftment and economic growth within the Safety in Society environment.

Qualifying learners will be able to show responsibility, and independently and effectively manage themselves and policing management processes. In addition, the learner will be able to perform their line function with specific reference to:

Fundamental: (155 credits)

> Strategically lead and manage human, financial, physical and information resources through effective organisational relations and practices to achieve strategic goals.

Core: (219 credits)

> Manage crime prevention by utilising specialised management skills in order to function strategically and effectively within a range of situations.

> Manage crime detection by utilising specialised management skills in order to function strategically and effectively within a range of situations.

> Manage Community Service Centres by utilising specialised management skills in order to function strategically and effectively within a range of situations.

> Manage the provision of protection, security and crime intelligence services for a safe and secure environment within the Republic of South Africa.

Elective: (20)

> Manage the provision of training and assessment within a policing environment with emphasis on creating competent officials.

> Manage internal quality management systems to enable the organisation to reflect on whether organisational needs have been met.

The qualification aims at developing a competent and professional cadre of managers to ensure the effective delivery of relevant and appropriate policing services.

Rationale:

This qualification is for learners who are pursuing management careers within the Safety in Society sub-field and is one of several in a learning pathway that has been created. It provides learners with opportunities for professional development and career advancement within the broader constituencies of the Safety in Society community that will contribute to providing a safe and secure environment for all the people in the Republic of South Africa.

This qualification reflects the need and demand within the policing environment for officials who are/will be able to perform managerial and leadership functions with more complex managerial knowledge, skills and attributes of organisational processes and procedures contextualised within the Safety in Society environment. This qualification will provide a vehicle through which to develop competent managers that can stay abreast with the changing and dynamic environment of policing as well as create an atmosphere for life-long learning opportunities. The occupations, jobs or areas of activity in which the qualifying learners that will typically operate are in the areas of crime prevention, crime detection, community service centres and support in the Safety in Society environment. Through the availability of this qualification managers within the policing environment will be able to provide top class service, improve professionalism and enhance the quality of service delivery thereby contributing to the creation of public trust and achieving the vision of the sector.

This qualification opens up access for historically disadvantaged incumbents as well as other learners in the Safety in Society environment for further development through vertical mobility to higher-level qualifications and horizontally to qualifications on the same level but in a different discipline. The level of flexibility within the range of electives will also allow the individual to pursue further specialisation within the Safety in Society sector.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- > Communicate technical, supervisory and general management information effectively, both orally and in writing, using appropriate language structures, styles and graphical support. L5
- > Demonstrate supervisory and management skills by professionally executing daily functions and maintaining community relations. L5
- > Manage human and physical resources through monitoring and improve employer/employee practices, by leading and developing a team of people and applying industrial relations concepts and processes appropriately. L5
- > Implement a document management system by producing documentation on information gathered and summarized from a range of sources. L5
- > Plan, implement and assess operations and duties. L5
- > Conduct inspections and control activities by ensuring a smooth running unit/centre.
- > Co-ordinate and uphold the execution of the Constitution of South Africa and the Law of Evidence by ensuring compliance with the requirements as stated in relevant legislations. L5
- > Identify, assess and solve problems while performing tasks related to the area of specialization. L5

All competencies reflected in the learning assumed to be in place could be achieved through the recognition of prior learning.

Recognition of prior learning

The structure of this non-unit standards-based qualification makes the Recognition of Prior Learning possible through challenging the associate Exit Level Outcomes. This qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned above.

This Recognition of Prior Learning may allow:

- > Accelerated access to further learning at this or higher levels on the **NQF**.
- > Gaining of credits towards the Exit Level Outcomes.
- > Obtaining of this Qualification in part or in whole.

