



National Unit specification: general information

Unit title: Crime in Society (SCQF level 6)

Unit code: FN51 12

Superclass: EE

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Summary

The purpose of this Unit is to enable candidates to explain what constitutes a crime in Scotland and the main principles involved in prosecution of crime and to explore the nature of crime and its effects on the individual and the community. This Unit intends to encourage the candidate to reflect on crime and become more aware of its implications.

This Unit is suitable for candidates who are undertaking the study of this subject for the first time and wish to develop a basic understanding of how crime affects both the individual and society as a whole. Candidates completing this Unit may be able to progress to HN Units in Legal Services or Social Science.

Outcomes

- 1 Explain the concepts of criminal behaviour in Scotland.
- 2 Explain how criminal behaviour may affect the individual and the community.
- 3 Explain the measures which may be taken to prevent crime.

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Communication (Intermediate 2)
- ◆ Standard Grade English (Credit level) or equivalent

National Unit specification: general information (cont)

Unit title: Crime in Society (SCQF level 6)

Credit points and level

1 credit at level 6 (6 SCQF credit points at SCQF level 6*).

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component Critical Thinking @ SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

National Unit specification: statement of standards

Unit title: Crime in Society (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Explain the concepts of criminal behaviour in Scotland.

Performance Criteria

- (a) Correctly identify and explain what is meant by common law crimes.
- (b) Explain the concepts of Mens Rea and Actus Reus.

Outcome 2

Explain how criminal behaviour may affect the individual and the community.

Performance Criteria

- (a) Explain the effects of violence and other crimes on the individual.
- (b) Explain the effects of imprisonment on the individual.
- (c) Explain the direct and indirect financial implications of crime.

Outcome 3

Explain the measures which may be taken to prevent crime.

Performance Criteria

- (a) Explain the range of protective measures which may be taken to prevent.
- (b) Explain the contributions of other individuals or agencies to assist in the prevention of crime and repeat offending.

National Unit specification: statement of standards (cont)

Unit title: Crime in Society (SCQF level 6)

Evidence Requirements for this Unit

Written and/or oral recorded evidence is required which demonstrates that candidates have achieved the standards specified in the Outcome and Performance Criteria. The evidence for these Outcomes must be obtained under controlled conditions at appropriate points throughout the Unit.

Evidence is required that the candidate can:

Outcome 1

- ◆ Identify and explain at least one common law crime against the state, one common law crime against property and one common law crime against the person.
- ◆ Describe what the terms 'Mens Rea' and 'Actus Reus' mean.
- ◆ Identify and explain, in at least two cases, whether Mens Rea is necessary to make behaviour criminal.

Outcome 2

With reference to a violent crime and one other type of crime:

- ◆ Explain the effects of the crime on the individual.
- ◆ Describe the potential effects of imprisonment on an individual.
- ◆ Explain the direct and indirect financial implications of the crime upon the community.

Outcome 3

- ◆ Identify and describe at least three protective measures which may be taken to prevent crime taking place within a community
- ◆ Explain, with reference to two examples, the contributions of other individuals or agencies, one of which should be either youth projects or community education groups, that can lead to the reduction or prevention of crime within the community.

Note — evidence can be holistic or Outcome by Outcome.

National Unit specification: support notes

Unit title: Crime in Society (SCQF level 6)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is intended to provide an introduction to a number of aspects of crime in society which will provide necessary background knowledge and understanding for candidates to proceed to Higher National Units in Legal Services or Social Science.

Candidates undertaking this unit are likely to have a range of learning needs and given the great variety of topics which could feature in the unit, it is strongly recommended that the tutor carefully negotiates with candidates the content to be included. The tutor may wish to focus on types of crime which relate most directly to the candidates' experience and awareness.

Outcome 1

Establishing the purpose behind criminal law (to control anti-social behaviour) helps candidates understand the basics of criminal law and its role in the community. Discussion of common law crimes such as theft, fraud, assault and public disorder should provide candidates with an understanding of how mens rea, or the lack of it, is an issue. An example of where mens rea is important is where the crime of murder has to be proven and an example of where mens rea is not required is a statutory offence such as drink driving as it does not matter if it was done intentionally or not, the offence has still been committed.

