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| SECTION A: QUALIFICATION DETAILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                    |   |                           |     |                                  |   |                       |          |                     |   |                   |  |   |
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| <b>QUALIFICATION DEVELOPER (S)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                    |   | BOTSWANA POLICE COLLEGE   |     |                                  |   |                       |          |                     |   |                   |  |   |
| <b>TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Bachelor of Arts in Police Science |   |                           |     |                                  |   |                       |          |                     |   | <b>NCQF LEVEL</b> |  | 7 |
| <b>FIELD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Law and Security                   |   | <b>SUB-FIELD</b>          |     | Security                         |   |                       |          | <b>CREDIT VALUE</b> |   | 360               |  |   |
| New Qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                    |   | ✓                         |     | Review of Existing Qualification |   |                       |          |                     |   |                   |  |   |
| <b>SUB-FRAMEWORK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | General Education                  |   |                           |     | TVET                             |   | Higher Education      |          |                     |   | ✓                 |  |   |
| <b>QUALIFICATION TYPE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Certificate                        | I | II                        | III | IV                               | V | Diploma               | Bachelor |                     | ✓ |                   |  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Bachelor Honours                   |   | Post Graduate Certificate |     |                                  |   | Post Graduate Diploma |          |                     |   |                   |  |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Masters                            |   |                           |     | Doctorate/ PhD                   |   |                       |          |                     |   |                   |  |   |
| RATIONALE AND PURPOSE OF THE QUALIFICATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                    |   |                           |     |                                  |   |                       |          |                     |   |                   |  |   |
| <p>Bachelor of Arts in Police Science qualification is intended to equip learners with an understanding of policing methods of enquiry, managing policing processes as well as demonstrating considerable responsibility and accountability for police administration. Furthermore, it capacitates learners with skills to identify complex policing problems and generate solutions as per the provisions of section 6 of the Police Act Cap 21:01 which emphasizes on safety, protection of life and property and enforcement of written laws.</p> <p>The modules in this qualification are also geared towards addressing Police officer's training gaps that were identified through the training needs analysis conducted in 2017 in which the findings are as follows.</p> <ol style="list-style-type: none"> <li>Poor customer service.</li> <li>Lack of skills to adequately manage organizational performance.</li> <li>Lack of Investigation skills.</li> <li>Unethical conduct when dealing with members of the public.</li> <li>Lack of critical policing skills.</li> <li>Inadequate training on formulation of strategic objectives</li> </ol> |  |                                    |   |                           |     |                                  |   |                       |          |                     |   |                   |  |   |

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- g. Inadequate training on operational skills.
- h. Lack of necessary skills to manage interpersonal relations and group dynamics.
- i. Lack of knowledge and skill in relation to Public financial management matters.

The findings of the 2017 Training Needs Analysis report are valid to the current Policing situation as no training was made since then, as such, the proposed programme will address Police officers in their education deficiency.

It is also commensurate with the fourth pillar of the Nation's Vision 2036 which emphasizes on good Governance, Peace and Security and the Botswana Police Service Corporate Development Strategy 2017-2023 – Strategic Goal 1: Safety and Security.

The qualification's areas of focus are:

- Interpersonal Skills
- Computer Applications
- Criminal Justice
- Criminology
- Policing
- Criminal Investigation
- Management and Leadership
- Governance and Policing
- Human Rights
- Policing Cybercrime
- Research

### **The purpose of the qualification**

The purpose of this qualification is to produce graduates with specialised knowledge, skills and competence to:

- Manage emotions and create meaningful conversations through interpersonal skills.
- Critically evaluate the meaning of justice and the role of the criminal justice system.
- Apply skills to collect reliable information during crime investigation through the use of various investigation techniques and providing reliable evidence before court of law.
- Develop and strengthen good governance through global partnerships.
- Observe Human Rights entitlement in the execution of duty.
- Apply a systematic approach of conducting research.
- Apply skills of the key principles surrounding cyber-crime and critically analyse institutional responses to cyber-crime.

### **ENTRY REQUIREMENTS (including access and inclusion)**

- Certificate V, NCQF Level 5

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- Recognition of Prior Learning (RPL)'s applicable to entry

