



education

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SUBJECT GUIDELINES

CRIMINAL JUSTICE STRUCTURES AND MANDATES NQF Level 3

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CRIMINAL JUSTICE STRUCTURES AND MANDATES - LEVEL 3

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INTRODUCTION

A. What is Criminal Justice Structures and Mandates about?

For anybody to be employed in the Criminal Justice System, knowledge of the Criminal Justice structures and mandates is essential. This subject will enable the student to recognize the key structures and mandates of the Criminal Justice System. In the course of delivery of this subject the aim would be to identify and analyse the different structures and mandates 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 mandates of the criminal justice system.

B. Why is Criminal Justice Structures and Mandates important in the Safety in Society programme?

All the role players in the Criminal Justice System operate on a day-to-day basis within specific structure and mandates. 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 components and their mandates in the Criminal justice System in order to combat and adjudicate crime.

C. The link between Criminal Justice Structures and Mandates Learning Outcomes and the Critical and Developmental Outcomes

After completion of this subject the student will possess a basic knowledge of the structures and mandates of the South African Criminal Justice System. This will enable them to analyse 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 Criminal Justice Structures and Mandates 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. After completion of this subject, students need to have the ability to name and list the basic functioning of 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 structures and mandates is essential. In the course of this subject the aim would be to identify and analyse the different structures and mandates 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 Structure and Mandates Level 3 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 Structure and Mandates Level 3 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. The practical component will also be assessed.

External assessment details and procedures are set out in the Assessment Guidelines: Criminal Justice Structure and Mandates (Level 3).

4. WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 The organization of a component in the Criminal Justice System	20%
2 The role of mandates in the Criminal Justice System	20%
3 The role and functions of the law enforcement agencies in respect of empowering legislation	15%
4 The role and functions of the judiciary in respect of empowering legislation	15%
5 The role and functions of corrections in respect of empowering legislation	15%
6 The role and functions of non-governmental agencies in the Criminal Justice System	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 Criminal Justice Structures and Mandates Level 3, the student should have covered the following topics:

- Topic 1: The organization of a component in the Criminal Justice System
Topic 2: The role of mandates in the Criminal Justice System
Topic 3: The role and functions of the law enforcement agencies in respect of empowering legislation
Topic 4: The role and functions of the judiciary in respect of empowering legislation
Topic 5: The role and functions of corrections in respect of empowering legislation
Topic 6: The role and functions of non-governmental agencies in the Criminal Justice System

7.1 Topic 1: The organization of a component in the Criminal Justice System

7.1.1 Subject Outcome 1: Recognize and discuss the organization of a component in the Criminal Justice System

Learning outcomes:

The student should be able to:

- Discuss the organization of various components in the Criminal Justice System
- Discuss the role of planning
- Discuss the role of control
- Discuss the role of activating

7.2 Topic 2: The role of mandates in the Criminal Justice System

7.2.1 Subject outcome 1: Recognize and discuss the role of mandates in the Criminal Justice System

Learning outcomes:

The student should be able to:

- Discuss the policies and white papers in the Criminal Justice with examples
- Discuss ethics and codes of conduct in the Criminal Justice
- Discuss the role of universal standards in the Criminal Justice
- Discuss the role of the Constitution and Human Rights in the Criminal Justice

7.3 Topic 3: The role and functions of the law enforcement agencies in respect of empowering legislation

7.3.1 Subject outcome 1: Recognize and discuss the role and functions of the law enforcement agencies in respect of empowering legislation

Learning outcomes:

The student should be able to:

- Discuss the difference and application of empowering and subordinate legislation
- Discuss roles and functions of the national, the metro-, the military and other police agencies in respect of respective legislation
- Discuss the roles and functions of other agencies performing law enforcement functions in respect of existing requirements

7.4 Topic 4: The role and functions of the judiciary in respect of empowering legislation

7.4.1 Subject outcome 1: Recognize and discuss the role and functions of the judiciary in respect of empowering legislation

Learning outcomes:

The student should be able to:

- Discuss role and functions of lower courts in respect of respective legislation
- Discuss the role and functions of high courts in respect of respective legislation

7.5 Topic 5: The role and functions of corrections in respect of empowering legislation

7.5.1 Subject outcome 1: Recognize and discuss the role and functions of corrections in respect of empowering legislation

Learning outcomes:

The student should be able to:

- Discuss role and functions of the Department of Correctional Services in respect of the Act and the White Paper
- Discuss the role and functions of other help agencies performing corrections in respect of existing requirements

7.6 Topic 6: The role and functions of non-governmental agencies in the Criminal Justice System

7.6.1 Subject outcome 1: Recognize and discuss the role and functions of non-governmental agencies in the Criminal Justice

Learning outcomes:

The student should be able to:

- Discuss the role and functions of the volunteer-communities in respect of their requirements
- Discuss the role and functions of the business-communities in respect of their requirements

8 RESOURCE NEEDS FOR THE TEACHING OF CRIMINAL JUSTICE STRUCTURE AND MANDATES (LEVEL 3)

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.
- Find a newspaper clipping which contains a 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 college and in the community