

No. 446

25 April 2008

**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

Visible Policing

registered by Organising Field 08, Law Military Science and Security, publishes the following Qualification for public comment.

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and *no later 23 May 2008*. All correspondence should be marked **Standards Setting – SGB for Visible Policing** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Honours: Policing Practices

SAQA QUAL ID		QUALIFICATION TITLE	
61630		Honours: Policing Practices	
ORIGINATOR		PROVIDER	
SGB Visible Policing			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Honours Degree	8 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 7	Regular-ELOAC

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will provide learners with the competencies required to function at a middle to senior level management within the Law Enforcement environment. The work environment is constantly in a state of flux and learners will be equipped with skills to ensure quality service delivery to both internal and external clients in the constantly changing environment in which they work. Through achievement of this qualification, managers within the policing environment will be able to ensure improved service, professionalism and quality of service delivery thereby contributing to the creation of public trust and providing a safe and secure community environment, which will enhance economic growth.

This is the fourth vocational qualification for learners who would like to follow a career in Policing Practices and focuses on strategic management issues and enhancing service delivery in the Law Enforcement environment. The outcomes of this qualification may be achieved in any relevant context, and specifically includes the South African Police Service, Military Police Service, Traffic Police Service and Metro Police Service.

With this additional learning, learners will be able to independently manage processes to enhance professionalism of the Law Enforcement sub-field, as well as lead to openness and transparency in work tasks, indicating a high level of integrity and business ethics.

A learner acquiring this qualification will have skills, knowledge and attributes to:

- > Critically appraise the role of personal, team and organisational excellence.
- > Develop a strategic management plan to optimise use of resources.
- > Critically assess the impact of leadership and strategic management on a law enforcement environment.
- > Apply concepts of service excellence to law enforcement processes.
- > Develop an integrated plan to optimise policing.
- > Conduct research in the realm of law enforcement.

Rationale:

This qualification aims at improving performance excellence and enhancing relationships with both internal and external clients of the Law Enforcement environment.

This qualification reflects the workplace-based needs of the Law Enforcement sector that relate to managerial competencies. The sector will benefit from this qualification by developing middle to senior level management skills to enhance the functioning of the law enforcement agencies through gearing towards service excellence and efficient resource management.

This qualification builds on the learning undertaken in the Bachelor's Degree: Policing Practices at NQF Level 6 and it is assumed that learners entering into a learning programme towards this qualification are already competent in the core skills outlined in the NQF Level 6 qualification. What learners achieve in this qualification will also serve as a basis for further learning where they may undertake more advanced learning towards a Masters: Policing Practices at NQF Level 8.

The occupations, jobs or areas of activity in which qualifying learners will typically operate are in the areas of crime prevention, crime detection, community service centres and support in the Law Enforcement environment. Learners who apply the competencies achieved in this qualification are normally employed in middle to senior management positions.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

The Qualification "Bachelor: Policing Practices" at NQF Level 6.

Recognition of Prior Learning:

The structure of this qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning.
- > Gaining of credits towards any of the Exit Level Outcomes in this qualification.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training Quality Assurance Body (ETQA) and must be conducted by a registered workplace assessor. Identified outcomes may have been acquired in a range of economic sectors and these will be considered as appropriate where the candidate provides evidence of the applicability of that learning to this qualification.

Access to the Qualification:

Learners registering for this qualification should already have achieved the Bachelor: Policing Practices, NQF Level 6 or equivalent.

QUALIFICATION RULES

This qualification is not based on unit standards and all the Exit Level Outcomes are compulsory. Learners may select their own topic for research, thus ensuring that the qualification is contextualised to their specific environment. At least 30 percent must be allocated to research within the context of this qualification.

EXIT LEVEL OUTCOMES

1. Critically appraise the role of personal, team and organisational excellence in relation to their impact on a law enforcement environment.

2. Develop a strategic management plan to optimise use of resources in a law enforcement environment.

Range: Resources include human resources, administrative resources, information resources, material resources and financial resources.

