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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Criminology and Criminal Justice

Registered by NSB 08, Law, Military Science and Security, publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications. The full qualification can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – Criminology and Criminal Justice** and addressed to

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> SAQA
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JOE SAMUELS
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SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor of Criminology

SAQA QUAL ID	QUALIFICATION TITLE		
49108	Bachelor of Criminology		
SGB NAME	SGB Criminology and Criminal Justice		
ABET BAND	PROVIDER NAME		
Undefined			
QUALIFICATION CODE	QUAL TYPE	SUBFIELD	
LMS-7-National First Degree	National First Degree	Safety in Society	
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS	
480	Level 7	Regular-ELOAC	
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE	

PURPOSE OF THE QUALIFICATION

This qualification will provide learners with the following skills:

General Formative:

> The ability to think laterally, critically and creatively.
> A sensitivity towards cultural diversity as well as human and environmental/ ecological rights.
> A high level of cognitive and problem-solving skills which can be applied in their social and work environment to ensure a safe and secure society.
> The ability to act in a professional and ethical manner.
> Capacity for life-long learning.
> Potential for postgraduate study.

Specialist:

> The ability to apply skills to assist the criminal justice system and society to deal effectively with crime and victimisation in South Africa and internationally.
> To work and communicate with others as a member of a multi-disciplinary team to deal effectively with crime and victimization.
> To use appropriate science and technology effectively and responsibly when dealing with crime and victimisation without harming society, the environment or individuals.
> An understanding of victim and offender vulnerability and the ability to assess the impact of crime and victimisation
> Skills to plan, develop and evaluate programmes relating to crime and victimisation
> To inform policy and to disseminate crime and victimisation information

This is a specialised qualification with a substantial general formative component the aim of which is to enable qualifying learners the possibility of registration with the SA Council for Social Service Professions. There is an increasing demand for criminological input in the criminal justice process, for example:

> To assist in the identification of criminological profiles for investigating and rehabilitation purposes.
> To provide expert evidence in court concerning all aspects of the criminal event to ensure a just and humane sentence.
> The development of diversion programmes relating to the crime and victimisation.

Criminologists are also increasingly involved in the development of programmes and strategies dealing with crime and victimisation in the social and corporate sphere.   It is envisaged that this qualification will equip learners with the necessary knowledge, skills and ethical standards to act professionally and responsibly for the benefit of society. It will also enhance the status and employability of qualifying learners in the public and private sector.

Rationale:

The rationale for developing this qualification is that it should address and identify skills needs for learners, persons with an interest in crime and victimisation and communities in general. Crime and victimisation in South Africa have severe consequences for the sustained development of society, the economy and ecology. Therefore, this qualification will provide expert knowledge of crime and victimisation to deal effectively with crime, conflict and victimisation. Comprehensive knowledge of the criminal justice system and other forms of criminal justice, such as restorative justice, is also critical to ensure a democratic and just society with a human rights perspective as set out in the South African Constitution and Bill of Rights and any other relevant national, regional and international guidelines and/or conventions.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners who register for this qualification should be able to:
> Engage in sustained oral communication and evaluate spoken texts.
> Read, analyse and respond to a variety of texts.
> Write for a wide range of contexts.
> Communicate what they have learned coherently, accurately and comprehensively in the required medium of instruction.
> Take responsibility for their own learning and its progress within a well-structured and managed learning environment.
> Evaluate their own performance against given criteria.

Formal prior learning:

Prior accredited learning of a learner at the FET or HET level in relevant domains which constitute credit-bearing units or modules should be recognised if evidence can be produced that shows that the learner has achieved, at a satisfactory level, the outcomes and associated assessment criteria specified for the Bachelors of Criminology qualification and, if appropriate, allow the recognition of prior learning for the achievement of the qualification in part or in full.

