NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

CRIMINOLOGY

NQF Level 3

October 2007
CRIMINOLOGY - LEVEL 3

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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 the relationship between criminology and other fields of study will optimise their utilisation of what Criminology as subject has to offer. This subject will enable the student to recognise ethical methods of evidence and information collection and the limitations of official and non-official crime statistics. The subject will further the understanding of students of the effects of crime and victimisation on the individual and society. Strategies and programmes to reduce or prevent crime will also be introduced.

The student must explain ethical methods of evidence and information collection and analyse the effects of crime and victimisation on individuals and society. The limitations of official and non-official statistics must be analysed. Theoretical approaches and risk factors contributing to crime and victimisation must be described and the effectiveness of different strategies and programmes to reduce or prevent crime and victimisation must be evaluated.

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 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 Criminology 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 such 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: Criminology (Level 3)*.

4 **WEIGHTED VALUES OF TOPICS**

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>WEIGHTED VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The relationship between criminology and other fields of study and stakeholders</td>
<td>15%</td>
</tr>
<tr>
<td>2. Ethical methods of evidence and information collection</td>
<td>15%</td>
</tr>
<tr>
<td>3. Effects of crime and victimisation on the individual and society</td>
<td>20%</td>
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<tr>
<td>4. Theoretical approaches and risk factors contributing to victimisation</td>
<td>20%</td>
</tr>
<tr>
<td>5. Limitations of official and non-official statistics</td>
<td>15%</td>
</tr>
<tr>
<td>6. Strategies and programmes to reduce or prevent crime and victimisation</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
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5 **CALCULATION OF FINAL MARK**

Internal assessment mark: \[\text{Student’s mark}/100 \times 50 = \text{a mark out of 50 (a)}\]

Examination mark: \[\text{Student’s mark}/100 \times 50 = \text{a mark out of 50 (b)}\]

Final mark: \[(a) + (b) = \text{a mark out of 100}\]

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 3, the student should have covered the following topics:

Topic 1: The relationship between criminology and other fields of study and stakeholders
Topic 2: Ethical methods of evidence and information collection
Topic 3: Effects of crime and victimisation on the individual and society
Topic 4: Theoretical approaches and risk factors contributing to victimisation
Topic 5: Limitations of official and non-official statistics
Topic 6: Strategies and programmes to reduce or prevent crime and victimisation

7.1 Topic 1: The relationship between criminology and other fields of study and stakeholders

7.1.1 Subject Outcome 1: Explain the relationship between criminology and other fields of study

Learning Outcomes:
• Analyse the relationship between criminology and law.
• Explain the relationship between psychology and criminology.
• Evaluate the relationship between social work and criminology.
• Appraise the relationship between sociology and criminology.

7.1.2 Subject Outcome 2: Demonstrate the interaction between criminology and various stakeholders

Learning Outcomes:
• Demonstrate how criminology can influence responsible governance.
• Explain the role of criminology in the security industry to create a safer society.
• Indicate how criminology can contribute towards safer educational institutions.
  Range: Diversion, discipline and conduct, safety in schools, prevention programmes.
• Discuss how criminology can assess the impact of criminal behaviour on the ecology.
  Range: Conservation crimes such as poaching and canned hunting, environmental security such as pollution and heritage crime such as indigenous knowledge and artefacts.

7.2 Topic 2: Ethical methods of evidence and information collection

7.2.1 Subject Outcome 1: Analyse methods to collect evidence and information.

Learning Outcomes:
• Explain personal interviewing techniques as a method to collect evidence and information.
• Appraise documents as a source of information.
• Evaluate experts as a source of information.
• Analyse crime scene analysis as a technique of evidence or information collection.

7.2.2 Subject Outcome 2: Apply crimino-ethical methods to collect evidence and information.

Learning Outcomes:
• Explain appropriate crimino-ethical methods during the interviewing process.
• Indicate suitable crimino-ethical methods to collect and interpret documents.
• Evaluate crimino-ethical methods to collect information or evidence from experts.
• Discuss appropriate ethical measures to collect crime scene or forensic evidence.
• Discuss ethical relationships with all role-players.

7.2.3 Subject Outcome 3: Discuss the ethical presentation of evidence/information.

Learning Outcomes:
• Record evidence/information correctly.
• Analyse the recorded evidence/information in a crimino-ethical manner.
• Select an appropriate format to present evidence/information.
7.3 Topic 3: Effects of crime and victimisation on the individual and society

7.3.1 Subject Outcome 1: Explain what is meant by the effects of crime and victimisation.

Learning Outcomes:
- Define the concepts crime victimisation, effect and impact.
- Distinguish between the effects of crime and victimisation on the individual and society.
- Identify personal characteristics that mitigate the impact of crime victimisation on the individual.
- Identify societal aspects that mitigate the impact of crime victimisation.
- Analyse the benefits of crime or victim profiling.

