



NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

APPLIED POLICING **NQF Level 4**

October 2007

APPLIED POLICING - LEVEL 4

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INTRODUCTION

A. What is Applied Policing 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 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, cannot 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 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 aims to guide the student through practical implementation of the theory learnt throughout the qualification, inclusive of the fundamental component and mindful of the expectations regarding the Critical Cross-Field Outcomes. Students are therefore required to develop plans and strategies as well as a broad curriculum framework for an education, training and development problem in a policing agency.

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 Applied Policing (Level 4) 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 Applied Policing Level 4 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 tools and instruments constructed and used to conduct these assessments must be clear from 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: Applied Policing* (Level 4).

4 **WEIGHTED VALUES OF TOPICS**

TOPICS	WEIGHTED VALUE
1. Crime prevention	25%
2. Crime investigation	25%
3. Police co-operation	25%
4. Policing curriculum	25%
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**

The student must obtain fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Applied Policing Level 4, the student should have covered the following topics:

- Topic 1: Crime prevention
- Topic 2: Crime investigation
- Topic 3: Police co-operation
- Topic 4: Policing curriculum

7.1 Topic 1: Crime prevention

7.1.1 Subject Outcome 1: Identify and analyse a crime prevention problem.

Learning Outcomes

The student should be able to:

- Identify a crime prevention problem in a community using relevant knowledge and skills.
- Analyse this particular problem.

7.1.2 Subject Outcome 2: Develop a crime prevention plan.

Learning Outcomes

The student should be able to:

- Identify the correct crime prevention approach from a model presented using relevant knowledge and skills.
- Develop a crime prevention plan to address the problem.

7.1.3 Subject Outcome 3: Present the crime prevention plan to a local community.

Learning Outcomes

The student should be able to:

- Decide on the appropriate and most effective method of presentation.
- Present the plan to a local community.

7.2 Topic 2: Crime investigation

7.2.1 Subject Outcome 1: Identify and analyse a crime investigation problem.

Learning Outcomes

The student should be able to:

- Identify a crime investigation problem in a community.
- Analyse this particular problem.

7.2.2 Subject Outcome 2: Develop a response to the crime investigation problem.

Learning Outcomes

The student should be able to:

- Identify the correct crime investigation approach from a model presented.
- Develop a crime investigation plan to address the problem.

7.2.3 Subject Outcome 3: Present the crime investigation response to a local community.

Learning Outcomes

The student should be able to:

- Decide on the appropriate and most effective method of presentation.
- Present the plan to the community.

7.3 Topic 3: Police co-operation

7.3.1 Subject Outcome 1: Identify and analyse a co-operation problem area between policing agencies.

Learning Outcomes

The student should be able to:

- Identify a police co-operation problem in a community.
- Analyse this particular problem.

7.3.2 Subject Outcome 2: Develop a co-operation strategy to address the problem.

Learning Outcomes

The student should be able to:

- Identify an approach through which all policing resources may be mobilized collectively to address this problem.
- Develop a co-operation plan to address the problem.

7.3.3 Subject Outcome 3: Present the strategy to policing agencies.

Learning Outcomes

The student should be able to:

- Decide on the appropriate and most effective method of presentation.
- Present the plan to policing agencies.

7.4 Topic 4: Policing curriculum

7.4.1 Subject Outcome 1: Identify and analyse a problem in policing education, training and development.

Learning Outcomes

The student should be able to:

- Identify an education, training and development problem in a policing agency.
- Analyse this particular problem.

7.4.2 Subject Outcome 2: Develop a curriculum to address the problem.

Learning Outcomes

The student should be able to:

- Identify an approach through which an appropriate curriculum may be developed.
- Develop a curriculum to address the problem.

7.4.3 Subject Outcome 3: Present the curriculum to a policing agency.

Learning Outcomes

The student should be able to:

- Decide on the appropriate and most effective method of presentation.
- Present the curriculum to the policing agency.

8 RESOURCE NEEDS FOR THE TEACHING OF APPLIED POLICING - LEVEL 4

8.1 Physical resources

- Co-operation with local stations of the SAPS, the MPD, MPAs and TPAs
- Co-operation with 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. (S)he should ideally have been exposed to post-Grade 12 studies in policing and/or related fields (such as Criminology and Law) and have extensive experience in police work. The subject is highly practical, therefore, for the subject to become alive in a lecture, 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.