

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0071551 -Session-1987-88
-Superclass- QH

-Title- CRIME AND THE COMMUNITY

-DESCRIPTION-

Type and Purpose A general module which is suitable for inclusion in a wide range of programmes, e.g.: YTS, full-time programmes.

The module explores the nature of crime and its effects on the individual and the community. It intends to make the student reflect on crime and become more aware of its implications.

Preferred Entry Level No formal entry requirements.

Learning Outcomes The student should:

1. understand the nature of crime which may be perpetrated within the community;
2. understand how criminal behaviour may affect the community;
3. explain the measures which may be taken to prevent crime.

Content/Context Corresponding to Learning Outcomes 1-3:

1. Definition of crime. The elements to be considered may include: the notion that a crime is a wrong against society as a whole; intention to commit a wrong; social acceptability of some types of criminal behaviour.

Changing perceptions of what constitutes criminal behaviour.

Examples of types of crime: sexual abuse; vandalism; illegal possession of drugs; theft; assault; house breaking; shoplifting. Consideration of influence of drink and drugs on crime.

The term community should be interpreted as widely or narrowly as is necessary to ensure relevance to the student group.

Examples of reasons for crime: lack of adequate parental control; lack of adequate police resources; police/community relationships; changing values; changing attitudes to authority; poverty; unemployment; alienation; the media; breakdown of traditional family and community relationships; public apathy; lack of local facilities.

2. Unattractive environment due to the effects of vandalism in terms of, e.g.: unsightly appearance of buildings; damage to telephone boxes; destruction of landscaped areas.

Effects of violence and other crimes such as housebreaking, e.g.: inhibition of freedom of movement; fear; permanent disability; discouragement of investment in the area.

Effects of imprisonment on the individual, his future, his family and the local community, e.g.: poor employment prospects; effect on character; problems for children.

Direct/indirect costs, e.g.: police time; costs of imprisonment; social work support; cost to family and community in terms of higher rates, prices and insurance premiums.

3. A range of protective measures which may include: 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.

Contributions of other individuals or agencies, e.g.: crime prevention panels; youth groups; community education; social work departments; schools; clubs; councillors; housing departments; architects/planning departments; other local authority departments; community programmes.

Suggested
Learning and
Teaching
Approaches

Students undertaking this module are likely to present a range of needs and given the great variety of topics which could feature in the module, it is very important that the tutor carefully negotiates with students the content to be included. The tutor may wish to focus on types of crime which relate most directly to the students' experience and awareness.

Students should be encouraged to compile information using resources such as photographs, extracts from interviews, statistics, questionnaire results, television programmes and videos. A range of materials is available from local police community involvement branches.

Students could interview people regarding their attitudes and feelings about crime. A visit to, e.g.: a drug rehabilitation centre, a prison or a young offenders institution may be used to heighten awareness of their operation.

Individuals from, e.g.: the local police community involvement branch, the Social Work Department and Hospitals could prove useful as guest speakers or interviewees.

Assessment
Procedures

Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

- LO Learning Outcome
- IA Instrument of Assessment
- PC Performance Criteria

LO1 IA A project report based on information gathered by the student relating to the nature and types of crime perpetrated in the local community.

PC The student:

- (a) distinguishes between legal definition and social perceptions of crime;
- (b) lists 5 main types of crime perpetrated within the community;
- (c) for each type of crime, explains the circumstances which may lead to the crime being committed.

LO2 IA A project report based on information gathered by the student about the costs and effects of two types of crime.

PC The student, for each type of crime:

- (a) describes the costs and effects of the crime on the individual as a victim;
- (b) describes the costs and effects of the crime on the individual as a perpetrator;
- (c) describes the cost and effects of the crime on the community.

LO3 IA A project report based on information gathered by the student relating to two types of crime and, for each type of crime, two agencies.

PC The student, for each of two types of crime:

- (a) describes preventative measures which the individual can take;
- (b) describes the support and advice provided by each of two agencies.