Non-formal and informal prior experiential learning:

An applicant whose level of knowledge, skills and competencies have not been assessed in terms of the formal qualifications system but who can demonstrate in appropriate ways, through an assessment designed by the institution to which application is made, that she/he has acquired the relevant skills and competencies, may be considered for a programme of study leading to this qualification. An applicant who, after such assessment, is deemed to have sufficient potential but is in need of further academic development, must be directed to other suitable learning programmes prior to admission or to parallel programmes after admission.

This qualification standard promotes the flexible use of RPL where it reflects the principles of the NQF and is to the benefit of the learner.

QUALIFICATION RULES

This qualification is submitted on the basis that the exit level outcomes can be assessed on the basis of a non - unit standards based qualification.

EXIT LEVEL OUTCOMES

Fundamental Exit Levels:

1. Plan and conduct a research project aimed at a well-defined crime and victimisation problem.

2. Demonstrate a capacity to engage with crime and victimisation policy and dissemintate information using various communication methods.

Core Exit Levels:

1. Demonstrate an ability to assess risk and determine the impact of crime and victimisation.

2. Plan, develop and evaluate programs relating to crime and victimisation.

3. Demonstrate an ability to compile victim and offender profiles and provide expert evidence in court.

Elective Exit Levels:

1. Demonstrate familiarity with and have an informed outline knowledge and understanding of the content, theories / perspectives / approaches and scholarly positions of the critical core of a number of disciplines related to criminology at a basic and intermediate level (5).

2. Demonstrate a systematic and well-rounded knowledge of disciplines relating to criminology and the ability to critically question the basic assumptions of the most important theories / perspectives / approaches, scholarly positions and basic methodologies of one or more disciplines (level 6).

3. Show competence with the basic and elementary modes of inquiry of at least one or more core disciplines to specified, less complex problems (both concrete and abstract).

4. Analyse and locate her/his own work in contemporary contexts (such as the South African contexts) regarding specific issues.

5. Interpret topical issues using different perspectives in the disciplines included at level 6.

Critical cross-field outcomes:

The exit level outcomes and the associated assessment criteria are consistent with the following critical cross-field outcomes listed in Section 7(3) of the NSB Regulations:

> Identify and solve problems using critical and creative thinking.
> Work effectively with others as a member of a team, group, organisation and community.
> Organise and manage oneself and one's activities responsibly and effectively.
> Collect, analyse, organise and critically evaluate information.
> Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
> Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
> Use science and technology effectively and critically, showing a responsibility towards the environment and health of others.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental Exit Level 1:
> A comprehensive review of the literature is conducted.
> A clear understandin of current approaches / perspectives and contentious issues is demonstrated.
> An ability to synthesise ideas and information in a critical and creative manner is demonstrated
> The problem is clearly identified and the research question concisely formulated.
> An appropriate research method relevant to the problem is applied.
> Sensitivity towards cultural diversity and crimino-ethical standards are adhered to.

Fundamental Exit Level 2:
> Relevant data is collected, collated and analysed.
> The analysed date is presented in an appropriate and logical manner.
> Recommendations based on the data analysis are formulated.
> Policies are developed relating to the needs identified.

Core Exit Level 1:
> Risk factores and the impact of crime and victimisation on individuals, organisations and communities are determined.
> The risk and impact of crime and victimisation on individuals, organisations and communities are analysed.
> Appropriate strategies to deal with the impact of crime and victimisation are developed.

Core Exit Level 2:
> Programme objectives, strategies and techniques to address crime and victimisation are identified.
> The appropriateness of existing programmes is assessed.
> Programmes to address the identified needs are developed.
> Criteria for the evaluation of the programmes are developed.

Core Exit Level 3:
> Knowledge of and a capacity to engage with court procedures, protocol and relevant legislation are demonstrated.
> Relevant victim and offender perspectives / approaches are analysed and applied.
> Victim and offender profiles are constructed.
> Expert evidence in court relating to victims and offender is prepared.