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| <b>SECTION B QUALIFICATION SPECIFICATION</b>                                                 |                                                                                                                                                                                                                                                                                                                                    |
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| <b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>                                                  | <b>ASSESSMENT CRITERIA</b>                                                                                                                                                                                                                                                                                                         |
| 1. Apply various interpersonal skills in the workplace                                       | 1.1 Examine the theories of interpersonal skills.<br>1.2 Explore behaviour modelling using interpersonal skills.<br>1.3 Identify the impact of interpersonal relationships.<br>1.4 Critically express positive interpersonal skills.                                                                                               |
| 2. Demonstrate skill on Information Technology (IT) in the working environment               | 2.1 Explore Information Technology.<br>2.2 Operate computer applications.<br>2.3 Design a computing-based solution to a structured problem.<br>2.4 Apply principles of effective information management                                                                                                                            |
| 3. Interpret statutes relating to law of policing                                            | 3.1 Evaluate law related to Policing.<br>3.2 Critique ethical and legal principles in the process of investigation of crime.<br>3.3 Asses legal standards and procedures in the law enforcement vocation.                                                                                                                          |
| 4. Apply Criminal Procedure in the criminal justice system                                   | 4.1 Examine statutory instruments relating to Criminal Procedure and Evidence.<br>4.2 Explore the concepts of Criminal Procedure and Evidence.<br>4.3 Simulate a criminal trial.                                                                                                                                                   |
| 5. Demonstrate skill in the management of Organised crime during investigation               | 5.1 Explore Organised Crime trends.<br>5.2 Examine Organised Crime Investigation processes.<br>5.3 Investigate Organised Crime.                                                                                                                                                                                                    |
| 6. Critically assess the implication for response policing with the changing nature in crime | 6.1 Critique Response Policing.<br>6.2 Critically evaluate specific challenges in more complex response situations.<br>6.3 Appraise key social, political, and strategic drivers impacting upon contemporary response policing.<br>6.4 Critically explain the implication for response policing with the changing nature in crime. |
| 7. Evaluate the process of investigation and evidence management at workplaces               | 7.1 Asses the process of investigation and evidence management.                                                                                                                                                                                                                                                                    |

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|                                                                                                                   | <p>7.2 Critique the legal framework in regard to criminal investigation and evidence.</p> <p>7.3 Explain the concepts of crime investigation and evidence management.</p>                                                                                                                                                                                                           |
| 8. Evaluate concepts of Criminal Justice System in Botswana                                                       | <p>8.1 Assess the criminal justice system of Botswana.</p> <p>8.2 Critique the theoretical and practical issues related to national and international criminal justice systems.</p> <p>8.3 Explain the role of law enforcement officers in the criminal justice system.</p> <p>8.4 Interpret the concepts of the criminal justice system</p>                                        |
| 9. Demonstrate skill in theories of criminology in solving crime                                                  | <p>9.1 Examine theories of Criminology.</p> <p>9.2 Explore Crime and Modernity.</p> <p>9.3 Apply knowledge of gendered criminal.</p> <p>9.4 Explore approaches to measuring and researching crime.</p> <p>9.5 Investigate offences relating to juveniles and children in conflict with the Law.</p> <p>9.6 Determine Criminology's influence on crime.</p>                          |
| 10. Apply theories of leadership in the work environment                                                          | <p>10.1 Examine leadership theories.</p> <p>10.2 Explore culture and leadership theories.</p> <p>10.3 Employ leadership styles.</p>                                                                                                                                                                                                                                                 |
| 11. Adhere to strong moral and ethical principles and values of police profession                                 | <p>11.1 Explain the principles of applied ethics on police profession.</p> <p>11.2 Create a positive moral climate within the police.</p> <p>11.3 Incorporate ethics and Integrity to improve effective Stewardship.</p>                                                                                                                                                            |
| 12. Apply standards on police accountability, integrity, and oversight in the governing of Policing organisations | <p>12.1 Examine the core concepts of police accountability, integrity, and oversight.</p> <p>12.2 Explore the primary parts of corporate governance framework.</p> <p>12.3 Employ standards of police accountability, integrity, and oversight.</p> <p>12.4 Adhere to police training and performance standards.</p> <p>12.5 Draw an informed approach to corporate governance.</p> |
| 13. Apply Human Rights legal instruments when executing policing duties.                                          | <p>13.1 Explain Human Rights</p> <p>13.2 Interpret the legal instruments of Human Rights</p> <p>13.3 Explore the historical growth of Human Rights</p>                                                                                                                                                                                                                              |