7.3.2 Subject Outcome 2: Indicate the effects of crime and victimisation on the individual.

Learning Outcomes:
- Explain the health implications of crime victimisation for the individual.
- Differentiate between the emotional, cognitive and behavioural impact of crime victimisation.
- Specify five symptoms associated with crime victimisation.
- Specify five stereotypes (general beliefs) regarding victims.
- Explain the mechanisms of internalised oppression in considering the effect of crime.
- Evaluate the dangers in victim blaming.

7.3.3 Subject Outcome 3: Determine the effects of crime and victimisation on society

Learning Outcomes:
- Indicate the economic implications of crime and victimisation for society.
- Explain the link between lost productivity and victimisation.
- Analyse the link between victimisation and revenge.
- Appraise fear of crime and lifestyle changes as a result of crime and victimisation.

7.3.4 Subject Outcome 4: Explain how victim services can reduce or prevent crime.

Learning Outcomes:
- Analyse how victim services can reduce or prevent repeat victimisation.
- Assess the role of victim services to reduce or prevent crimes of violence.
- Explain the link between victimisation and retributive crime.

7.4 Topic 4: Theoretical approaches and risk factors contributing to victimisation

7.4.1 Subject Outcome 1: Explain vulnerability to crime victimisation.

Learning Outcomes:
- Define the concepts victim, victimisation, victim blaming, vulnerability and risk factors.
- Identify personal characteristics that contribute to victimisation vulnerability.
- Assess environmental factors that contribute to victimisation vulnerability.
- Explain how economic factors contribute to victimisation vulnerability.
- List five vulnerable groups, incorporating factors contributing to their vulnerability.
- Describe the concept, characteristics and patterns of repeat victimisation.

7.4.2 Subject Outcome 2: Explain lifestyle patterns that contribute to an increased risk of crime victimisation.

Learning Outcomes:
- Identify behaviours of victims which increase vulnerability to crime victimisation.
- Specify routine daily activities which increase victim vulnerability.
- Specify the time frames within which crime victimisation is more likely to occur.
- Identify locations where crime victimisation is more likely to occur.
- Explain how individual demographic characteristics contribute to increased victimisation risk.
7.4.3 Subject Outcome 3: Explain additional aspects that contribute to increased risk of crime victimisation according to the lifestyle/exposure model of personal victimisation.

Learning Outcomes:
- Analyse how the expectations of others influence the behaviour of people and their development of a lifestyle that is conducive to crime victimisation.
- Indicate the link between restrictions on behaviour placed by the family, economic and legal structures and an individual’s victimisation risk.
- Explain how attitudes to and beliefs about crime are important to personal victimisation.
- Evaluate the link between lifestyle and exposure to situations in which the risks of victimisation vary.
- Demonstrate how similar lifestyles and shared interests between victims and perpetrators increase victimisation risk.

7.4.4 Subject Outcome 4: Apply the routine activities theoretical approach to explain victimisation vulnerability.

Learning Outcomes:
- Specify five so-called routine activities.
- Explain what is meant by a motivated offender.
- Indicate what is understood by a suitable target.
- Explain what is meant by a capable guardian (protector).
- Analyse the link between the above three conditions for victimisation according to the routine activities approach.

7.5 Topic 5: Limitations of official and non-official statistics

7.5.1 Subject Outcome 1: Indicate the problems of recording crime.

Learning Outcomes:
- Indicate how different interpretations of crime can influence the recording of crime.
- Analyse how individual perceptions of crime can influence crime recording decisions.
- Illustrate the influence of technology on the recording of crime.
- Analyse geographical limitations regarding the recording of crime.

7.5.2 Subject Outcome 2: Discuss problems relating to the reporting of crime.

Learning Outcomes:
- Indicate different perceptions or interpretations of crime that can influence the reporting of crime (for example how people perceive domestic violence, rape, male rape, corruption).
- Explain how individual factors can influence the reporting of crime by victims.
  - Range: Fear, negative experiences, trauma, views on the effectiveness of the police.
- Assess geographical and infrastructure limitations that can impact on the reporting of crime.
  - Range: Area, transport networks, available victim services, medical facilities.

7.6 Topic 6: Strategies and programmes to reduce or prevent crime and victimisation

7.6.1 Subject Outcome 1: Describe crime reduction or prevention strategies and programmes.

Learning Outcomes:
- Debate the different definitions of crime reduction or prevention.
- Distinguish between models, strategies and programmes.
- Evaluate the effectiveness of specific crime reduction or prevention strategies and programmes to deal with specific types of crime.
7.6.2 Subject Outcome 2: Prepare a strategy or programme to reduce a specific crime.

Learning Outcomes:
- Identify a specific crime.
- Identify relevant role-players regarding the reduction of crime.
- Determine funding needs.
- Analyse specific risk factors contributing to the identified crime problem.
- Select an appropriate crime reduction or prevention strategy or programme.
- Develop a measuring instrument.
- Determine appropriate techniques to assess the effectiveness of the strategy or programme.

8 RESOURCE NEEDS FOR THE TEACHING OF CRIMINOLOGY - LEVEL 3

8.1 Physical resources
- Bus as transport for student to conduct 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.