Elective Exit Level 1:

Familiarity, knowledge and understanding are:
> Reflected in the correct use of the terminology, concepts, principles and theories / prespectives / approaches and oral communicating.
> Represented in analysis, evaluation and synthesis of recent and relevant research findings in the disciplines included.
> Effectively applied to propose solutions to well-structured and practical problems based on theory-driven arguments.
> Communicated clearly using scholarly discourse and discipline - specific discourse and discipline-specific conventions efficiently.

Elective Exit Level 2:

Familiarity, knowledge and understanding are:
> Reflected in the correct use of the terminology, concepts, principles and theories / prespectives / approaches in written and oral communication.
> Represented in the critical appraisal of the relationship among concepts and principles of the discipline included.
> Effectively applied to propose solutions to well-structured and practical problems (both concrete and abstract).
> Communicated clearly using scholarly discourse and disciplines-specific conventions efficiently.

Elective Exit Level 3:

Competence with the basic and elementary modes of inquiry:
> Is reflected in well-defined and coherent representation of identified problems.
> Is represented in the selection and application of appropriate methods, techniques, tools and procedures relevant to the discipline.
> Proposes possible solutions based on relevant arguments and using the relevant modes of inquiry consistently.
> Demonstrate scholarly and critical reasoning skills.

Elective Exit Level 4:

Analysis of contemporary contexts and ability to locate work in those contexts:
> Is reflected in explicit recognition of the diversity, complexity and multi-dimensionality of a context and how that affects the particular work being undertaken.
> Is demonstrated through the provision of relevant information pertaining to the strengths, weaknesses and opportunities of the context for addressing specific problems.
> Clearly identifies relevant role players and resources that will contribute to resolution of specific problems.
> Describes all relevant factors pertaining to the context and people's performance in these contexts and how they affect the particular work being undertaken.
> Identifies critical factors impacting on practical problems to be investigated from the perspective of the discipline.

Elective Exit Level 5:
> Is based on results from analysis of relevant national contexts and research findings.
> Is clearly described and explained making effective use of comparing diverse theories/perspectives/approaches.
> Evaluates and defines the boundaries and limitations of theory/perspectives/approaches and recognizes the provisional nature of research findings.
> Involves ethical and responsible solutions for practical problems.
> Is clearly communicated using scholarly discourse and different modes of communication effectively.

Integrated assessment:

Learning and assessment should be integrated throughout this qualification.   Continuous formative assessment is required to ensure that students are given feedback on their progress towards the achievement of specific learning outcomes. Summative assessment is concerned with the judgement of the learning in relation to the exit level outcomes of the qualification. Such judgement should include integrated assessments, which assess the students' ability to integrate the larger body of knowledge, skills and attitudes, which are represented by the exit level outcomes as a whole.

Assessments must be designed to achieve the following:
> An integration of the achievement of exit level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved.
> Evaluation of learner performance that demonstrate applied competence or capability.
> A focus on criterion-referenced assessment which is transparent to learners and which is capable of being applied to the recognition of prior learning.

INTERNATIONAL COMPARABILITY

The Criminology and Criminal Justice SGB has also obtained details of the curricula of 24 international and regional universities based in the United Kingdom, Europe (Germany, France, Switzerland, The Netherlands, Belgium), USA, Australia, New Zealand and Africa (Kenya, Lesotho, Namibia, Swaziland, Uganda, Zambia and Zimbabwe) to use as a benchmark for the development of standards.

Of the criminology qualifications consulted in Western countries, all are specialised with a strong general formative component in the humanities / social sciences. Criminology is not strongly developed in Africa, where it is either an optional model in the Law Faculties (eg the University of Zimbabwe) or part of sociology (eg the Universities of Nairobi and Swaziland).

The process followed in developing this qualification is furthermore in line with the processes envisaged in the General Qualification Standards Setting Project launched and driven by SAUVCA.

ARTICULATION OPTIONS

Articulation by learners who have commenced a programme for the Bachelor of Criminology qualification at another provider will be subject to institutional discretionary entrance requirements having been met.