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|                                                                           | 13.4 Examine the gap between universal rights and grassroots realities in local, global, and transnational contexts.<br>13.5 Express Human Rights when executing policing duties.                                                                                               |
| 14. Apply Forensic Procedures in the process of crime investigation       | 14.1 Examine fields of forensic science.<br>14.2 Interpret Forensic Procedure legal instruments.<br>14.3 Examine processes of forensic science procedures.<br>14.4 Employ various evidence collection techniques.                                                               |
| 15. Apply the skills of Crisis Intervention during hostile situations     | 15.1 Explore Crisis Intervention.<br>15.2 Examine Crisis Intervention procedures.<br>15.3 Employ skills of crisis intervention during hostages and similar incidents.                                                                                                           |
| 16. Demonstrate research skills during creative problem solving           | 16.1 Explore research methodology.<br>16.2 Compose a research proposal.<br>16.3 Produce a research article.                                                                                                                                                                     |
| 17. Exhibit skill on Criminal Investigation.                              | 17.1 Examine concepts of Criminal Investigation.<br>17.2 Demonstrate skill on Criminal Investigation processes.<br>17.3 Explore techniques of crime investigation.<br>17.4 Apply techniques of crime investigation.                                                             |
| 18. Evaluate concepts of crime and punishment to prevent and detect crime | 18.1 Explain theories of Criminology to detect and prevent crime.<br>18.2 Assess historiography on crime and punishment.<br>18.3 Critique key contemporary processes which are likely to shape future of crime and criminal justice.                                            |
| 19. Investigate illicit drugs and related substances crime                | 19.1 Identify drugs and psychotropic substances.<br>19.2 Analyse the correlation between drugs and substance abuse and crime.<br>19.3 Examine legal framework relating to drugs and psychotropic substances.<br>19.4 Manage investigation of drugs and psychotropic substances. |
| 20. Critically analyse concepts of women and criminal justice             | 20.1 Explore concepts of women and Criminal Justice.<br>20.2 Examine the legal framework of the criminal justice system.<br>20.3 Extrapolate concepts of women and criminal justice system to the management of crime.                                                          |

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| 21. Apply skill crime scene attendance             | 21.1 Explore crime scene attendance Methodologies.<br>21.2 Interpret legal frameworks relating to the Crime scene attendance.<br>21.3 Conduct crime scene attendance.                                                                                                     |
| 22. Manage Cybercrime investigation and prevention | 22.1 Explain crime.<br>22.2 Explore the technical, legal, ethical, and operational aspects relating to the investigation and prevention of Cybercrime.<br>22.3 Establish cybercrime investigations. and prevention strategies.                                            |
| 23. Manage violence within civil society           | 23.1 Explore different approaches to the sociological analysis of violence and society.<br>23.2 Critically analyse representations of violence and society.<br>23.3 Identify support structures, pathways. and Services available for victims of violence in the society. |
| 24. Coordinate major incidents operations          | 24.1 Explore approaches used in the investigation of major incidents.<br>24.2 Identify major incidents teams.<br>24.3 Investigate major incidents.                                                                                                                        |

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| <b>SECTION C</b>                                                            |                                          | <b>QUALIFICATION STRUCTURE</b>         |                    |                    |                                                               |
|-----------------------------------------------------------------------------|------------------------------------------|----------------------------------------|--------------------|--------------------|---------------------------------------------------------------|
| <b>COMPONENT</b>                                                            | <b>TITLE</b>                             | <b>Credits Per Relevant NCQF Level</b> |                    |                    | <b>Total<br/>(Per Subject/<br/>Course/ Module/<br/>Units)</b> |
|                                                                             |                                          | <b>Level [ 6 ]</b>                     | <b>Level [ 7 ]</b> | <b>Level [ 8 ]</b> |                                                               |
| <b>FUNDAMENTAL COMPONENT</b><br><i>Subjects/ Courses/<br/>Modules/Units</i> | 1. Interpersonal Skills                  | 6                                      |                    |                    | 15                                                            |
|                                                                             | 2. Computer Applications                 | 6                                      |                    |                    | 15                                                            |
|                                                                             |                                          |                                        |                    |                    |                                                               |
| <b>CORE COMPONENT</b><br><i>Subjects/Courses/<br/>Modules/Units</i>         | 1. Law Policing                          |                                        | 7                  |                    | 15                                                            |
|                                                                             | 2. Criminal Procedures                   |                                        | 7                  |                    | 15                                                            |
|                                                                             | 3. Organised Crimes                      |                                        | 7                  |                    | 15                                                            |
|                                                                             | 4. Response Policing                     |                                        | 7                  |                    | 15                                                            |
|                                                                             | 5. Investigation and Evidence            |                                        | 7                  |                    | 15                                                            |
|                                                                             | 6. Criminal Justice                      |                                        | 7                  |                    | 15                                                            |
|                                                                             | 7. Criminology                           |                                        | 7                  |                    | 15                                                            |
|                                                                             | 8. Management and Leadership             |                                        | 7                  |                    | 15                                                            |
|                                                                             | 9. Police Ethics and Integrity           | 6                                      |                    |                    | 15                                                            |
|                                                                             | 10. Police Governance and Accountability |                                        | 7                  |                    | 15                                                            |
|                                                                             | 11. Human Rights                         | 6                                      |                    |                    | 15                                                            |