3. Critically assess the impact of leadership and strategic management on a law enforcement environment.

4. Evaluate concepts of service excellence to law enforcement processes.

5. Develop an integrated plan to optimise policing.

Range: Policing refers to both functional and support activities.

6. Conduct research in the realm of law enforcement.

Critical Cross-Field Outcomes:

This qualification promotes, in particular, the following Critical Cross-Field Outcomes:

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:

- > Developing standards for excellence that are appropriate to the circumstances.
- > Developing strategies to manage diversity and potential conflict.
- > Making decisions to maximise law enforcement capabilities within limiting parameters.
- > Evaluating different approaches to operational policing.

Working effectively with others as a member of a team, group, organisation, and community during:

- > Definition of relationships and determining their impact on the organisational objectives.
- > Holistic development of individuals.
- > Appropriate use of team members for specific tasks.
- > Evaluating quality systems and developing improvements.

Organising and managing oneself and one's activities responsibly and effectively when:

- > Aligning the organisation's objectives to those of national government.
- > Making decisions to maximise law enforcement capabilities within limiting parameters.
- > Conducting research.

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:

- > Enhancing transparency and ethical behaviour.
- > Analysing theories of leadership.
- > Presenting research findings and conclusions.

Collecting, analysing, organising and critically evaluating information to better understand and explain when:

- > Critically examining the concept of excellence.

- > Understanding law enforcement policies and procedures.
- > Aligning human resource principles with law enforcement needs.
- > Reviewing and evaluating client service standards.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- > Integrating information management strategies and processes with law enforcement needs.
- > Adhering to project management principles.
- > Conducting research.
- > Developing a research report that complies to organisational requirements.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- > Applying standards of excellence to meet identified performance criteria.
- > Budgets are developed.
- > Adhering to relevant legislation.
- > Integrating strategies for various stakeholders to ensure a multi-disciplinary approach.
- > Minimising the risk to the organisation.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit-Level Outcome 1:

1.1 The concept of excellence is critically examined in order to describe performance excellence for individuals, teams and the organisation in a law enforcement environment.

1.2 Standards for excellence in a law enforcement environment are designed to meet identified performance criteria for individuals, teams and the organisation.

1.3 Personal, team and organisational excellence is defined in relation to their impact on organisational and operational aims and objectives.

1.4 The principles of emotional intelligence pertaining to human resource management are analysed in order to maximise personal, team and organisational excellence.

1.5 The organisational policy for the holistic development of individuals is evaluated to identify strengths, weaknesses and areas for development in order to best equip the organisation to meet challenges within the law enforcement environment.

Range: Holistic development includes spiritual, emotional, physical and mental (left and right brain) development.

1.6 Organisational development plans are evaluated in order to improve individual skills within the focus of enhancing organisational excellence in a law enforcement environment.

Range: Development plans include conducting a gap analysis within an application of the theory of team dynamics.

1.7 Strategies to manage diversity and potential conflict are developed to the benefit of the individual, team and organisation, and in line with policies, procedures and best practice.

Associated Assessment Criteria for Exit-Level Outcome 2:

2.1 Strategic management skills are applied to align the objectives of the law enforcement organisation with national government resource directives.

Range: Law enforcement organisation refers to the area of responsibility or workplace in middle management.

2.2 A strategic management plan is drawn up to reflect an in-depth understanding of law enforcement policies and procedures regarding the utilisation of resources.

2.3 Methods of enhancing transparency and ethical behaviour associated with the allocation of resources are included in the plan.

2.4 Law enforcement capabilities are maximised through allocation of available resources.

2.5 Strategies are included in the strategic management plan that are in line with organisational and government guidelines to ensure transformation in resource management.

Range: Government guidelines include applicable legislation relating to management of resources and decision making.

Associated Assessment Criteria for Exit-Level Outcome 3:

3.1 The inter-relationship of leadership and strategic management is analysed in order to determine its effectiveness in implementing command and control within the law enforcement environment.

Range: Command and control refers to hierarchical related instructions and orders.

