



education

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SUBJECT GUIDELINES

CRIMINOLOGY

NQF Level 4

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CRIMINOLOGY - LEVEL 4

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INTRODUCTION

A. What is Criminology about?

Crime is a social problem that affects the quality of life of all individuals and victims, in particular. It has severe consequences for the sustained development of society, the economy and the ecology. The term criminology is derived from Greek and literally means 'the study of crime'. It is an applied discipline in the human sciences and its field of study is crime, criminals, victims, victimology, the functioning of the criminal justice system, punishment, and programmes to deal effectively with crime and victimisation. Criminologists study aspects such as why people commit crime, society's reaction to crime, crime patterns and tendencies, why some behaviour is branded as criminal and others not. They also try to determine why some people become victims, the profile of the victim and what makes people prone to victimisation.

B. Why is Criminology important in the Safety in Society programme

The study of criminology is an important factor contributing to the creation and maintenance of safety in society so that individuals, society and the economy may develop optimally. Merely forbidding certain behaviour as criminal by means of laws and punishment is not enough. It is important to understand why certain behaviours are forbidden by law, why this varies from country to country and within a country from time to time. It is also important to develop and implement programmes effectively to reduce or prevent crime and victimisation. There is a particular focus on the rights and needs of victims and offenders in terms of the Bill of Rights in the South African Constitution and international treaties.

C. The link between Criminology Learning Outcomes and the Critical and Developmental Outcomes

By studying criminology, students

- Learn to think laterally, critically and creatively when dealing with conflict, deviance, crime and victimisation
- Work and communicate with others as members of a multi-disciplinary team to deal with crime and victimisation effectively
- Use science and technology appropriately, effectively, responsibly and ethically when dealing with crime and victimisation
- Balance victim and offender rights within the framework of the SA Constitution and Bill of Rights
- Develop specific skills and programmes to deal more effectively with crime and victimisation to ensure and maintain safety in society
- Enhance their status and employability.

D. Factors that contribute to achieving Criminology Learning Outcomes

Students who like solving and analysing problems in a critical and creative manner and who have an interest in safety in society will do well in this subject. An ability to communicate effectively is important. It requires the development of research skills and problem solving techniques.

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, understanding types of crime and victimisation and the impact thereof is important. Knowledge of effective and ethical measuring techniques to deal with crime and victimisation is equally important to optimise utilisation of what Criminology as subject has to offer to minimise the consequences and costs of crime on individuals, society and the state. This subject will also introduce the student to programmes to deal with specific types of crime victimisation.

The student will apply appropriate processes to deal effectively with crime and victimisation by describing different types of crime, by planning research, collecting and processing information and presenting the information in an appropriate format. The impact of crime on society and individuals will be analysed and explained, and specific programmes to reduce or prevent crime and victimisation will be identified.

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 Criminology 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 Criminology Level 4 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

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

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

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

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

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

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

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

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

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

3.1.4 Moderation of internal assessment mark

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

3.2 External assessment (50 percent)

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

External assessment details and procedures are set out in the *Assessment Guidelines: Criminology* (Level 4).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Types of crime	20
2. Types of victimisation	20
3. Effective and ethical measuring techniques to deal with crime and victimisation	15
4. The criminal event and the impact of crime	15
5. Consequences and costs of crime for individuals, society and the state	15
6. Programmes to deal with specific types of crime victimisation.	15
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

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

7 SUBJECT AND LEARNING OUTCOMES

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

- Topic 1: Types of crime
- Topic 2: Types of victimisation
- Topic 3: Effective and ethical measuring techniques to deal with crime and victimisation
- Topic 4: The criminal event and the impact of crime
- Topic 5: Consequences and costs of crime for individuals, society and the state
- Topic 6: Programmes to deal with specific types of crime victimisation.

7.1 Topic 1: Types of crime

7.1.1 Subject Outcome 1: Discuss violent crimes.

Learning Outcomes:

- Describe the nature of violent crimes.
Range: Murder, rape, assault, robbery, car hijacking, taxi violence.
- Explain risk factors contributing to specific violent crimes.
- Evaluate appropriate strategies/programmes to reduce or prevent violent crimes.