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|                                                                                               | 12. Forensic Investigation              |  |   | 8 | 15 |
|                                                                                               | 13. Crisis Intervention                 |  | 7 |   | 15 |
|                                                                                               | 14. Research Methodology                |  |   | 8 | 45 |
| <b>ELECTIVE/<br/>OPTIONAL<br/>COMPONENT</b><br><br><i>Subjects/Courses/<br/>Modules/Units</i> |                                         |  |   |   |    |
|                                                                                               | 1. Criminal Investigations              |  | 7 |   | 15 |
|                                                                                               | 2. Crime and Punishment                 |  | 7 |   | 15 |
|                                                                                               | 3. Illicit Drugs And Related Substances |  | 7 |   | 15 |
|                                                                                               | 4. Women and Criminal Justice           |  | 7 |   | 15 |
|                                                                                               | 5. Crime Scene Investigation            |  | 7 |   | 15 |
|                                                                                               | 6. Policing Cybercrime                  |  | 7 |   | 15 |
|                                                                                               | 7. Violence and Society                 |  | 7 |   | 15 |
|                                                                                               | 8. Major Crime Enquiries                |  | 7 |   | 15 |

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| <b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>TOTAL CREDITS PER NCQF LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |
| <b>NCQF Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Credit Value</b> |
| FUNDAMENTAL COMPONENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30                  |
| CORE COMPONENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 240                 |
| ELECTIVE/ OPTIONAL COMPONENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 90                  |
| <b>TOTAL CREDITS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>360</b>          |
| <b>Rules of Combination:</b><br><b>(Please Indicate combinations for the different constituent components of the qualification)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |
| <p>This qualification is composed of twenty- four (24) modules as follows:</p> <ul style="list-style-type: none"> <li>• 2 fundamentals with 15 credits each,</li> <li>• 13 cores with 15 credits each and 1 core with 45 credits</li> <li>• 8 electives with 15 credits each</li> </ul> <p>All units in both fundamental and core components are compulsory whilst six (6) units will be selected from the elective components.</p> <p>At the end of the programme, a learner should have accumulated a total of 360 credits;</p> <ul style="list-style-type: none"> <li>• Fundamentals = 30 Credits</li> <li>• Core subjects = 240 Credits</li> <li>• Electives = 90 Credits</li> </ul> |                     |

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## **ASSESSMENT ARRANGEMENTS**

### **Formative**

- Tests: Theory and practical
- Weightings = 60%

### **Summative**

- Final Examination (theory and practical's)
- Weightings = 40%

## **MODERATION ARRANGEMENTS**

### **Documentation**

#### Internal Moderation Requirements

Internal moderation will be done by qualified moderators in accordance with principles and practices of Assessment and Moderation Policy to ascertain fairness, and consistency in the decisions made by the assessor.

#### External moderation requirements

- Engagement of experienced field experts from different organisations.
- 10% randomly picked samples of student work consisting of the key materials that the assessor has used to make an assessment judgment.

The qualification will be accredited by Botswana Qualifications Authority (BQA) while the ETP Quality Assurance Unit will check if the qualification satisfies the accreditation standards after every five years.

## **RECOGNITION OF PRIOR LEARNING**

- Recognition of Prior Learning will be considered for the award

## **CREDIT ACCUMULATION AND TRANSFER**

Credit Accumulation and Transfer (CAT)

## **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

|                                                                                   |                                        |                |                 |
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### **Horizontal Articulation (related qualifications of similar level that graduates may consider)**

- Bachelor of Arts in Security and Intelligence
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Security and Management

### **Vertical Articulation (qualifications to which the holder may progress to)**

- Master of Arts in Policing
- Master of Arts in Criminal Justice
- Master of Arts in Security Management

### **Employment pathways**

- Law Enforcement Officers
- Private Investigator
- Para-Legal Officer
- Court Bailiff

## **QUALIFICATION AWARD AND CERTIFICATION**

To qualify for the award, the candidate must meet all the learning outcomes and accrue a minimum of 360 credits.

### **Certification**

Upon completion of the Qualification, the candidate will be awarded a Bachelor of Arts in Police Science Certificate.

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

### **Zambian Open University**

The main exit outcomes of the Zambian Open University are: To enhance and strengthen the ability of the learners to implement modern law enforcement management and security practices that reflect democratic principles to intercept national and international criminal elements.

### **Title of Qualification**

Zambian Open University offers four-year Bachelor of Arts in Policing and Security qualification whilst the developed qualification is titled Bachelor of Arts in Police Science.

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### Similarities

The similarity observed between the two qualifications is that they are both at Degree level.

### Differences

The difference between the naming implies that learners graduating from the developed qualification will be able to conduct and guide the investigations, advice on decision making based on practical evidence gained from undertaking the modules of the qualification whereas the focus of the Bachelor of Arts in Policing and Security qualification is to enhance and strengthen the ability of the learners to implement modern law enforcement management and security practices that reflect democratic principles to intercept national and international criminal elements.

