



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **SUBJECT GUIDELINES**

### **PRINCIPLES OF CRIMINAL JUSTICE**

#### **NQF Level 2**

October 2007



# **PRINCIPLES OF CRIMINAL JUSTICE - LEVEL 2**

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## INTRODUCTION

### **A. What is Principles of Criminal Justice about?**

For anybody to be employed in the Criminal Justice System, knowledge of the Criminal Justice structures and processes is essential. This subject will enable the student to recognize the key principles of criminal justice. In the course of delivery of this subject the aim would be to identify and name the different structures and processes of the South African criminal justice system. As this might be the student's first introduction to the criminal justice system, this subject will briefly introduce the student to the principles of the criminal justice system.

### **B. Why is Principles of Criminal Justice important in the Safety in Society programme?**

All the role players in the criminal justice system operate on a day-to-day basis within a specific structure and by means of specific processes. There is for this reason a relationship between subjects such as Law, Police Practice, Criminology and Governance. As a result of the high crime rate in South Africa, criminal justice officials need to possess a basic knowledge of the different laws of our country and how these laws are applied in order to combat and adjudicate crime.

### **C. The link between Principles of Criminal Justice Learning Outcomes and the Critical and Developmental Outcomes**

After completion of this subject the student will possess a basic knowledge of the structures and processes of the South African criminal justice system. This will enable them to understand and apply the laws of the country and to perform their duties as members of the policing agencies (South African Police Service (SAPS), Metropolitan Police Agencies, Traffic Policing Agencies and the Military Police Division (MPD)) and the judiciary.

### **D. Factors that contribute to achieving Principles of Criminal Justice Learning Outcomes**

Students should have a basic awareness of the manifestations and resolution of the crime problem. An interest in the functioning of the criminal justice system is a basic necessity to be successful in this subject.

## 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

- Knowledge of the criminal justice structures and processes
- The principles of the criminal justice system.

## 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 Principles of Criminal Justice Level 2 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 Principles of Criminal Justice Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a “Structured Environment”

- **Definition of the term “Structured Environment”**

For the purposes of assessment, “Structured Environment” refers to a simulated workplace or workshop environment. Activities in the simulated workplace or environment must be documented in a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Nature of department or environment in which practical component was achieved
- Learning Outcomes
- Activities in the environment with which to achieve the Learning Outcomes
- Time spent on activities
- Signature of facilitator or supervisor and student

For the logbook to be regarded as valid evidence, it must be signed by an officially assigned supervisor.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The assessment instruments used for the purpose of conducting these assessments must be part of the evidence contained in the PoE.

### 3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

### 3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

## 3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Principles of Criminal Justice* (Level 2).

## 4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Key principles underpinning safety in society	15%
2. Key concepts of the criminal justice system	15%
3. The role of the criminal justice system in safeguarding society	15%
4. Steps in the flow of criminal justice in order of occurrence	20%
5. Functions of the criminal justice role players	20%
6. The principles of volunteerism	15%
<b>TOTAL</b>	<b>100</b>

## 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 at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

## 7 SUBJECT AND LEARNING OUTCOMES

On completion of Principles of Criminal Justice Level 2, the student should have covered the following topics:

Topic 1:	Key principles underpinning safety in society
Topic 2:	Key concepts of the criminal justice system
Topic 3:	The role of the criminal justice system in safeguarding society
Topic 4:	Steps in the flow of criminal justice in order of occurrence
Topic 5:	Functions of the criminal justice role players
Topic 6:	The principles of volunteerism

### 7.1 Topic 1: Key principles underpinning safety in society

**7.1.1 Subject Outcome 1:** Recognize the key principles underpinning safety in society

#### **Learning Outcomes:**

The student should be able to:

- Identify and list risk factors which underlie safety in society
- Describe personal understanding and perception of a safe and an unsafe environment
- List those factors which lead to a safe or an unsafe environment
- Provide reasons why those factors induce a safe or an unsafe environment
- Describe how an individual can recognize and avoid an unsafe situation

### 7.2 Topic 2: Key concepts in the criminal justice system

**7.2.1 Subject Outcome 1:** Identify key concepts of the criminal justice system with examples

#### **Learning Outcomes:**

The student should be able to:

- Identify and explain the meaning of the criminal justice process, the criminal justice structure and related concepts
- Explain the crime prevention principle in criminal justice
- Explain the crime investigation principle in criminal justice
- Explain the restorative justice principle in criminal justice

### 7.3 Topic 3: The role of the criminal justice system in safeguarding society

**7.3.1 Subject Outcome 1:** Identify the role of the criminal justice system in safeguarding society

#### **Learning Outcomes:**

The student should be able to:

- Explain why a democratic society should have a criminal justice system in place
- Name the preventative and investigative roles of the intelligence agencies
- Name the preventative and investigative roles of the judicial component
- Name the preventative and investigative roles of legislation (laws)
- Name the preventative and investigative roles of corrections
- Describe the preventative roles of voluntary social and private agencies (NGOs)
- List and describe the restorative role of the components of the criminal justice system

## **7.4 Topic 4: Steps in the flow of criminal justice in order of occurrence**

### **7.4.1 Subject Outcome 1:** List the steps in the flow of the criminal justice in order of occurrence

#### **Learning Outcomes:**

The student should be able to:

- List the primary preventative steps
- List the secondary preventative steps
- List the tertiary preventative steps
- Name the reporting steps
- Name the recording steps
- Name the steps in charging the alleged offender
- List the steps in the prosecution process
- List the steps in the defence process
- List the steps in the adjudication process
- List the steps in the sentencing process
- Name the steps in the admission process
- Name the steps in the holding process
- Name the steps in the treatment process
- Name the steps in the release process
- List the steps of victim empowerment
- List the steps of re-integration of the offender in the community
- List the steps in educating the community

## **7.5 Topic 5: Functions of the criminal justice role players**

### **7.5.1 Subject Outcome 1:** Identify the criminal justice functionalities in terms of their roles and functions

#### **Learning Outcomes:**

The student should be able to:

- Explain the role and functions of the SA Police Service officials
- Explain the role and functions of the Metropolitan Police Service officials
- Explain the role and functions of traffic officials
- Explain the role and functions of the Military Police officers in the military environment
- Explain the role and functions of the Directorate: Public Prosecution (DPP)
- Explain the role of the National Prosecuting Authority (Scorpions)
- Explain the role and functions of other court officials
- Explain the role and functions of Correctional Services officials
- Explain the role and function of Non-Governmental Organisations (NGOs)

## **7.6 Topic 6: Principles of volunteerism**

### **7.6 Subject Outcome 1:** Recognize and apply the principles of volunteerism

#### **Learning Outcomes:**

The student should be able to:

- List the principles of volunteerism
- Explain volunteerism
- Give reasons why members of the community should volunteer
- List practical examples of volunteerism
- List the advantages of volunteerism
- Apply principles of volunteerism

## **8 RESOURCE NEEDS FOR THE TEACHING OF PRINCIPLES OF CRIMINAL JUSTICE - LEVEL 2**

### **8.1 Physical resources**

Classroom equipped with didactical requirements (e.g. writing board, overhead projector)

### **8.2 Human resources**

The lecturer should ideally be a person with the relevant qualification. Practical experience in the field of the criminal justice is a recommendation.

### **8.3 Other resources**

- Arrange for the attendance of a court hearing.
- Visit a police station
- Visit a correctional facility
- Find newspaper clippings which contain reports on crimes committed and discuss these reports with students
- Simulate a mock court in the class room
- Organise a clean-up operation in the School and in the community