7.1.2 Subject Outcome 2: Analyse property crimes.

Learning Outcomes:

- Describe the nature of property crimes.
Range: Burglary, property theft, pick pocketing, vehicle theft, vandalism, fraud.
- Explain risk factors contributing to property crimes.
- Evaluate strategies/programmes to reduce or prevent property crimes.

7.1.3 Subject Outcome 3: Analyse organised crime.

Learning Outcomes:

- Describe the nature of organised crimes.
Range: Illegal trafficking (e.g. humans, endangered species, vehicles, weapons/arms, drugs, diamonds, faked goods, sex work).
- Explain risk factors contributing to organised crimes.
- Evaluate strategies/programmes to reduce or prevent organised crime.

7.1.4 Subject Outcome 4: Discuss youth anti-social behaviour.

Learning Outcomes:

- Describe the nature and extent of youth misconduct.
Range: Bullying, alcohol and other forms of substance abuse, gangs, pornography.
- Explain risk factors contributing to youth anti-social behaviour.
- Evaluate appropriate strategies/programmes to reduce or prevent juvenile anti-social behaviour.

7.2 Topic 2: Types of victimisation

7.2.1 Subject Outcome 1: Explain what is meant by primary and secondary victimisation.

Learning Outcomes:

- Define the concepts primary and secondary victimisation and victim blaming.
- Identify different types of primary victimisation.
- Indicate how victims of hate crime are particularly prone to secondary victimisation.
- List four examples of secondary victimisation.
- Assess the benefits of victim profiling.

7.2.2 Subject Outcome 2: Explain what is meant by commercial crime victimisation.

Learning Outcomes:

- Define the concepts commercial crime and white collar crime.
- Specify unique types of commercial crime victimisation.
Range: Internal fraud, employee theft, consumer theft, corruption, workplace violence.
- Analyse the impact of commercial crime on individuals, communities and society.
- Explain the nature and extent of commercial crime.
- Evaluate appropriate strategies/programmes to reduce or prevent commercial crime victimisation.

7.2.3 Subject Outcome 3: Assess sexual and domestic crime victimisation in South Africa.

Learning Outcomes:

- Review the social context in which sexual offences and domestic violence occurs in South Africa.
- Define the different offences which may be categorised as sexual offences and domestic violence.
- Analyse the nature and extent of sexual offences with reference to the cycle of violence.
- Describe the impact/effect of sexual offences on victims, their families and communities.

7.3 Topic 3: Effective and ethical measuring techniques to deal with crime and victimisation

7.3.1 Subject Outcome 1: Plan research.

Learning Outcomes:

- Identify the research problem/question.
- Describe the research problem.
- Specify the research variables.
- Determine appropriate crimino-ethical research techniques.

7.3.2 Subject Outcome 2: Collect the research information.

Learning Outcomes:

- Select a suitable measuring technique to collect the information.
Range: Qualitative, quantitative, descriptive, exploratory, explanatory, evidence-based.
- Determine an appropriate information gathering instrument.
- Record the data.
- Practise ethical working relationships with all role-players.

7.3.3 Subject Outcome 3: Process the information.

Learning Outcomes:

- Use appropriate analytical techniques to process the information.
- Analyse the data in a crimino-ethical manner.
- Interpret the research findings in a crimino-ethical manner.
- Select an appropriate format to present the information.

7.4 Topic 4: The criminal event and the impact of crime.

7.4.1 Subject Outcome 1: Prepare evidence/information.

Learning Outcomes:

- Determine the purpose of the evidence/information.
- Collect the evidence/information in a crimino-ethical manner.
- Analyse the evidence/information applying appropriate theoretical perspectives and research material to explain the criminal event.