### NQF Level & Credit Value or Duration

#### Similarities

The two qualifications are only similar in terms of NQF level 7.

#### Differences

The proposed Bachelor of Arts in Police Science-375 credits NQF Level 7 whilst Zambian Open University Bachelor of Arts in Policing and Security-360 credits NQF Level 7. The former therefore, has 15 credits more than the latter.

### Main Exit Outcome(s)

#### Similarities

The two qualifications are similar in that they both have an exit outcome having the same scope relating to application of skills to collect reliable information during crime investigation through the use of various investigation techniques and providing reliable evidence before a court of law.

#### Differences

The Zambian Open University offers the following exit outcomes, to enhance and strengthen the ability of the learners, to implement modern law enforcement management and security practices that reflect democratic principles, to intercept national and international criminal elements, in exception of the following which are provided by the developed qualification.

- Manage emotions and create meaningful conversations through interpersonal skills.
- Critically evaluate the meaning of justice and the role of the criminal justice system

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- Develop and strengthen good governance through global partnerships.
- Observe Human Rights entitlement in the execution of duty.
- Apply skills of the key principles surrounding cybercrime and critically analyse institutional responses to cybercrime.

### **Domains/Modules/ Courses/Subjects covered (Fundamental, core & electives)**

#### **Similarities**

Both the Zambian Open University's Bachelor of Arts in Policing and Security and the proposed Bachelor of Arts in Police Science qualification offer the following similar modules: Introduction to Criminology, Computer Applications, Study & Communication Skills, Introduction to Policing, Introduction to Policing Psychology, Policing Ethics, Criminal Justice Management, Crime Prevention, Contemporary Policing, Interviewing & Investigation Skills, Penology/Criminal Sanctions, Governance, Participation & Human Rights, , and Police Law.

#### **Differences**

The Zambian Open University offers the under listed modules which are not offered by the proposed Bachelor of Arts in Police Science : Peace Keeping & Conflict Resolution, Juvenile Justice, Private Security, Security Studies, Crime Analysis, Humanitarian/Military Law, Labour Law, International Law & Diplomacy, Criminal Justice in a Global Environment and Media Law and Ethics.

The developed qualification offers the under stipulated modules which are not offered by Zambian Open University: Crime scene investigation, Forensic investigation and evidence, Cybercrime, Illicit drugs and related substances, Directed Research, Violence and society and Major crimes inquiries.

### **Assessment strategies weightings**

Zambian Open University had not provided its assessment strategies and weightings whilst the developed qualification assessment strategies are as follows:

#### **Formative/ Continuous Assessment**

- Tests: Theory and practical = **60%**

#### **Summative**

- Final Examination (theory and practical) = **40%**

#### **Similarities**

The similarities observed is that both qualifications offer Formative and Summative assessment.

#### **Differences**

The difference observed is that Zambian Open University did not specify the percentages apportioned to assessments whereas the developed qualification had apportioned 60 % to formative assessment and 40% to Summative assessment.

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## Qualification rules Minimum Standards for the award of the qualification

### Similarities

The two qualifications are similar in that the learner is supposed to achieve all learning outcomes as rules and minimum standards for the award of the qualification.

### Differences

Zambian Open University Qualification has not availed information on rules and minimum Standards for the award of the qualification whereas the rules and minimum standards for the award of the developed qualification are as follows:

The learner must have met the following requirements:

- Achieved all learning outcomes.
- Minimum of 360 credits.

## Education and Employment Pathways

### Education Pathways

Both Developed and Zambian Open University Qualifications' Education Pathways are as follows:

## Horizontal Progression

### Similarities

The similarities observed are that Zambian Open University Qualification learners can horizontally progress to Bachelor of Arts in Policing and Security, Bachelor of Arts in Security and Intelligence, Bachelor of Arts in Criminal Justice, and Bachelor of Arts in Security Management similarly as the developed qualification.

Observations made are that the two qualifications do not have any differences in terms of learning pathways.

## Vertical Progression

### Differences

The similarities observed are that both qualifications learners may vertically progress to the following paths: Master of Arts in Policing, Master of Arts in Criminal Justice and Master of Arts in Security Management

Observations made are that the two qualifications do not have any differences.

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## Employment Pathways

### Similarities

Both qualifications have the following employment pathways: Law Enforcement Officers, Private Investigator, Para-Legal Officer and Court Bailiff.

### Differences

Observations made are the Zambian Open University Qualification also includes employment as military and correctional services officers.

## University of South Africa (UNISA)

University of South Africa (UNISA) offers a Bachelor of Arts in Police Science qualification. The main exit outcomes of UNISA are: To familiarise learners with the content and basic theories of a number of disciplines in the humanities and social sciences, at the basic and intermediate level, knowledge in context and to use appropriate methods for seeking resolution of problems, Critically evaluate the assumptions of a limited range of theories and authorities, Develop an understanding of elementary research methods used within one or more disciplines, To critiques scholarly positions and express one's own opinions clearly and coherently, both in written and oral communication.