3.2 Personal leadership styles for different situations are evaluated to determine effectiveness and consistency within the parameters of national and governmental aims and objectives.

Range: Different situations include high, medium and low stress conditions.

3.3 Strengths and weaknesses of team members are evaluated in order to provide a basis for maximising the potential of each individual team member and the team as a whole to achieve operational objectives.

3.4 Leadership theories are evaluated to determine leadership styles that are applicable to given situations and established best practice in the field.

Range: Theories refer to but are not limited to: Afro-centric and Euro-centric theories.

3.5 The influence of leadership in politics is analysed in terms of the potential impact on law enforcement policies, procedures and operations.

Range: Politics refers to governance methodologies such as democracy, communism etc.

Associated Assessment Criteria for Exit-Level Outcome 4:

4.1 Existing quality systems are evaluated against the broader concept of quality and relevant quality models for their potential to deliver benefits to the law enforcement environment.

4.2 Decisions on the implementation of a suitable quality management system are made, based on a detailed cost-benefit analysis and the consideration of the consequences of not implementing a quality management system.

4.3 A plan for the implementation of a suitable quality management system within the organisation is developed in line with project management principles, quality controls, policies and procedures.

Range: Project management principles refer to internationally accepted principles such as the PMBOK (Project Management Body of Knowledge) principles.

4.4 A client service strategy to enhance the corporate image of the organisation is developed in line with organisational and national government initiatives.

Range:

> Client service strategy refers to the integral focus on the client within the law enforcement environment.

> Development includes an implementation plan.

4.5 Service delivery levels are evaluated and the implementation plan is amended as necessary to align service levels with existing service standards.

Range:

> Service levels refer to but are not limited to service recovery strategies, reputation management, internal marketing and relationship building.

> Service standards may include reference to customer focus, service recovery, corporate image and performance chart.

4.6 The value of an organisation-wide client service mindset is evaluated in terms of its impact on the execution of law enforcement operations and the corporate image of the organisation.

Associated Assessment Criteria for Exit-Level Outcome 5:

5.1 Governmental or organisational strategies are analysed in order to develop an implementation plan for policing in a given situation.

Range: Evaluation must include but is not limited to a SWOT analysis and feasibility studies for pro-active and re-active approaches to policing.

5.2 Policing functions are evaluated in terms of their potential strengths and weaknesses and selected to represent the most suitable operational plan and contingency plans.

Range: Policing functions include crime prevention, crime detection, crime intelligence and support.

5.3 A risk management plan is developed that minimises the impact of obstacles encountered during implementation of the plan.

5.4 Resources are allocated to the selected plan in order to adhere to the allocated budget.

5.5 Stakeholder roles, responsibilities and requirements are integrated in the plan to ensure a multi-disciplinary approach in the law enforcement environment.

Associated Assessment Criteria for Exit-Level Outcome 6:

6.1 Research methodologies are analysed for their relevance to the specific research topic.

Range: Methodologies include quantitative and qualitative differences related to rules, principles and theories.

6.2 A research proposal is formulated which identifies a problem related to law enforcement issues.

Range: The proposal must include a rationale, objectives, methodology and research plan.

6.3 Research is conducted in accordance with the research proposal and prescribed ethical principles using the applicable/relevant research methodology.

Range: Conducting research includes gathering and processing, capturing and interpreting information.

6.4 Findings, conclusions and recommendations presented are relevant to the research proposal, and consistent with supporting data.

The research report is drawn up to comply with the organisation's format requirements.

Range: Format requirements include scope, numbering, headings, structure, layout and appearance.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the exit level outcomes should be integrated.

A variety of methods must be used in assessment tools and activities must be appropriate to the context in which the learner is working. 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 formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies. Assessors should 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 outcomes, embedded knowledge and critical cross-field outcomes are assessed. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

The United States of America have an organisation called the "International Association of Chiefs of Police" (IACP) and it has a Centre for Police Leadership that delivers law enforcement leadership training through a systematic, career-long approach from entry level to retirement. The Centre for Police Leadership tends to focus on a course-work masters degree, rather than a higher education Honours degree. For this reason, it was decided to focus on countries that have more formalised learning through registered universities, such as Netherlands, United Kingdom (England and Scotland), Canada and France.

Although it is difficult to get content related information about law enforcement qualification within the policing departments of these countries, universities within these countries are more open to provide information for comparability purposes. Various qualifications authorities within these countries were accessed in this regard and information obtained was used to compare this qualification with international trends from these more developed countries. Emerging Southern African countries all send their police officers to South Africa for training.

Netherlands:

According to the Vlaams Nederlands Qualifications Authority the following qualifications are in place for the Netherlands Police:

- > Assistant Police Worker (Level 2).
- > Police Worker (Level 3).
- > All round police co-worker (Level 4).
- > Policing: Bachelor (Level 5).
- > Policing: Master (Level 6).

Aspects covered by the Bachelors Degree are:

Theoretical:

- > Supervision and effective handling of complex situations.
- > Reporting of results on all activities.
- > Social development.
- > Establishing of relationships and networking to improve community safety.
- > Interpretation of policies.
- > Independent working conditions.
- > Creativity.

Practical (a choice of application):

- > Community Safety projects.
- > Social problem solving techniques.
- > Integrated community boundary criminalistics.
- > Youth Care.
- > Traffic related safety project.

In the Masters Degree the following aspects are covered:

Theoretical aspects:

- > Strategic Analysis.
- > Strategic investigation regarding social development.
- > Compilation of Policy.
- > Strategies to reduce crime and violent.
- > Strategies to ensure boundary related criminalistics.

- > Policing in the local communities.
- > Traffic Safety.

Practical Aspects:

- > Interpreting of social trends.
- > Development of policy related matters.
- > Application of conceptual thinking skills.
- > Networking building and expanding.
- > Grass root level investigation supervision).

The Bachelors Degree in Netherlands (four years of study) gives access to the Masters Degree, and in South Africa, the Bachelors Degree in Policing is followed by this qualification, which then leads to the Masters Degree in Policing. This qualification can then be seen as a bridging qualification between the Bachelors and Masters Degrees in the Netherlands Police.

United Kingdom:

The following NQV qualification is used to compare:

- > 100/4864/9 Level 5, Police Strategic Management.

Standards:

- > Unit 2B1: Set, monitor and review strategies for policing operations.
- > Unit 4A1: Establish strategies to guide the work of your organization.
- > Unit 4A3: Manage change in organizational activities.
- > Unit 4A6: Assess, negotiate and secure sources of funding.
- > Unit 4A17: Use information to make critical decisions.
- > Unit 4B2: Develop a strategy and plan for promotion of equality of opportunity and diversity.
- > Unit 4C9: Develop management teams.
- > Unit 4D3: Chair and participate in meetings.
- > Unit 4F1: Set and manage local media strategies.
- > Unit 4H3: Represent one's own agency at other agencies meetings.

England:

The Canterbury Christ Church University has an honours programme that provides students with the ability to apply criminological concepts to problems that arise from crime and criminal behaviour. The programme moves from a thorough grounding in the various criminological theories and issues to an in-depth application of the ideas to contemporary problems surrounding crime.

Level 1:

All students study three modules:

- > Crime and Justice in Context develops student's knowledge and understanding of key principles and concepts underpinning an understanding of crime, its causes and the Criminal Justice agencies that counter and manage crime.
- > Criminological Theory develops understanding of the central theories and methodologies encountered within the social sciences, and criminology in particular.
- > Methods of Enquiry develops within students both an appreciation of the importance of discipline related methods of enquiry and an ability to utilise these methods in their academic work.

Single Honours students also choose from the following optional modules:

- > Introduction to Law and Justice develops students knowledge and understanding of the key principles and concepts underpinning the British Legal system.
- > Policing and the Police develops students understanding of the concepts of policing and the police and develops students familiarity with the key concepts of democratic police institutions, e.g. discretion, consent and legitimacy.
- > Social Control in Context provides an introduction to the approaches adopted within the Criminal Justice and Penal systems to counter and manage criminality.

