education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL

SUBJECT GUIDELINES

INTRODUCTION TO POLICING PRACTICES

NQF Level 2

October 2007

INTRODUCTION TO POLICING PRACTICES: - LEVEL 2

CONTENTS

INTRODUCTION

A. What is Applied Policing about?

This subject is about policing. It is one of seven subjects in this qualification and is part of the optional subject cluster of the larger vocational field. Policing is a social service that forms one of the cornerstones of orderly society. Sadly though, our policing history does not always testify to this statement. Furthermore, policing is almost always a paradoxical endeavour, standing right in the middle of the precarious balance between individual freedoms on the one hand and collective safety on the other. The same police-people who have the task to limit the freedoms of citizens are also the police-people who have to maintain a healthy relationship with the community that they serve. That is what this subject is about: to assist you to explore policing and come to some understanding of a service often underrated and misperceived. Enjoy the journey!

B. Why is Applied Policing important in the Safety in Society programme?

It makes sense to study policing in alignment with subjects such as Law, the Criminal Justice System and Governance. It helps to close the loop, so to speak, on issues of community service. Policing is a necessary part of the quest to bring about, and maintain, a safe society. Indeed, the learning programme cannot be complete if the policing part is left out.

C. The link between Applied Policing Learning Outcomes and the Critical and Developmental Outcomes

In spite of perceptions in the past that policing is an inferior career opportunity for those who cannot be employed elsewhere, it would be folly to under-estimate the role of policing in a constitutional democracy. Think for a moment of a policing agency that cannot solve problems, ca not work effectively with others in a team or cannot communicate effectively through a variety of methods. What will happen if a police official is not able to manage her/himself responsibly given the immense powers allocated to the position? Or if they cannot collect, analyse, organize and critically evaluate information? What if we had policing agencies in today's world that could not use science and technology effectively?

D. Factors that contribute to achieving Applied Policing Learning Outcomes

A student of this subject should be of a caring disposition since policing is foremost a caring career which seeks to help and support those in need. It is a career high on principles and values. Students must interrogate their reasons for studying policing. The motivation to know more about the societal function of policing is one thing - everyone should know what the police should do in society. But if the motivation is for the purpose of serving in policing agencies, the student must have an exceptionally enquiring mind in order to attain the position of constant critique that is necessary. Policing, and the people serving in policing agencies, are part of society. They will therefore display the same traits that society displays. If those traits are not in keeping with the imperatives of true democracy, we are in serious trouble indeed.

1   DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2   SUBJECT LEVEL FOCUS

On this level, the subject aims to guide the student into the study of policing. Therefore, it seeks to explore the legal mandate for policing which defines the authority of policing agencies to police society within a specific context of jurisdiction. This is followed by the key concepts in policing which relate to the strategy that the police follow and the powers that the police possess in executing this, often frightening, authority. Since structure follows strategy, the structural arrangements to police society are addressed and these are followed by the issue of police ethics.

A central theme of this subject is the inclusive treatment of policing agencies in South Africa. The aim is to stimulate thinking on the effective collective deployment of agencies, notwithstanding differences of jurisdiction and the like, for purposes of creating a safe and secure environment for all the people of the country.

The topics on this level then, set the scene for the following level where the theory of policing is further expounded, specifically in terms of a constitutional democracy.

3   ASSESSMENT REQUIREMENTS

3.1   Internal assessment (50 percent)

3.1.1   Theoretical component
The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Introduction to Policing Practices Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

3.1.2   Practical component
The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Introduction to Policing Practices Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**
  - A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
  - B. Exhibitions by students
  - C. Visits undertaken by students based on a structured assignment task
  - D. Research
  - E. Task performance in a "Structured Environment"

- **Definition of the term "Structured Environment"**

For the purposes of assessment, "Structured Environment" refers to a simulated workplace or workshop environment. Activities in the simulated workplace or environment must be documented in a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Nature of department or environment in which practical component was achieved
- Learning Outcomes
- Activities in the environment with which to achieve the Learning Outcomes
- Time spent on activities
- Signature of facilitator or supervisor and student

For the logbook to be regarded as valid evidence, it must be signed by an officially assigned supervisor.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The assessment instruments used for the purpose of conducting these assessments must be part of the evidence contained in the PoE.

3.1.3   Processing of internal assessment mark for the year
A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

3.1.4   Moderation of internal assessment mark
Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2   External assessment (50 percent)
A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Introduction to Policing Practices* (Level 2).

4   WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. The regulatory framework for policing in South Africa	20
2. Key concepts in policing	50
3. The structures of South African policing agencies	10
4. Police ethics	20
TOTAL	**100**

5   CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6   PASS REQUIREMENTS

A student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Introduction to Policing Practices - Level 2, the student should have covered the following topics:

Topic 1:   The regulatory framework for policing in South Africa

Topic 2:   Key concepts in policing

Topic 3:   The structures of South African policing agencies

Topic 4:   Police ethics

7.1   Topic 1: The regulatory framework for policing in South Africa

7.1.1   Subject Outcome 1: Investigate and understand the Constitutional mandate of policing agencies in South Africa

Learning Outcomes

The student should be able to:
- Obtain the Constitutional mandates of the South African Police Service (SAPS), the Military Police Division (MPD), Metropolitan Policing Agencies (MPAs) and Traffic Policing Agencies (TPAs)
- Interpret the Constitutional mandates of the SAPS, the MPD, MPA's and TPA's in terms of their respective roles and responsibilities

7.1.2   Subject Outcome 2:.Investigate and understand the mandates afforded policing agencies in South Africa by national legislation