### Title of Qualification

University of South Africa (UNISA offers four-year Bachelor of Arts in Police Science qualification whilst the developed qualification offers a Bachelor of Arts in Police Science too.

### Similarities

The similarity observed between the two qualifications is that they are both at Degree level and named Bachelor of Arts in Police Science.

### Differences

There are no differences observed in the title of both qualifications.

### NQF Level & Credit Value or Duration

#### Similarities

The two qualifications are similar in terms of NQF level 7 and 360Credits.

#### Differences

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There are no differences observed between the two compared qualifications.

### Main Exit Outcome(s)

#### Similarities

The two qualifications are similar in that they both have an exit outcome having the same scope relating to application of skills and knowledge in context and to use appropriate methods for seeking resolution of problems, Critically evaluate the assumptions of a limited range of theories and authorities, Develop an understanding of elementary research methods used within one or more disciplines, To critiques scholarly positions and express one's own opinions clearly and coherently, both in written and oral communication.

#### Differences

It is observed that Bachelor of Arts in Police Science for UNISA qualification familiarize learners with the content and basic theories of a number of disciplines in the humanities and social sciences, at the basic and intermediate level whereas the developed qualifications does it at higher level.

### Domains/Modules/ Courses/Subjects covered (Fundamental, core & electives)

#### Similarities

Both Bachelor of Arts in Police Science for UNISA and the developed qualification offer the following modules which are similar in scope: Criminology, Policing, Criminal Law, Investigation, Research, Management, Criminal Procedure, Law of evidence and Victimology.

#### Differences

Bachelor of Arts in Police Science UNISA offers the under listed modules that are not offered by the developed qualification: Developing Information Skills for Lifelong Learning, Social Dimensions of Justice, The Nature, Content and Scope of Public Administration, Political Evolution of the African State, Purchasing Management, Administrative Law, Interpretation of Statutes, The Structuring and Functioning of Public Services, Foundations of Public Administration, Crime Risk Perspectives, Supplier Relationship Management, Public Policy, Organisational Studies in the Public Sector, Public Financial Administration and Management, Civil Procedure and Insolvency Law

Another difference is that the developed qualification offers the under listed modules which are not offered by UNISA Bachelor of Arts in Police Science: Crime scene investigation, Forensic investigation and evidence, Cybercrime, Illicit drugs and related substances, Violence and society Major crimes inquiries which are not offered by UNISA. The differences were necessitated by the findings of the training needs analysis.

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### Assessment strategies weightings

Bachelor of Arts in Police Science UNISA had not provided its assessment strategies and weightings whilst the developed qualification assessment strategies are as follows:

#### **Formative/ Continuous Assessment**

- Tests: Theory and practical = 60%

#### **Summative**

- Final Examination (theory and practical) = 40%

#### Similarities

The similarities observed is that both qualifications offer Formative and Summative assessment.

#### Differences

The difference observed is that Bachelor of Arts in Police Science for UNISA did not specify the percentages apportioned to assessments whereas the developed qualification had apportioned 60 % to formative assessment and 40% to Summative assessment.

### Qualification rules Minimum Standards for the award of the qualification

#### Similarities

The two qualifications are similar in that the learner is supposed to achieve all learning outcomes as rules and minimum standards for the award of the qualification.

#### Differences

Bachelor of Arts in Police Science Qualification for UNISA has not availed information on rules and minimum Standards for the award of the qualification whereas the rules and minimum standards for the award of the developed qualification are as follows:

The learner must have met the following requirements:

- Achieved all learning outcomes.
- Minimum of 360 credits.

### Education and Employment Pathways

#### Education Pathways

Both Developed and Bachelor of Arts in Police Science for UNISA Qualification's Education Pathways are as follows:

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## Horizontal Progression

### Similarities

The similarities observed are that Bachelor of Arts in Police Science for UNISA Qualification learners can horizontally progress to Bachelor of Arts in Policing and Security, Bachelor of Arts in Security and Intelligence, Bachelor of Arts in Criminal Justice, and Bachelor of Arts in Security Management similarly as the developed qualification.

### Differences

Observations made are that the two qualifications do not have any differences.

## Vertical Progression

### Similarities

The similarities observed are that both qualifications learners may vertically progress to the following paths: Master of Arts in Policing, Master of Arts in Criminal Justice and Master of Arts in Security Management.

### Differences

Observations made are that the two qualifications do not have any differences.

## Employment Pathways

### Similarities

Both qualifications have the following employment pathways:

Law Enforcement Officers, Private Investigator, Para-Legal Officer and Court Bailiff.