Access to the Qualification

- > Open to learners who have completed the National Diploma in Policing or equivalent level **5** qualification relevant to the field of Safety and Society.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

Qualifying learners are able to:

1. Strategically lead and manage human, financial, physical and information resources through effective organisational relations and practices to achieve strategic goals.
2. Manage crime prevention by utilising specialised management skills in order to function strategically and effectively within a range of situations.
Range: Includes security and protection interventions as well as crowd control and management interventions.
3. Manage crime detection by utilising specialised management skills in order to function strategically and effectively within a range of situations.
4. Manage Community Service Centres (CSC) by utilising specialised management skills in order to function strategically and effectively within a range of situations.
5. Manage the provision of protection, security and crime intelligence services for a safe and **secure** environment within the Republic of South Africa.
6. Manage the provision of training and assessment within a policing environment **with** emphasis on creating competent officials.
7. Manage internal quality management systems to enable the organisation to **reflect** on whether organisational needs have been met.

Additional elective exit level outcomes may be added to the qualification as they are developed.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Organisational policies and procedures are managed in planning, implementation and quality control practices to support decision-making.
 - > Strategic plans, goals and objectives are set, monitored, measured and reviewed against actual developments using a sound methodological rationale.
 - > Diversity is harnessed to promote teams for effective performance to achieve set **goals** and objectives and ensure quality service delivery.
 - > The utilisation of information systems are optimised to improve service delivery.
 - > Communication techniques are applied to optimise the impact and effectiveness of the management approach for quality service delivery.
 - > On the job training is conducted in order to achieve strategic objectives.
 - > Generic management functions are implemented daily for consistency and efficiency.
2.
 - > The utilisation of information systems are optimised to effectively combat crime.
 - > Different approaches are utilised, reviewed and revised against actual developments in the crime prevention environment.
 - > Operational plans are compiled to direct and optimise the utilisation of resources during operations.
 - > Targeted interventions are executed/implemented to ensure reduction in crime in accordance with operational strategies and concepts.
 - > Integrated strategies are developed to ensure a multi-disciplinary approach towards crime reduction.
 - > Monitoring systems are utilised to ensure the effectiveness of operational planning and execution processes.
3.
 - > Specialised managerial skills are optimally utilised in accordance with legislation and policies to manage the crime detection process.

- > Information and intelligence are strategically and effectively managed and filtered to enhance crime detection.
- > The collection and preservation of evidence for forensic and other purposes are managed in accordance with relevant applicable policies.
- > Case dockets are critically analysed in order to give individual guidance for investigations and problem solving.
- > Media liaison in matters relating to crime detection is managed in accordance with prescribed organisational policies.

4.

- > Information is captured and utilised in order to activate the judicial process.
- > Activities within the CSC are synergised in line with the strategic objectives and policies.
- > Quality service is rendered to the community reflecting the Batho Pele principles.
- > Organisational procedures regarding custody, property and financial management are managed to reduce losses and claims within the environment.
- > The activities of members are managed to enhance quality performance.

5.

- > The utilisation of information systems are optimised to effectively provide crime intelligence services.
- > Information is gathered, analysed, interpreted and disseminated to provide accurate crime intelligence for the safety and security of the Republic of South Africa.
- > Different approaches are utilised, reviewed and revised against actual developments in the port of entry environment.
- > Operational plans are compiled to direct and optimise the utilisation of resources during borderline patrols.
- > Targeted interventions are executed/implemented to ensure the protection and security of dignitaries and diplomats in accordance with organisational strategies.
- > Integrated strategies are developed to ensure a multidisciplinary approach towards crime intelligence.
- > Monitoring systems are utilised to ensure the effectiveness of interventions planned and executed.

6.

- > Training needs are analyzed in order to ensure that the organization is able to better service delivery to clients.
- > Assessment methods, tools and practical needs are evaluated in order to align the organization with accepted standards.
- > The training and development activities in the organisation is managed and aligned to support the organisations transformation objectives.
- > The training and development processes and activities reflect the human resources development requirements in accordance with the human resources strategy of the organisation.
- > Education, training and development activities and processes promotes the competence of officials to coordinate government communication activities.

7.

