education

Department:
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NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

THEORY OF POLICING PRACTICES

NQF Level 3

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THEORY OF POLICING PRACTICES - LEVEL 3

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INTRODUCTION

A. What is Theory of Policing Practices about?

This subject is about policing. It is one of three 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 Theory of Policing Practices 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 Theory of Policing Practices 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 Theory of Policing Practices 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 of necessity 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

This subject builds upon *Introduction to Policing Practices* (Level 2). It takes the learner through policing debates and paves the way for *Applied Policing* (Level 4). As such, it not only interrogates the past, but uses past policing experience to guide the learner into thinking about the policing future of our country. It emphasises the policing role in our constitutional democracy.

Principles of management and leadership are introduced in the subject at level 3 in preparation for Level 4, while police education, training and development are introduced for the same reason.

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 of Theory of Policing Practices (Level 3) 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 Theory of 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 such 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. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Theory of Policing Practices* (Level 3).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. The historical evolvement of policing in South Africa	30
2. Policing a constitutional democracy	30
3. Police management and leadership	20
4. Police development	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 fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Theory of Policing Practices Level 3, the student should have covered the following topics:

Topic 1: The historical evolvement of policing in South Africa
Topic 2: Policing a constitutional democracy
Topic 3: Police management and leadership
Topic 4: Police development

7.1 Topic 1: The historical evolvement of policing in South Africa

7.1.1 Subject Outcome 1: Describe policing in ancient and colonialised South Africa.

Learning Outcomes

The student should be able to:
- Describe policing as it occurred within the ancient societies of South Africa.
- Describe the influence of colonialisation on policing in South Africa.
- List the differences and similarities between the ancient and colonialised forms of policing in South Africa.

7.1.2 Subject Outcome 2: Describe apartheid policing in South Africa.

Learning Outcomes

The student should be able to:
- Describe the concept of state lawlessness with reference to South Africa prior to 1994.
- Describe the *policeman-soldier* concept in South Africa prior to 1994.
- Describe the policing of political opponents in South Africa prior to 1994.
- Describe the criticism against policing in South Africa prior to 1994 on the basis of the *Rule of Law*.
- Describe the importance for policing of political developments in South Africa beyond 1990.

7.2 Topic 2: Policing a constitutional democracy

7.2.1 Subject Outcome 1: Explain the principles of policing in a constitutional democracy.

Learning Outcomes

The student should be able to:
- Explain the rights of people in the South African Constitutional democracy.
- Explain the principle of police accountability.
- Explain the principle of minimum force.
- Explain the principle of police discretion.

7.2.2 Subject Outcome 2: Explain the authority and power of a policing agency in a constitutional democracy.

Learning Outcomes

The student should be able to:
- Define the concepts *Police Force* and *Police Service.*
- Define the concepts *Law Enforcement* and *Execution of the Law.*
- Explain the concept *Community Policing.*

7.3 Topic 3: Police management and leadership

7.3.1 Subject Outcome 1: Explain management functions.

Learning Outcomes

The student should be able to:
- Explain planning as a management function.
- Explain organising as a management function.
- Explain control as a management function.

7.3.2 Subject Outcome 2: Explain leadership.

Learning Outcomes

The student should be able to:

- Explain the *Inside-Out* theory of leadership.
- Explain the principles of Team Leadership.
- Discuss the classic theories of motivation.
- Debate the role of organised labour in a policing environment.

7.4 Topic 4: Police development

7.4.1 Subject Outcome 1: Debate different policing activities.

Learning Outcomes

The student should be able to:

- Critically discuss police reaction time.
- Critically discuss vigilante policing.
- Critically discuss police undercover (covert) work.
- Critically discuss problem-oriented policing.

7.4.2 Subject Outcome 2: Explain police education, training and development.

Learning Outcomes

The student should be able to:

- Define the concepts education, training and development.
- Explain outcomes based education, training and development.
- Discuss on the job training as a method for use in policing agencies.
- Obtain the entry-level curriculum of the South African Police Service (SAPS), the Military Police Division (MPD), any Metropolitan Policing Agency (MPA) and any traffic Policing Agency (TPA).
- Compare the curricula obtained above to all Subject Outcomes of topics 1, 2 and 3 of this subject.
- Develop a curriculum framework for any training problem indicating topics, Subject Outcomes and Learning Outcomes.

8 RESOURCE NEEDS FOR THE TEACHING OF THEORY OF POLICING PRACTICES - LEVEL 3

8.1 Physical resources

- Visits to local stations of the South African Police Service (SAPS), the Military Police Division (MPD), Metropolitan Policing Agencies (MPAs) and Traffic Policing Agencies(TPAs)
- Where possible: guided tours of Constitution Hill, the Apartheid Museum, local NGOs, Universities and Institutes working in the field
- Visits to the training sites of policing agencies

8.2 Human resources

The lecturer should ideally be a person with wide-ranging competence in the field of safety in society. He or she 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 under lecturing, 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.