### Differences

Observations made are that the University of South Africa includes employment as Metro Police Traffic Officer and Security Consultant.

## EDGE HILL UNIVERSITY, UNITED KINGDOM

The main exit outcomes of Edge Hill University qualification are:

It is designed to give learners a solid and comprehensive foundation in policing knowledge and skills, as well as providing a foundation in the histories of crime, policing and punishment, and an exploration of criminological theory and the English legal system, It enables learners to consolidate the study of the core foundational subjects of

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policing, Learners will learn how to undertake criminological research, explore criminal law in England and Wales, examine the extent and nature of police power and consider the social, legal and media contexts to the investigative work of the police, Optional modules provide the opportunity to examine areas such as race as a source of social division, the representation of crime in the media, as well as the concept and forms of violence, Learners also have the option to complete a work placement, the emphasis is on the exploration and specialisation. Learners will examine the culture of professionalism in the police, develop a critical understanding of issues surrounding ethics and integrity in policing, and conduct a piece of academic research and a wide choice of optional modules enables learners to pursue specific areas of interest and place their knowledge and understanding of policing in its legal and criminological contexts.

### **Title of Qualification**

#### **Similarities**

The similarity observed between the two qualifications is that they are both at Degree level.

#### **Differences**

The difference between the two is that Edge Hill University offers three-year BSc (Hons) Professional Policing whilst the developed qualification is offered at two years duration.

### **NQF Level & Credit Value or Duration**

#### **Similarities**

The two qualifications are only similar in they all at Degree level.

#### **Differences**

BSc (Hons) Professional Policing -340 credits whilst the developed qualification has-360 credits NQF Level 7.

### **Main Exit Outcome(s)**

#### **Similarities**

The two qualifications are similar in that they both have an exploration of criminological theory and the English legal system, they enable learners to consolidate the study of the core foundational subjects of policing, undertake criminological research, explore criminal law, examine the culture of professionalism in the police, develop a critical understanding of issues surrounding ethics and integrity in policing.

#### **Differences**

The Zambian Open University offers this exit outcomes, to enhance and strengthen the ability of the learners, to implement modern law enforcement management and security practices that reflect democratic principles, to

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intercept national and international criminal elements in exception of the following which are provided by the developed qualification.

- Manage emotions and create meaningful conversations through interpersonal skills.
- Critically evaluate the meaning of justice and the role of the criminal justice system
- Develop and strengthen good governance through global partnerships.
- Apply a systematic approach of conducting research.
- Apply skills of the key principles surrounding cybercrime and critically analyse institutional responses to cybercrime.

### **Domains/Modules/ Courses/Subjects covered (Fundamental, core & electives)**

#### **Similarities**

The Edge Hill University qualification covers the under listed modules which are similar to those offered by a developed qualification.

- Policing
- Criminology
- Criminal Law
- Criminal Investigation
- Police Ethics and Integrity
- Research
- Human Rights
- Intellectual Property Law
- Law of evidence

#### **Differences**

The Edge Hill University offers the under listed modules which are not included in the proposed qualification:

- Law of Torts
- The Politics of Imprisonment
- Intellectual Property Law
- International Criminal Law
- Refugee Law
- Forensic Eyewitnesses and Suspects

Bachelor of Arts in Police Science offers the under listed modules which are not offered by Edge Hill University:

- Illicit Drugs And Related Substances
- Women and Criminal Justice
- Crime Scene Investigation

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- Policing Cybercrime
- Violence and Society

### Assessment strategies weightings

Edge Hill University qualification had not provided its assessment strategies and weightings whilst the developed qualification assessment strategies are as follows:

#### Formative/ Continuous Assessment

- Tests: Theory and practical = **60%**

#### Summative

- Final Examination (theory and practical) = **40%**

#### Similarities

The similarities observed is that both qualifications offer Formative and Summative assessment

#### Differences

The difference observed is that Edge Hill University qualification did not specify the percentages apportioned to assessments whereas the developed qualification had apportioned 60 % to formative assessment and 40% to Summative assessment.

### Qualification rules Minimum Standards for the award of the qualification

#### Similarities

No similarity is observed between the two qualifications in terms of rules for minimum standards for the award of the qualification.

#### Differences

Edge Hill University qualification has not availed information on rules and minimum Standards for the award of the qualification whereas the rules and minimum standards for the award of the developed qualification are as follows:

The learner must have met the following requirements:

- Achieved all learning outcomes.
- Minimum of 360 credits.

### Education and Employment Pathways

#### Education Pathways

Both Developed and Edge Hill University Qualifications' Education Pathways

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are as follows:

### Horizontal Progression

#### Similarities

The similarities observed are that Edge Hill University qualification learners can horizontally progress to Bachelor of Arts in Policing and Security, Bachelor of Arts in Security and Intelligence, Bachelor of Arts in Criminal Justice, and Bachelor of Arts in Security Management similarly as the developed qualification.

