



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **SUBJECT GUIDELINES**

### **CRIMINAL JUSTICE PROCESS**

#### **NQF Level 4**

October 2007



# **CRIMINAL JUSTICE PROCESS - LEVEL 4**

## **CONTENTS**

### **INTRODUCTION**

#### **1. DURATION AND TUITION TIME**

#### **2. SUBJECT LEVEL FOCUS**

#### **3. ASSESSMENT REQUIREMENTS**

3.1. Internal assessment

3.2. External assessment

#### **4. WEIGHTED VALUES OF TOPICS**

#### **5. CALCULATION OF FINAL MARK**

#### **6. PASS REQUIREMENTS**

#### **7. SUBJECT AND LEARNING OUTCOMES**

7.1 The pre-judicial phase in the Criminal Justice Process

7.2 The crime reporting phase in the Criminal Justice Process

7.3 The judicial phase in the Criminal Justice Process

7.4 The correctional phase in the Criminal Justice Process

7.5 The restorative phase in the Criminal Justice Process

#### **8. RESOURCE NEEDS FOR THE TEACHING OF CRIMINAL JUSTICE PROCESS - LEVEL 4**

8.1. Physical resources

8.2. Human resources

8.3. Other resources

## INTRODUCTION

### **A. What is Criminal Justice Process about?**

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

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

All the role players in the criminal justice system operate on a day-to-day basis by means of a specific process within a structure and mandate. There is for this reason a link between policing agencies, the judiciary, corrections and social work. As a result of the high crime rate in South Africa, criminal justice officials need to possess a basic knowledge of the different components and their functions in the criminal justice system in order to combat and adjudicate crime.

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

After completion of this subject the student will possess a basic knowledge of the processes within the South African criminal justice system. This will enable them to analyse and apply the laws of our country and function as members of 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 Criminal Justice Process Learning Outcomes**

Learners should have an awareness of the manifestations and resolution of the crime problem. An interest in the functioning and processes of the criminal justice system is a basic necessity to be successful in this subject. After completion of this subject, students will have the ability to analyse and discuss the basic flow of functions in the criminal justice system.

## 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

For anybody to be employed in the Criminal Justice System, knowledge of the criminal justice process is essential. In the course of delivery of this subject the aim would be to identify and analyse the different processes of the South African 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 Criminal Justice Process (Level 4) takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

#### 3.1.2 Practical component

The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Criminal Justice Process (Level 4) takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment. Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

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

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

- **Definition of the term "Structured Environment"**

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

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

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

### • Evidence in practical assessments

All evidence pertaining to evaluation of practical work must be reflected in the students' 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. The practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Criminal Justice Process (Level 4)*

## 4 WEIGHTED VALUES OF TOPICS

TOPICS		WEIGHTED VALUE
1.	The pre-judicial phase in the Criminal Justice Process	20%
2.	The crime reporting phase in the Criminal Justice Process	20%
3.	The judicial phase in the Criminal Justice Process	20%
4.	The correctional phase in the Criminal Justice Process	20%
5.	The restorative phase in the Criminal Justice Process	20%
<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

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

## 7 SUBJECT AND LEARNING OUTCOMES

On completion of Criminal Justice Process (Level 4), the student should have covered the following topics:

Topic 1: The pre-judicial phase in the criminal justice process

Topic 2: The crime reporting phase in the criminal justice process

Topic 3: The judicial phase in the criminal justice process

Topic 4: The correctional phase in the criminal justice process

Topic 5: The restorative phase in the criminal justice process

## **7.1 Topic 1: The pre-judicial phase in the criminal justice process**

**7.1.1 Subject Outcome 1:** Recognise and discuss the pre-judicial phase in the criminal justice process.

### **Learning Outcomes:**

The student should be able to:

- Explain the extent of the pre-judicial phase.
- Explain the short-term crime preventative processes in society.
- Explain the medium-term crime preventative processes in society.
- Explain the long-term crime preventative processes in society.
- Compile a crime prevention strategy.
- Elaborate on the responsibility of the community in crime prevention.

## **7.2 Topic 2: The crime reporting phase in the criminal justice process**

**7.2.1 Subject Outcome 2:** Recognise and discuss the crime reporting phase in the criminal justice process.

### **Learning Outcomes:**

The student should be able to:

- Explain the way crime should be reported.
- Explain and illustrate the administrative processes in crime reporting.
- Explain the investigative processes in crime reporting.
- Explain the presentation to the Directorate: Public Prosecution.

## **7.3 Topic 3: The judicial phase in the criminal justice process**

**7.3.1 Subject Outcome 3:** Recognise and discuss the judicial phase in the criminal justice process.

### **Learning Outcomes:**

The student should be able to:

- Explain the extent of the judicial phase.
- Explain the prosecutorial process.
- Explain the process of defence.
- Explain the processes of giving evidence in court.
- Explain the process of adjudication and sentencing.
- Explain the functions of punishment.

## **7.4 Topic 4: The correctional phase in the criminal justice process**

**7.4.1 Subject Outcome 4:** Recognise and discuss the correctional phase in the criminal justice process.

### **Learning Outcomes:**

The student should be able to:

- Explain the processes of admission.
- Explain the processes of custody.
- Explain the principles of community corrections.
- Explain the processes of parole and release.

## **7.5 Topic 5: The restorative phase in the criminal justice process**

**7.5.1 Subject Outcome 5:** Recognise and discuss the restorative phase in the criminal justice process.

### **Learning Outcomes:**

The student should be able to:

- Explain the principles of the concept restoration.
- Explain the processes in the restorative phase.
- Explain the processes of victimisation.
- Explain the processes of victim empowerment.
- Explain the processes of re-integration into the community.

## **8 RESOURCE NEEDS FOR THE TEACHING OF CRIMINAL JUSTICE PROCESS – LEVEL 4**

### **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
- Liaise with a social worker
- Visit a Community Policing Forum
- Liaise with a member of Business Against Crime.
- Visit the Traffic /Metro Police Department.
- Liaise with the Public Prosecutor.(Director of Public Prosecution)
- Find newspaper clippings which contains reports on crimes committed and discuss these reports with students
- Simulate a mock court in the class room
- Write a brief report on the functions of the criminal court role players.
- Organise a clean-up operation in the school and in the community