Level 2:

All students undertake:

- > Crime and Social Control.
- > Law, State and Society.

In addition, Single Honours students take:

- > Social Scientific Research Methods.

Single and Combined Honours students may also choose from the following optional modules:

- > Criminal Justice and Human Rights.
- > Forms of Crime.
- > Geography of crime.
- > Miscarriages of Justice.
- > New Technology and Crime.
- > Psychology and Crime.
- > Social Scientific Research Methods (optional for Combined Honours students only).

The exit level outcomes of this qualification, which are a follow on to the Bachelors Degree cover almost all aspects of the British Honours Degree. Both these qualifications focus on research and policing practices.

Birmingham City University has degrees that are designed to offer in-depth study of the Criminal Justice System of England and Wales. All the Criminal Justice courses have an applied focus which integrates the theories and philosophies underpinning the various agencies that make up the Criminal Justice System, with a study of the problems and challenges involved in making and delivering effective services.

Criminal Justice programme offered at Birmingham City University is as follows:

- > BA (Hons) Criminology.
- > BA (Hons) Criminology and Security Studies.
- > BA (Hons) Criminology and Policing.
- > BA (Hons) Criminology and Psychology.
- > BA (Hons) Criminology and Sociology.

The Criminal Justice programmes are organised on a module credit basis: modules can be single (12 credits) or double modules (24 credits). Single modules run over one semester, double modules over two semesters. All courses are divided into three academic levels and students must study ten modules (120 credits) at each level for a total of 360 credits for an honours degree. For full-time students this takes three years; part-time students can complete the same course of study in four years.

The first stage of study is common whichever route is followed, specialisation takes place in the second and third years. At all stages a common core of criminal justice subjects is studied together with specialist modules which will depend on the particular route chosen.

Criminology provides an opportunity for students to gain a broad understanding of the operation of the Criminal Justice System in England and Wales, selecting modules to suit their particular interests. Criminology and Policing examines the way in which the Police in England and Wales operate, and considers some of the practical and theoretical issues faced by modern police forces. The Psychology route offers an opportunity for learners to investigate a varied range of options from psychology suited to their particular interests.

The main aspects covered by each of these qualifications are as follows:

Criminal Justice and Policing (UCAS Code M290):

- > Criminal Justice Policy.
- > Doing Social Research.
- > Research Methods.
- > Contemporary Issues in Policing.
- > Policing the State.
- > Managing the Police.

Criminal Justice and Criminology (UCAS Code M211):

- > Criminal Justice Policy.
- > Doing Social Research.
- > Managing Criminal Justice.
- > Theories of Punishment.
- > Research Methods.
- > Criminal Psychology.
- > Applied Criminology.

Criminal Justice with Psychology (UCAS Code M2C8):

- > Criminal Justice Policy.
- > Doing Social Research.
- > Managing Criminal Justice.
- > Research Methods.
- > Social Psychology.
- > Criminal Psychology.

Criminology and Policing modules are taken as options by students following alternative pathways. Other options may be taken from within the range of modules offered in the faculty.

The qualification presented by Birmingham City University is designed to offer an in-depth study of the Criminal Justice System of England and Wales, while this qualification in Policing Practices focussed on excellence, service delivery, research and operational matters. Both these qualifications are designed to meet the specific requirements of the relevant countries.

Scotland:

The Diploma in Police Service Leadership and Management, which is a 120 point Scotland Qualifications Framework Level 8 Professional Development Award has been specifically designed as the qualifying criteria for promotion within the police service in Scotland. It is directed at those police officers in Scotland who hold aspirations and ambitions to management

positions within the police service. The achievement of the Scottish Professional Development Award will help to prepare police officers with the knowledge and skills to fulfil the demands placed on supervisors and managers in the police service.

The Scottish qualification is designed primarily as a flexible learning package, blending distance learning, tutorial and peer support with consolidation events held at the Scottish Police College. It is designed to help learners to operate effectively in promoted posts in the Police Service. It is also intended to assist them in understanding the importance of their role as a manager, thereby integrating activities within police organisations. It emphasises that managerial action takes place within an organisational context which affects what actions managers can take, how they can be taken and who will be affected by them. The Scottish qualification further encourages learners to become conversant with the current approaches and techniques of management, to help them understand the impact that the organisational framework of police organisations can have on their role as a manager. The knowledge and understanding of current approaches, theories and techniques learnt will help learners, in a constantly changing environment, to implement the necessary changes to achieve successful outcomes.

The main outcomes achieved in the Scottish qualification include the ability to:

- > Analyse factors which affect the work of managers in organisations.
- > Use measures of performance and understand differing forms of organisational structures.
- > Understand and explain the impact of culture on management of organisations.
- > Explain the key role that managers have in promoting organisational effectiveness.
- > Describe what the contribution of management is to developing organisational strategy.
- > Apply differing theories, approaches and techniques of organisational management to your own role as a manager, to become more effective.

The Exit level outcomes of this qualification in Policing Practices are fully inline with the Scottish qualification and even cover more aspects such as service delivery, research and operational policing aspects. This qualification is on an even higher level than the qualification presented by Scotland.

Taking all of the above into consideration and comparing with the exit level outcomes of this qualification it is evident that this qualification is in line with qualifications presented by the United Kingdom.

Canada:

The University of Ontario has a Bachelor of Arts (Honours) with a specialisation in Police Studies. To achieve the BA (Hons) degree in criminology and justice, students must successfully complete 120 credit hours, over a 4 year training period which includes designated courses. The "criminology and justice" programs and the "social policy" programs share a common first year. The subjects undertaken are as follows:

- > Political Science.
- > Introduction to Criminal Justice.
- > Research Methods.
- > Issues in Diversity.
- > Quantitative Methods.
- > Qualitative and Case Study Research Methods.
- > Policing.
- > Policing Diverse Communities.
- > Security and Intelligence Policing.
- > Police Management and Leadership.
- > Community Policing.
- > Seminar on Police Ethics and Misconduct.

> International Perspectives on Policing.

The qualification as presented by the University of Ontario has a clear specialisation in Police Studies, with a focus on research, management and practical policing, much the same as this qualification in Policing Practices. The Canadian qualification does go into more depth of some basic aspects, which are covered in the South African Bachelors: Policing, which is identified as learning assumed to be in place for this qualification.

Nipissing University has an Honours degree program in Criminal Justice. It provides students with the opportunity to graduate with both a university degree and a college diploma. During their four years of study, students attain valuable theoretical and practical experience in policing, corrections, policy issues or criminology.

The qualification consists of core courses in Criminology, Law and Research Methods, along with specialised courses in one of four program streams: Corrections, Criminology, Policing or Administration and Social Policy.

Students who choose the Corrections or Policing streams spend their second or third year taking applied, skill-related courses at Canadore College, followed again by university courses during their fourth year. These graduates receive both a college diploma (Police Foundations or Correctional Worker) and an Honours BA. Students who choose either the Criminology or Administration and Social Policy streams will take university courses throughout their four-year program and graduate with an Honours BA. Placements are available in the fourth year, offering students valuable experience in the Criminal Justice System.

Policing Stream:

Learners in the policing stream will closely examine the criminal justice code, the young offenders system and learn the various skills and techniques needed for a career in policing. They complete courses at both Nipissing University and Canadore College and graduate with a college diploma and university degree. Integral to this system is the study of ethical reasoning and community policing.

Administration and Policy Stream:

Learners in the administration and policy stream have the chance to develop a wide array of knowledge and skills in policy, training and development, management, business strategy and social welfare. Learners take courses in everything from Management of Non-Profit organizations to Abuse and Violence within the family.

The Honours degree programme in criminal justice as presented by the Nipissing University provides students with the opportunity to graduate with both a university degree and a college diploma. During their four years of study, students attain valuable theoretical and practical experience in policing. The exit level outcomes in this Honours degree include all the aspects of the qualification as presented by the Nipissing University.