Observations made are that the two qualifications do not have any differences.

### Vertical Progression

#### Differences

The similarities observed are that both qualifications learners may vertically progress to the following paths: Master of Arts in Policing, Master of Arts in Criminal Justice and Master of Arts in Security Management

Observations made are that the two qualifications do not have any differences.

### Employment Pathways

#### Similarities

Both qualifications have the following employment pathways: Law Enforcement Officers, Private Investigator, Para-Legal Officer, and Court Bailiff.

#### Differences

Observations made are that the two qualifications do not have any differences.

### The University of Law, United Kingdom

#### Title of Qualification

The University of Law offers a three-year BA (Hons) Criminology and Policing, which is equivalent to Bachelor of Arts in Police Science.

#### Similarities

The similarity observed between the two qualifications is that they are both at Degree level.

#### Differences

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No difference has been observed from the two qualifications.

#### **NQF Level & Credit Value or Duration**

##### **Similarities**

The two qualifications are only similar in terms credits which are 360 and of NQF level 7.

##### **Differences**

There are no differences observed

#### **Main Exit Outcome(s)**

##### **Similarities**

The two qualifications have their exit learning outcomes similar in scope as they develop a comprehensive understanding of criminological theories that enables application to current socio-economic policies and conditions and develop an understanding of criminology from different perspectives in areas such as crime, criminality, victims and vulnerability.

##### **Differences**

The main exit outcomes of BA (Hons) Criminology and Policing are: Develop a comprehensive understanding of criminological theories that enables application to current socio-economic policies and conditions and develop an understanding of criminology from different perspectives in areas such as crime, criminality, victims and vulnerability.

#### **Domains/Modules/ Courses/Subjects covered (Fundamental, core & electives)**

##### **Similarities**

The University of Law qualification covers the under listed modules which are similar to those offered by Bachelor of Arts in Police Science: Policing, Response Policing, Criminology, Major Crime Investigation, Cyber Crime, Criminal Investigation, Research and Research Methodology, Crime Scene Investigation, Drugs and Crisis Intervention.

##### **Differences**

The University of Law offers the under listed modules which are not offered by developed qualification: Understanding the Police Constable Role and Professional Standards, Core Principles of Evidence Based Policing, Information and Intelligence, Public Protection: Understanding Abuse & Impact, Race, Ethnicity and

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Religion, Public Law 2, Law of Torts, Crimes of the Powerful, The Politics of Imprisonment, Intellectual Property Law, International Criminal Law and Forensic Eyewitnesses and Suspects.

The developed qualification offers the under listed modules which are not offered by The University of Law: Women and Criminal Justice, Policing Cybercrime and Violence and Society.

### Assessment strategies weightings

BA (Hons) Criminology and Policing had not provided its assessment strategies and weightings whilst the developed qualification assessment strategies are as follows:

#### Formative/ Continuous Assessment

- Tests: Theory and practical = **60%**

#### Summative

- Final Examination (theory and practical) = **40%**

#### Similarities

The similarities observed is that both qualifications offer Formative and Summative assessment.

#### Differences

The difference observed is that BA (Hons) Criminology and Policing did not specify the percentages apportioned to assessments whereas the developed qualification had apportioned 60 % to formative assessment and 40% to Summative assessment.

### Qualification rules Minimum Standards for the award of the qualification

#### Similarities

The two qualifications are similar in that the learner is supposed to achieve all learning outcomes as rules and minimum standards for the award of the qualification.

#### Differences

BA (Hons) Criminology and Policing Qualification for University of Law has not availed information on rules and minimum Standards for the award of the qualification whereas the rules and minimum standards for the award of the developed qualification are as follows:

The learner must have met the following requirements:

- Achieved all learning outcomes.
- Minimum of 360 credits.

### Education and Employment Pathways

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## Education Pathways

Both Developed and BA (Hons) Criminology and Policing qualifications' Education Pathways are as follows:

### Horizontal Progression

#### Similarities

The similarities observed are that BA (Hons) Criminology and Policing learners can horizontally progress to Bachelor of Arts in Policing and Security, Bachelor of Arts in Security and Intelligence, Bachelor of Arts in Criminal Justice, and Bachelor of Arts in Security Management similarly as the developed qualification.

Observations made are that the two qualifications do not have any differences.

### Vertical Progression

#### Differences

The similarities observed are that both qualifications learners may vertically progress to the following paths: Master of Arts in Policing, Master of Arts in Criminal Justice, and Master of Arts in Security Management

### Employment

Employment opportunities similar and include law Enforcement Officers, private investigator, and para-legal officer.

## REVIEW PERIOD

5 Year period or whenever necessary.