7.4.2 Subject Outcome 2: Present the evidence/information.

Learning Outcomes:

- Select an appropriate method to present the evidence/information.
Range: Orally, visually, written report.
- Discuss the findings.
- Explain the criminal event in terms of the findings.
- Communicate with all role-players in a professional and ethical manner.

7.4.3 Subject Outcome 3: Prepare a crime (victim) impact statement.

Learning Outcomes:

- Explain the concept crime (victim) impact statement.
- Appraise the purpose of crime (victim) impact statements.
- Evaluate the value of crime (victim) impact statements in the court process.
- Analyse the advantages and disadvantages of crime (victim) impact statements
- Prepare a crime (victim) impact statement.

7.5 Topic 5: Consequences and costs of crime for individuals, society and the state

7.5.1 Subject Outcome 1: Analyse the impact of crime on society.

Learning Outcomes:

- Evaluate the financial/economic costs of crime to society.
Range: Individuals, business, communities.
- Discuss the emotional costs of crime to individuals.
Range: Fear of crime, feelings of insecurity, changes in lifestyle.
- Discuss the consequences of crime for the moral well-being of society.

7.5.2 Subject Outcome 2: Evaluate the consequences of crime for the family.

Learning Outcomes:

- Discuss the consequences of crime for the family when a family member is involved as an offender or a victim.
- Discuss the financial impact of crime on the family.
- Analyse the emotional impact of crime on the family.

7.5.3 Subject Outcome 3: Explain consequences of crime for the state.

Learning Outcomes:

- Discuss the direct financial cost of crime for the state.
- Evaluate the consequences of high crime rates for the criminal justice system.
Range: Police, courts, prosecutors, courts, corrections.
- Analyse the effect of high crime rates on international perceptions of SA.

7.6 Topic 6: Programmes to deal with specific types of crime victimisation

7.6.1 Subject Outcome 1: Explain the implications of a public health approach for victim service delivery.

Learning Outcomes:

- Describe the public health approach to crime and violence according to the World Report on Violence and Health.
- Indicate risk factors that can contribute to violence.
- Analyse crime reduction/prevention strategies in a public health approach to violence.

7.6.2 Subject Outcome 2: Describe the implications of social justice and restorative justice principles and the developmental approach for victim services.

Learning Outcomes:

- Describe the social justice, restorative justice and the developmental approach to victim service delivery
- Indicate key principles of social justice with examples.
- Specify core concepts and principles of the developmental approach to victim social services.
- Compare the core principles of a restorative versus a retributive justice approach to working with perpetrators and explain the impact and involvement of victims.

7.6.3 Subject Outcome 3: Discuss the impact of service provision to victims of crime and violence in South Africa.

Learning Outcomes:

- Identify key legislation and policies that guide the implementation of victim services.
- Analyse victims' rights and needs according the SA Service Charter for Victims of Crime.
- Explain the roles and responsibilities for service providers at national, provincial and local level.
- Indicate strengths and weaknesses in current service delivery to victims of different types of victimisation.

7.6.4 Subject Outcome 4: Describe specific programmes to reduce or prevent crime victimisation.

Learning Outcomes:

- Identify programmes that deal with specific types of victimisation.
- Determine criteria to develop appropriate programmes.
- Develop criteria to evaluate the effectiveness of a specific victimisation programme.

8 RESOURCE NEEDS FOR THE TEACHING OF CRIMINOLOGY - LEVEL 4

8.1 Physical resources

Bus as transport for students to go on field visits

8.2 Human resources

The lecturer should ideally be a Criminologist with at least an Honours degree in Criminology. Any person with a B-degree with minimum of third year level Criminology can be allowed to teach the subject. The following complementary subjects will serve as a recommendation:

- Psychology;
- Social Work;
- Sociology; and
- Public Administration.

8.3 Other resources

- A spacious classroom where the lecturer can easily set up a mock court and reconciliation setting.
- Audiovisual material for Power Point presentations (such as laptop and data projector) especially when specialists from the South African Police Service (SAPS), Department of Correctional Services (DCS) and Courts of Law are invited to address students on current issues!