France:

The French police service is divided into three main categories of personnel: Functional members (les gardiens) (101845 members), officers (les officiers) (14832 members) and commissioners (les commissaires) (1898 members). These categories are progressive and each consists of various levels and specialities.

Candidates admitted to the officer's programme must be in possession of a matric plus 3 years of training. They may then write an admission examination for entry into the "l'École nationale supérieure des officiers de police" (ENSOP) (National Police Academy for Officers) at Cannes-

Ecluse (Seine-et-Marne). This officers' training lasts 18 months. It is called a "Licence" and can probably be equated to an Honours degree. Upon completion of the course, candidates are required to work for the police for at least 5 years to gain practical experience.

Articulation from the officers' programme is into a 2-year master's degree at the l'École nationale supérieure des commissaires de la police (National Police Academy for Commissioners) during which candidates are partly attending classes and partly conducting active duties. Upon completion of the 2-year training period, candidates are required to remain in the service of the State for at least another 7 years.

A 4-year training period at a university (Master II = master's degree) is required before candidates can be considered for the commissioners' programme.

Commissioners form the strategic management corps within the national police service. They put in place directives and policies and monitor the implementation of these.

France was chosen for the international comparison because of its best practices in conducting stringent entry requirements into police training at honours and masters levels. Promotion to the officers and commissioners categories of the French police service is strictly governed by academic qualifications.

The French training is much more academic than the proposed South African qualification. It includes the following modules which are not in the SA qualification:

- > General Criminal law (compulsory).
- > Judiciary Procedure (compulsory).
- > Constitutional law.
- > Administrative law.
- > European Institutions (structures, organs of state, European parliament).
- > Private law.
- > Commercial law.
- > Civil law.
- > Rights of the family.
- > Contractual law.
- > Property law.
- > Economic and human geography (globalisation).
- > Contemporary history (end of colonial empires, American model etc.).
- > Information and communication technologies.
- > Economics (economical models, demographics, budgets).
- > Social politics (Bismark etc.).
- > Sociology of organisations and human resource management.
- > Mathematics and statistics.
- > Psychology (psychopathology, addictive personalities, industrial psychology and HR management, stereotyping, interviewing, etc.).

The SA qualification is more vocationally directed, with the emphasis being on practical application of the learning. An example is the content on human resources matters which is not engaged from an academic perspective (in terms of psychology and industrial psychology) as in the French training, but from the perspective of emotional intelligence, team work, talent management etc.

The South African qualification may be lacking in its dealing with socio-political, geographical (globalisation) and contemporary history issues. The level (standard) at which content such as mathematics, statistics and law are dealt with may also differ as these issues are dealt with at graduate level in South Africa.

Conclusion:

Taking all these different qualifications into consideration, it is evident that all the exit level outcomes of this qualification are in line with the requirements of other countries. It is also important to note that some of the international qualifications delve into more detail than what is covered in this qualification, but this qualification follows on from the Bachelor's Degree: Police Practices, NQF Level 6, which covers the detail in some of the mentioned qualifications.

ARTICULATION OPTIONS

This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

- > Bachelor of Military Honours: Management.
- > Bachelor of Military Science Honours.
- > Bachelor of Security Science Honours.
- > Bachelor: Honours: Forensic Investigation.
- > Bachelor: Honours: Penology.
- > Bachelor: Honours: Security Risk Management.

Vertical articulation is possible with the following qualifications:

- > Masters: Police Practice, NQF Level 8.
- > Doctorate: Police Practice, NQF Level 8.

MODERATION OPTIONS

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education and Training Quality Assurance Body (ETQA).

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation, in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies).

> 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 in the ELOs of the Qualification and will include integration of skills relevant to the economic sector.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of the relevant ETQA. In addition, assessors should have:

- > A minimum of 5 (five) years' practical, relevant occupational experience.
- > A relevant Qualification at NQF Level 8 or higher.

NOTES

This qualification is not based on unit standards.

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None