- > Quality management systems currently used are analysed in order to ascertain weaknesses and strengths in line with the needs of the organization.
- > Future quality management systems are drafted in line with organizational needs.
- > Government communication processes are applied in order to demonstrate a positive effect on the organisation and its relationship with its stakeholders.
- > Principles, regulations and legislation underlying supply chain management are applied in accordance with the procedures and protocols of the public sector.
- > Operational management principles and techniques are implemented in accordance with organisational quality management requirements.

Integrated Assessment

- > Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the qualification.
- > Learning, teaching and assessment are inextricably interwoven. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.
- > Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration contexts wherever possible. A variety of methods **must** be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. **Where** it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context

appropriate to the assessment.

> The term 'Integrated Assessment' implies that theoretical and practical components should **be** assessed together. During integrated assessments, the assessor should make use of a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.

> Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

> Assessment should ensure that all specific outcomes, embedded knowledge and **critical cross-field** outcomes are evaluated in an integrated manner.

INTERNATIONAL COMPARABILITY

> The International comparison focussed on the specific needs of middle managers in a policing environment.

> International comparison was conducted by means of questionnaires based on the Exit Level Outcomes and Associated Assessment Criteria, Research on the Internet and staff reports compiled by **SAPS** Officials visiting various police forces and interviews with their training **staff**.

The following countries were chosen for the international comparison.

Botswana.

> Botswana is known to have a well-developed police service and the South African Government has a bi-lateral agreement with the Botswana Government regarding cross border policing **activities**.

The United Kingdom

> The United Kingdom has a well-established police service and is renowned for their experience in national and international operations.

Comparisons

Botswana

> The Botswana Police Service provides an in-house three-year programme at the Botswana Police College. It is equated equivalent to a national diploma. The programme covers leadership skills, management skills, managing crime, managing crime prevention, Community Service Centres, **finances** and disasters.

Conclusion

> The proposed Bachelor in Policing covers all the objectives of the Botswana programme and is at least on par with the Botswana qualification.

United Kingdom.

> The comparison **was** conducted through the Internet based on the unit standards making **up** the qualifications.

The United Kingdom has four National qualifications registered on the NVQ, namely:

- > National Vocational Qualifications Level **5** NVQ in Police Strategic Management.
- > National Vocational Qualification Level **5** in Police Operational Management.
- > National Vocational Qualification Level **4** in Police Organizational Management.
- > National Vocational Qualification Level **4** in Police Operational Management.

The listed qualifications were pitched at a higher level than the proposed Bachelor in Policing, however, most of the unit standards did not indicate such a complex level. The UK qualifications also have major overlaps between the four qualifications. The UK qualifications covered the entire **Exit** Level Outcomes of the proposed Bachelor in Policing. Fortunately the unit standards also indicated some shortcomings in the proposed qualification, which were rectified by the task team. On the other hand, the proposed Bachelor in Policing extends beyond the UK qualifications broadening the scope of managers in a policing environment and covering most of the Critical Cross Field Outcomes.

Conclusion

> The proposed Bachelor in Policing compares favourably with **UK** qualifications and is probably better pitched than the UK qualifications. It is not as narrow focussed as the UK qualification thus allowing more articulation possibilities.

ARTICULATION OPTIONS

This Qualification articulates with horizontally the following registered learning programmes:

- > Bachelor of Arts: Police Science Level 6.
- > Bachelor of Police Level 6.

This Qualification articulates vertically with the following registered learning programmes:

- > Bachelor of Arts Honours: Police Science Level 7.
- > Bachelor of Technology: Policing Level 7.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate Education, Training, Quality Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

> Assessment competencies and subject matter experience of the assessor can be established by recognition of prior learning.

> Well-developed interpersonal skills, subject matter and assessment experience.

> To be competent in the planning and conducting assessment of learning outcomes as described in the unit standards Plan and Conduct assessment of Learning outcomes NQF level 5.

> Well-developed subject matter expertise within policing.

> A relevant tertiary qualification and 3 years experience in the relevant field.

> To be registered with the relevant Education and Training Quality Assurance Body.

> Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)