Learners with the Bachelor of Criminology qualification will be able to articulate vertically to programmes for the Masters of Criminology qualification (Level 8) and appropriate postgraduate diplomas subject to institutional discretionary entrance requirements having been met.
Early exit will also be possible through a Diploma in Criminology that requires at least 240 credits of which 120 must be at least at Level 6, subject to the availability of such exit level qualification at provider institutions.

Horizontally the qualification articulates with a range of general formative degrees in the area of Bachelor of Arts and Social Sciences.

MODERATION OPTIONS

The ETQA band for higher education currently has primary responsibility for all higher education qualification functions. Moderation of learners' achievements and the overall award of the qualification at the exit level must be based on the well established procedures of using accredited/registered external examiners (external to the provider) who should be recognised experts in their field with qualifications in the relevant discipline of at least Masters level or equivalent.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

1. Equal weight is given to crime and victimisation.
2. A project can involve a minor research script or a written report based on research data supplied to the learner.

Credit Allocation:

280 credits at level 7: In the area of Criminology and or Victimisation.

200 Credits from any field of the fields indicated below:

Recommended relevant content will come from the following:Languages, Psychology, Social Anthropology, Sociology, Communication, Political Science, Philosophy, Human Resource Management, Fundamental Human Rights, Criminal Law, Law of Evidence, Law of Persons and Family Law (Private Law).

Range Statements:

> The learner should demonstrate competence relating to a wide range of research methods, such as fundamental, descriptive and historical research, pure and applied quantitative research, comparative research and qualitative research.

> Research methodology includes, amongst others, experimental (more than two groups), non-experimental, quasi-experimental research methodology, multiple methods or triangulation.

> Quantitative descriptive statistics include, amongst others, average, frequency, range, variance, and correlation statistics

> Quantitative inferential statistics include tests such as t-tests and analysis of variance.
Qualitative research techniques include techniques such as biography, phenomenology, grounded theory, ethnography and case studies.

> Crime risk factors include individual, social, physical environment and ecological factors.

> Crime includes all forms and types of crime, for example, property crimes, crimes against the person, workplace crime and violence, crime against the environment, etc.

> Risk assessment is the process of identifying crime risks, determine their magnitude, identifying areas needing safeguarding. It involves the overall process of risk analysis.

> Risk analysis is a systematic approach for describing and/or calculating risk.   It involves the identification of undesired events and consequences of these events.

> Crime and victimisation impact assessment is the process of identifying crime risk and assessing, estimating and predicting the impact of crime and victimisation.

> Individual risk factors refer to factors such as gender, age, race, education, biological and psychological factors as well as lifestyle factors such as alcohol and drug abuse.

> Victimisation risk factors include factors associated with both victim vulnerability and victim complicity.

> Social risk factors refer to factors such as socio-cultural, political and economic factors, social integration as well as interpersonal, family and peer group relations.

> The criminal event includes all the dynamics that interact before and during the criminal act as well as the after effects.

> Programmes refer to methods applied to and focusing on specific crime/victimisation risks and processes relating to youth and adults.

> Models include a number of related identifiable programmes/strategies.

> Programme purpose can include victim and offender support/services, prevention/reduction of crime and victimisation, education and training in the field of crime and victimisation, restorative justice, rehabilitation, reintegration, punishment and sentencing.

> Crime and victimisation information includes all information that result from official statistics, as well as the result of research projects.

> Sources include all official statistics, victim surveys, statements and documentastion, as well as research projects by non-governmental organisations and individuals.

> Services refer to any form of support provided to victims by a service provider in government, non-governmental or community based organisations.

> Restorative justice is a way of dealing with interpersonal and community conflicts and victims and offenders by focussing on the settlement of the conflict and the harms arising from the crime.

> The gathering and evaluation of evidence and related material refers to an accurate assessment of the criminal event based on the facts of the case as well as relevant perspectives/approaches and research on crime, victimisation, punishment and crime prevention/reduction.

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)