Learning Outcomes

The student should be able to:
- Obtain the mandates of the SAPS, the MPD, MPAs and TPAs in National Legislation
- Interpret the mandates of the SAPS, the MPD, MPAs and TPAs as found in National Legislation

7.1.3   Subject Outcome 3: Indicate the differences and similarities between policing agencies in South Africa in terms of their respective roles and responsibilities

Learning outcomes

The student should be able to:
- Describe the differences between policing agencies in South Africa in terms of their respective roles and responsibilities
- Describe the similarities between policing agencies in South Africa in terms of their respective roles and responsibilities
- Investigate and report on the possibility of co-operation between policing agencies in South Africa from within their specific mandates as found in the regulatory framework for policing in South Africa at large

7.2   Topic 2: Key concepts in policing

7.2.1   Subject Outcome 1: Explain the theory of proactive policing

Learning Outcomes

The student should be able to:
- Explain the historical background to crime prevention
- Debate the concepts "crime prevention" and "crime reduction"
- Describe the concepts "predisposing factors", "precipitating factors", "deterrence" and "the illusion of omnipresence"
- Explain a crime prevention model based upon primary, secondary and tertiary crime prevention
- Explain the role of the police in crime prevention

7.2.2   Subject Outcome 2: Explain the theory of reactive policing

Learning Outcomes

The student should be able to:
- Explain the historical background to crime investigation
- Explain the definition and meaning of criminalistics
- Explain the role of criminalistic tactics in crime investigation
- Explain the role of criminalistic techniques in crime investigation
- Explain the role of the police in crowd management

7.2.3   Subject Outcome 3: Explain the importance of crime intelligence in policing

Learning Outcomes

The student should be able to:
- Distinguish between the concepts "crime intelligence" and "crime information"
- Explain the gathering of crime intelligence
- Explain the interpretation of crime intelligence
- Explain the utilisation of crime intelligence for purposes of proactive and reactive policing
- Discuss the covert gathering of information and intelligence

7.3   Topic 3: The structures of South African policing agencies

7.3.1   Subject Outcome 1: Describe the organisational structures of South African policing agencies

Learning Outcomes

The student should be able to:
- Obtain the organisational charts (organograms) of the SAPS, the MPD, and South African MPAs and TPAs
- Describe the purpose and limitations of an organogram
- List the different ranks in the ranking structure of any one of the SAPS, the MPD, any MPA or any TPA

7.3.2   Subject Outcome 2: Identify the roles and responsibilities of South African policing agencies in their respective organograms

Learning Outcomes

The student should be able to:
- Show the allocation of the legally mandated roles and responsibilities of the SAPS, the MPD, any MPA or any TPA in their respective organogram
- Identify the sub-structures within the organograms of the SAPS, the MPD, any MPA or any TPA which act as a support function to the legally mandated functions of these agencies
- Align the different ranks of the SAPS, the MPD, any MPA or any TPA to the levels in the respective organograms of these agencies

7.3.3   Subject Outcome 3: Compare the reflection of key policing concepts with the reflection of supporting services in the organograms of South African policing agencies

Learning Outcomes

The student should be able to:
- Identify the positions of proactive sub-structures in the organograms of the SAPS, the MPD, any MPA or any TPA
- Identify the positions of reactive sub-structures in the organograms of the SAPS, the MPD, any MPA or any TPA
- Identify the sub-structures within the organograms of the SAPS, the MPD, any MPA or any TPA which act as a support function to the key policing functions of these agencies
- Align the different ranks of the SAPS, the MPD, any MPA or any TPA to the levels in the respective organograms of these agencies

7.4 Topic 4: Police ethics

7.4.1 Subject Outcome 1: Define the concepts within "police ethics"

Learning Outcomes

The student should be able to:
- Discuss the Code of Conduct for Law Enforcement Officials (CCLEO) as adopted by the General Assembly of the United Nations (Resolution 34/169 of 17 December 1979)
- Discuss the perception of imbalance between criminal liberty and victim's rights
- Explain the meaning of ethics in the policing environment
- Describe corruption in the policing context

7.4.2 Subject Outcome 2: Describe the relationship between personal ethics and professional ethics

Learning Outcomes

The student should be able to:
- Define personal ethics with specific reference to the meaning of *ethos*
- Describe group ethics with reference to the police culture
- Analyse professional ethics as a codified set of rules of behaviour for members of a particular profession

7.4.3 Subject Outcome 3: Describe the measures taken by South African policing agencies to institutionalise ethics in their respective organisations

Learning Outcomes

The student should be able to:
- Obtain codes of conduct practiced by the SAPS, the MPD, any MPA and any TPA
- Compare these codes of conduct with one another as to the differences and similarities found
- Construct a code of conduct for policing in South Africa

8 RESOURCE NEEDS FOR THE TEACHING OF INTRODUCTION TO POLICING PRACTICES - LEVEL 2

8.1 Physical resources

- Visits to local stations of the SAPS, the MPD, MPAs and TPAss
- Visits to local criminal courts
- A simulated crime scene to demonstrate aspects of criminalistic tactics and techniques
- Newspaper clippings for purposes of discussions on proactive and reactive policing, and on police ethics
- Posters of organograms and rank structures of the policing agencies

8.2 Human resources

The lecturer should ideally be a person with wide-ranging competence in the field of safety in society. (S)he should ideally have been exposed to post-Grade 12 studies in policing and/or related fields (such as criminology and law). The subject lends itself to practical story-telling. Therefore, for the subject to become alive in lectures, practical incidents that the lecturer has been involved in or has personal knowledge of, are important. Knowledgeable guest speakers will augment and support the lecturer's efforts.