



education

Department:
Education
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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

INTRODUCTION TO POLICING PRACTICES NQF Level 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Introduction to Policing Practices Level 2 in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Introduction to Policing Practices* to prepare for and deliver Introduction to Policing Practices (Level 2). Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the NQF. These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 ICASS

Knowledge, skills, values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 ESASS

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of ESASS is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of student's ability to apply acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same ISAT.

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF ICASS

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to

create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN INTRODUCTION TO POLICING PRACTICES

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Introduction to Policing Practices must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Introduction to Policing Practices, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Introduction to Policing Practices Level 2:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes

ASSESSMENT OF INTRODUCTION TO POLICING PRACTICES
LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN INTRODUCTION TO POLICING PRACTICES - LEVEL 2

Topic 1: The regulatory framework for policing in South Africa

SUBJECT OUTCOME	
1.1 Investigate and understand the Constitutional mandate of policing agencies in South Africa	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Demonstrate the ability to obtain and interpret the Constitutional mandates of the range of policing agencies as indicated under Learning Outcomes, with specific reference to the respective roles and responsibilities of the agencies 	<ul style="list-style-type: none"> Obtain the Constitutional mandates of the South African Police Services (SAPS), the Military Police Division (MPD), Metropolitan Policing Agencies (MPAs) and Traffic Policing Agencies (TPAs) Interpret the Constitutional mandates of the SAPS, the MPD, MPAs and TPAs in terms of their respective roles and responsibilities
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment - Combine Subject Outcome 1, 2 and 3 	

SUBJECT OUTCOME	
1.2 Investigate and understand the mandates afforded policing agencies in South Africa by national legislation	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Demonstrate the ability to obtain and interpret the National Legislative mandates of the range of policing agencies as indicated under "Learning Outcomes", as found in the applicable national legislation 	<ul style="list-style-type: none"> 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
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment - Combine Subject Outcome 1, 2 and 3 	

SUBJECT OUTCOME	
1.3 Indicate the differences and similarities between policing agencies in South Africa in terms of their respective roles and responsibilities	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Demonstrate an ability to describe the differences and similarities between policing agencies in South Africa in terms of their respective roles and responsibilities Demonstrate the ability to investigate and report on the possibility of co-operation between policing agencies in South Africa from within their respective mandates as it is found in the regulatory framework at large for policing in South Africa 	<ul style="list-style-type: none"> 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 respective mandates as found in the regulatory framework for policing in South Africa at large
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment - Combine Subject Outcome 1, 2 and 3 	

Topic 2: Key concepts in policing

SUBJECT OUTCOME	
2.1 Explain the theory of proactive policing	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The historical background to crime prevention is explained The concepts “crime prevention” and “crime reduction” are debated The concepts “predisposing factors”, “precipitating factors”, “deterrence” and “the illusion of omnipresence” are described A crime prevention model based on primary, secondary and tertiary crime prevention is explained The role of the police in crime prevention is explained 	<ul style="list-style-type: none"> 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 on primary, secondary and tertiary crime prevention Explain the role of the police in crime prevention
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment - Combine Subject Outcome 1, 2 and 3 	

SUBJECT OUTCOME	
2.2 Explain the theory of reactive policing	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The historical background to crime investigation is explained The definition and meaning of criminalistics is explained The role of criminalistic tactics in crime investigation is explained The role of criminalistic technique in crime investigation is explained The role of the police in crowd management is explained 	<ul style="list-style-type: none"> 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 technique in crime investigation Explain the role of the police in crowd management
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment - Combine Subject Outcome 1, 2 and 3 	

SUBJECT OUTCOME	
2.3 Explain the importance of crime intelligence in policing	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assignment - Combine Subject Outcome 1, 2 and 3</p>	

Topic 3: The structures of South African policing agencies

SUBJECT OUTCOME	
3.1 Describe the organisational structures of South African policing agencies	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
Demonstrate the ability to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment: See Note to the assessor under ASSESSMENT TASKS OR ACTIVITIES as contained in the description of Subject Outcome 3 	

SUBJECT OUTCOME	
3.2 Identify the roles and responsibilities of South African policing agencies in their respective organograms	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
Demonstrate the ability to: <ul style="list-style-type: none"> Show the allocation of the legally mandated roles and responsibilities of the SAPS, the MPD, any MPA or any TPA in their respective organograms 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 	<ul style="list-style-type: none"> Show the allocation of the legally mandated roles and responsibilities of the SAPS, the MPD, any MPA or any TPA in their respective organograms 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
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment - Combine Subject Outcome 1, 2 and 3 	

SUBJECT OUTCOME	
3.3 Compare the reflection of key policing concepts with the reflection of supporting services in the organograms of South African policing agencies	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
Demonstrate the ability to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment - Combine Subject Outcome 1, 2 and 3 	

Topic 4: Police ethics

SUBJECT OUTCOME 1	
4.1 Define the concepts within “police ethics”	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
Demonstrate the ability to: <ul style="list-style-type: none"> Discuss the <i>Code of Conduct for Law Enforcement Officials</i> (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 	<ul style="list-style-type: none"> 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
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written Test Assignment - Combine Subject Outcome 1, 2 and 3 	

SUBJECT OUTCOME	
4.2 Describe the relationship between personal ethics and professional ethics	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
Demonstrate the ability to: <ul style="list-style-type: none"> Describe personal ethics with specific reference to the meaning of <i>ethos</i> 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 	<ul style="list-style-type: none"> Describe personal ethics with specific reference to the meaning of <i>ethos</i> 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
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written Test Assignment - Combine Subject Outcome 1, 2 and 3 	

SUBJECT OUTCOME	
4.3 Describe the measures taken by South African policing agencies to institutionalise ethics in their respective organisations	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
Demonstrate the ability to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written Test Assignment - Combine Subject Outcome 1, 2 and 3 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN INTRODUCTION TO POLICING PRACTICES - LEVEL 2

4.1 Integrated summative assessment task ISAT

A compulsory component of the external assessment (ESASS) is the ISAT. The ISAT draws on the students' cumulative learning achieved throughout the year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

Two approaches to the ISAT may be as follows:

- The students are assigned a task at the beginning of the year which they will have to complete in phases during the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

- Students achieve the competencies during the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The ISAT is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same ISAT.

4.2 National Examination

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%