Outcome 2

In Outcome 2 candidates can be encouraged to discuss the possible effects of violence and other crimes on the individual such as housebreaking, eg inhibition of freedom of movement, fear, permanent disability and the discouragement of Local Authority and Government investment in the affected area. It might also be beneficial for candidates to think of the financial implications of crime, thinking of police time, costs of imprisonment, social work support, cost to family and community in terms of — higher rates, falling house prices and rising insurance premiums.

Outcome 3

When thinking of these protective measures candidates can be encouraged to consider such topics as home security, vehicle security, neighbourhood watch schemes, improvement of local services and facilities, environmental improvement schemes, visits and advice to the elderly, police/community participation. When thinking of other agencies discussions could be led on crime prevention panels, youth groups, community education, social work departments, schools, clubs, councillors, housing departments, architects/planning departments, other local authority departments and community programmes.

National Unit specification: support notes (cont)

Unit title: Crime in Society (SCQF level 6)

Guidance on learning and teaching approaches for this Unit

This Unit content lends itself to a variety of learning and teaching approaches and each centre is encouraged to deliver the content according to the resources available to it. The following are suggestions:

- ◆ a visit to a local court. The clerk of the court will be able to tell you in advance what cases are scheduled to be heard
- ◆ local police may be willing to help with material for Outcomes 1 and 3. Very often the Community Police are willing to provide talks which can be both informative and educational for the candidate
- ◆ visiting guest speakers from Victim Support and related agencies
- ◆ class discussion on concepts of criminal behaviour
- ◆ working in small groups on case studies
- ◆ using the internet as a research tool
- ◆ working individually to carry out any research, develop their knowledge and enhance their understanding (self-directed learning)

By adopting some or all of the above learning and teaching approaches and/or through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following skills for life, learning and work:

- ◆ employability — through developing skills of working with others, using IT, and applying problem solving and analytical skills
- ◆ citizenship — through discussion and research of criminal behaviour and its impacts and identification of the means of reducing crime in society; through talks from crime prevention specialists and victim groups. The unit encourages candidates to think of themselves and others within society and the role that each has to play. This Unit can encourage and develop an awareness and understanding of an individuals rights and responsibilities and the concepts of equity and justice while researching and discussing concepts of punishment, responsibility and alternatives to custody

Guidance on approaches to assessment for this Unit

The assessment of this Unit is flexible so that assessors can choose the most appropriate method for the candidates involved, and the facilities which may be available to the individual centres. For some, an Outcome by Outcome approach may be the most appropriate, but the Unit does lend itself to a holistic approach, perhaps following a few crimes from commission to sentence. It may be possible to include oral assessment of parts of the Unit (perhaps a candidate delivering a talk on a crime reported in a local newspaper), so long as appropriate records are kept.

A suggested holistic approach to generating evidence is for candidates to undertake a project, based on information they have gathered relating to two types of crime. Project findings covering all items in the Evidence Requirements could then be presented in a number of ways such as writing a report, presenting an oral presentation, etc.

National Unit specification: support notes (cont)

Unit title: Crime in Society (SCQF level 6)

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In this Unit Candidates will explore the nature of crime and its effects on the individual and the community.

Candidates will:

- ◆ explain concepts of criminal behaviour
- ◆ analyse scenarios in relation to 'Mens Rea' and "Actus Reus"
- ◆ decide the appropriate and correct advice which could be provided in relation to criminal liability
- ◆ explore different types of crime and explain their effects on individuals and implications for communities
- ◆ identify and explain protective and preventative measures
- ◆ explain and exemplify the contributions made by individuals or agencies to the reduction or prevention of crime within the community

In this way, candidates will develop aspects of the Core Skills of *Communication* and *Problem Solving* through completion of the Outcomes and Evidence Requirements.

In addition, whilst completing this Unit candidates may develop aspects of the following Core Skills where specific learning and teaching approaches are adopted:

- ◆ *Communication* — where candidates present information orally, then the oral communication element of the Communication Core Skill may be developed.
- ◆ *Information and Communication Technology* — through undertaking internet research which may be required in this unit, the Accessing Information component of the *Information and Communication Technology* Core Skills could be developed
- ◆ Where any group research work is undertaken, then the candidate could also develop the *Working Co-operatively with Others* component of *Working with Others*.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

National Unit specification: support notes (cont)

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Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	26/03/2012

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