

No. 1096

9 November 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Probation Work

Registered by Organising Field 09, Health Sciences and Social Services, publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The full qualification and unit standards can be accessed via the **SAQA** web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the **SAQA** offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach **SAQA** at the address ***below and no later than 14 November 2005***. All correspondence should be marked **Standards Setting – SGB Probation Work** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Probation Work

SAQA QUAL ID	QUALIFICATION TITLE		
50041	Further Education and Training Certificate: Probation Work		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	142	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is an entry-level qualification for those who want to enter the field of Probation Work as a potential career. It allows for entry 'from the workplace' rather than an academic route. It builds on practical experience and community-based learning, and equips people for their role as an assistant probation officer. As such the qualification will also be valuable for those who may have been practising within the field, but without formal recognition. In particular, this qualification will be useful for:

- > Assistant Probation Officers; Social auxiliary worker
- > Correctional officers; Monitoring officers
- > Community prosecution and/or community courts; Community development workers
- > Youth workers; Child and youth care workers
- > Police services (youth desk); Justice / **NPA**
- > Educators; Health educators and workers

Recipients of this qualification will be able to:

- > communicate in a variety of ways
- > Use mathematics in real life and education, training and development situations
- > Develop professional and personal competence in auxiliary probation work
- > Provide support for persons in trouble with the law
- > Communicate with and on behalf of persons in trouble with the law
- > Promote safe and healthy work practices
- > Assist in community project development

Assistant Probation Officers (APOs) will carry out their role at all times:

- > Under the supervision of a Probation Officer
- > As a member of a team

APOs will not do statutory work (including professional assessments), or professional counselling.

Rationale:

This qualification is a response to an Act of Parliament (the Probation Services Act; and the Probation Services Amendment Act 2002) and attempts to develop a qualification that addresses the conditions giving rise to the Acts. Crime levels are high in South Africa and there is a growing need for the management of

people in trouble with the law and/or ameliorating the conditions that give rise to crime.

A National Youth Service Project - a volunteer programme, comprising a year long Learnership in the Probation Work sector, has been initiated. The programme will be available for new applicants aspiring to work in this sector, as well as to those already working in support roles the sector without formal qualification, who might have their prior learning recognised by means of this qualification. Once the National Youth Service Project is completed, successful candidates will be able to apply for Assistant Probation Officer positions in the provinces. There is currently a shortage of professional practitioners to do probation work, and this project will amount to the creation of employment opportunities for those involved.

This qualification will also provide an important link with Social Work in general. There is a shortage of people in the social work field, and this qualification provides opportunities for social workers to gain additional skills and be able to work as qualified probation officers as well. A social work background is seen as ideal background to probation work.

Traditional learning streams are proving inadequate to equip people for probation work contexts, and there is an increasing call for the skills particular to probation work across the entire justice system. South Africa's unique combination of threats and circumstances presents a special challenge in the area of children and all persons in trouble with the law. Those who work with persons in trouble with the law must be empowered to promote and facilitate their reintegration into society where possible. Current experience suggests that the degree of sophistication and expertise demanded requires specialist input and time-related on-the-job mentored experience.

This qualification aims to address some of the needs of the large numbers of enthusiastic but generally poorly trained people for high quality learning and assessment opportunities if they are to meet the requirements of the Probation Work sector. The possibilities for incremental learning, which builds on generic social work, must be created if the sector is to make the equitable distribution of skills a reality. In addition, there are people who have been working in the sector for some time, and who have gained the additional skills and expertise required through systematic on-the-job training or practical experience. This qualification offers possibilities for appointment in line with their recognised skills.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is also assumed that candidates are already competent in Communications and Mathematical Literacy at NQF level 3 when starting to learn towards this qualification.

Recognition of prior learning:

The Probation Work sector in South Africa understaffed at present. It is further characterised by large numbers of generally poorly trained people who need access to high quality learning and assessment opportunities if they are to meet the requirements of the sector. There are also people who have been working in the sector for some time (some in related professional areas), and who have gained skills and expertise required through systematic on-the-job training or practical experience. The possibilities for incremental learning, which builds on generic social work, must be created if the sector is to make the equitable distribution of skills a reality. In this sense, the aim of this qualification is consistent with SAQA's own transformation goals, and with principles of access and articulation.

This qualification can make an invaluable contribution to personal, organisational and sectoral skills development by providing for the recognition of the skills gained in this manner, through a systematic RPL process. The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Access to the qualification:

Open

QUALIFICATION RULES

Rules of combination:

Fundamental

> Communication

> Candidates are required to achieve 20 credits for Communications.

> In terms of the requirements for an FETC, candidates are required to achieve 20 credits obtained in a second official language at a minimum of level 3.

> Mathematical Literacy - Candidates are required to demonstrate achievement of the **16** credits for the Mathematics unit standards within the context of education, training and development situations.

Core

> Candidates must achieve all 70 Core credits listed in the qualification matrix.

Elective

> Candidates must achieve at least 16 credits of their choice from any of the available Elective credits in the qualification matrix.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways.
2. Use mathematics in real life and education, training and development situations.
3. Develop professional and personal competence in probation work.
4. Provide support for persons in trouble with the law.
5. Communicate with and on behalf of young persons at risk for developmental and therapeutic ends.
6. Promote safe and healthy work practices.
7. Promote community-based child and youth care work.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Communication within and about the ETD process is clear, understandable and effective.

2.

> The mathematics is applied within a variety of ETD contexts.

3.

> Key concepts in probation work are outlined in relation to work in the field and own development as a practitioner.

> Knowledge of risk and protection factors in crime prevention as well as underlying social issues are outlined in relation to probation work.

> Development strategies for own professional and personal development are described with reference to their significance for individual competence and the development of the profession as a whole.

4.

> Range of support services provided, relating to crime prevention, supervision and rehabilitation and diversion programmes, meets identified needs in a probation context.

> Boundaries to own involvement are clearly articulated and cases referred to appropriate authorities and services as required.

5.

> Communication is respectful of cultural diversity and promotes interaction with relationship-reluctant young persons.

> Communication with stakeholders is assertive and promotes the well-being of the person in trouble with the law.

6.

> Knowledge is used pro-actively and in an integrated manner to promote safe and healthy behaviour.

7.

> Financial and management skills are applied to identify, set up and monitor community based projects which provide for effective child and youth care work.

Integrated assessment:

Assessment should take place within the context of:

> Given Quality Assurance policies, procedures and processes.

> A guided and supported learning environment.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome.

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment.

Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

INTERNATIONAL COMPARABILITY

There are no relevant qualifications in Africa or the SADC region at present. This qualification is seen as critical for the SADC region and Africa at large, where there has been a great deal of interest shown.

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

New Zealand:

The NZQA lists a number of unit standards that deal with the justice system, youth justice system and criminal justice system alternatives. There is no registered qualification for Probation Work.

Australia: