



## **National Unit specification: general information**

**Unit title:** Criminology: Crime Control Strategies (SCQF level 6)

**Unit code:** H1WN 12

**Superclass:** EE

**Publication date:** July 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

The purpose of this Unit is to provide candidates with an introduction to the different criminal courts in Scotland, the prison estate in Scotland and the aims of the prison system. Candidates will consider the effectiveness of custodial and non-custodial sentences.

The target candidate group is 16+ and adult returners.

Possible progression opportunities on successful completion of this Unit: It may assist employability opportunities and the Unit forms part of the NC in Social Sciences at SCQF level 6, which may provide progression to HN level. This Unit may also be taken as a free standing Unit.

### **Outcomes**

- 1 Describe the role, structure and power of Scottish courts.
- 2 Explain the structure and role of aspects of the Scottish Prison Estate.

### **Recommended entry**

Entry is at the discretion of the centre. There are no formal entry requirements. However, it would be beneficial if candidates had achieved the following, or equivalent:

A social science subject or an English Unit or Communication at SCQF level 5.

## General information (cont)

**Unit title:** Criminology: Crime Control Strategies (SCQF level 6)

### Credit points and level

One National Unit credit at SCQF 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 Core Skills component:

Complete Core Skill            None

Core Skill component        Critical Thinking at SCQF level 6

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:** Criminology: Crime Control Strategies (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**

Describe the role, structure and power of Scottish courts.

#### **Performance Criteria**

- (a) Name the four main categories of Scottish court.
- (b) Describe the role of selected Scottish courts.
- (c) Describe the structure of selected Scottish courts.
- (d) Describe the powers of selected Scottish courts.

### **Outcome 2**

Explain the structure and role of aspects of the Scottish Prison Estate.

#### **Performance Criteria**

- (a) Identify the main categories of prison and prisoner within the Scottish Prison Estate.
- (b) Describe the role of the Scottish Prison Estate in terms of punishment and rehabilitation.
- (c) Compare and contrast selected aims of the penal system.
- (d) Critically evaluate custodial versus non-custodial sentences.
- (e) Evaluate the role of prison with reference to reoffending rates.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Criminology: Crime Control Strategies (SCQF Level 6)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Evidence will be generated under closed-book conditions. The assessment should be 40 minutes in duration.

#### **Outcome 1**

##### **Written/oral or recorded evidence must be provided to include:**

Correct naming of all four Scottish courts which includes: the High Court of Justiciary, The Sheriff Court (Solemn and Summary), Justice of the Peace Court, Children's Hearings. An accurate description/outline of two of the four main Scottish Courts; the role the courts play within the criminal justice system, the nature of offences tried/heard; the structure of the courts systems in general and specifically the structures and staff responsibilities within them; the powers of the courts with regard to maximum sentencing.

#### **Outcome 2**

##### **Written/oral or recorded evidence must be provided to include:**

(a) An accurate identification of the main categories of prison within the Scottish Prison Estate, which includes three main categories of prison: local prisons, specialist prisons (including prisons/Units for long term sex offenders, women, open prisons and top end Units), young offenders institutes; reference should be made to the categories of prisoners.

(b) and (c) An accurate description of the role of Scottish Prison Estate, which includes: an overview of the seven aims of penal reform, with a focus on punishment and rehabilitation; The candidate comparing and contrasting the aims with a focus on deterrence, punishment, redress and rehabilitation.

(d) and (e) Identification of non-custodial sentences available to include fines, probation including conditions (eg drug checks, anger management classes), community orders (including curfew, tagging, unpaid work).

An evaluation of the effectiveness of custodial versus non-custodial sentencing, with reference to reoffending rates, will include a logical and well thought out conclusion, regarding which is the most effective in terms of reducing reoffending rates.

The evaluation of custodial sentencing versus non-custodial sentences must refer to aims of penal reform as well as reoffending rates.

## National Unit specification: support notes

### Unit title: Criminology: Crime Control Strategies (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 is one of three Criminology Units at SCQF level 6. It can be taught as a free standing Unit or as part of the NC in Social Science at SCQF level 6.

Knowledge of crime and the role of the court and prison service allows a greater understanding of current affairs including prison overcrowding. Politics becomes more meaningful where a context is provided. Where politics is also being delivered then party policies on crime and punishment can be explored. If delivered with the other level 6 Criminology Units, then consideration should be given to order. This Unit provides an overview of the court and prison systems while the *Criminology: Forensic Psychology* Unit looks at the role of Forensic Psychologists in these systems, alongside their role in rehabilitation of offenders. A more thorough understanding of crime figures is achieved through the *Criminology: Nature and Extent of Crime* Unit.

Sensitivity when delivering this Unit should be maintained as candidates may have a criminal record and/or be victims of crime.

### Guidance on learning and teaching approaches for this Unit

Lecture sessions, tutorials, workshops exploring issues and debate, presentations, discussions, posters, etc. Where possible, a visit may be arranged to see court proceedings in action. A visit to a local prison would be particularly worthwhile if possible.

A useful online tool is an interactive sentencing scenario where candidates hear from the accused and the victims and have to decide on an appropriate sentence. Although it applies specifically to the English legal system it provides a useful insight into candidates' attitudes to sentencing and prison. (<http://ybtj.cjsonline.gov.uk>)

This Unit lends itself to a number of group discussions and group presentations involving communication skills and teamwork.

Statistics on arrests, prison population numbers etc develop number work in a relevant applied context although it should be noted that the term 'statistics' can create anxiety in some learners.

Directed personal reflection should be incorporated into this Unit. Formative assessments are an important component of developing reflection, particularly where learners evaluate their own performance before feedback is given.

## National Unit specification: support notes (cont)

**Unit title:** Criminology: Crime Control Strategies (SCQF level 6)

### Outcome 1

The four types of court will be explained. The Scottish Executive has a pdf factsheet on Scotland's legal system which can provide a useful starting point for candidates with no background knowledge. For the Sheriff Court candidates should be aware that a Sheriff can hear both Solemn (Sheriff with jury) and Summary (only Sheriff) proceedings and be aware of the different powers the Sheriff has for each. Examples of the type of offences tried before each type of court should be included.

### Outcome 2

The main types of prison include local prisons, where remand and short term prisoners are predominantly sent; specialist prisons should include open prisons, facilities for long term sex offenders, high security prisons and prisons/prison Units for women. The Scottish Prison Service publishes an annual report online with details on the breakdown of the prison population and the aim of the prison service.

Candidates could be encouraged to consider all seven aims of penal reform before focussing on the most relevant four. Where philosophy is being delivered as part of the NC Social Science level 6 programme then the aims can be discussed in terms of consequentialist versus deontological aims. Candidates can be challenged to confront stereotypes they may hold about 'prisoners' and 'prison' and to consider the wider sociological question of how to manage crime within society.

Additional classroom discussion could include the Due Process and Crime Control models of criminal justice. Candidates could be encouraged to consider which model they would prefer if they were falsely accused, or if they or a member of their family was a victim. Changes in the law since 9/11 mean that elements of the Crime Control model have been accepted in the UK. Topics like the purpose of Guantanamo Bay can be considered. These will not be assessed but could be used for underpinning knowledge.

Should time permit, additional topics of interest could be included to enrich the learning experience such as content analysis of crimes and sentences reported in the media; case study of Jimmy Boyle and Barlinnie's Special Unit; Victim Support and the consequences of crime; broader cross cultural aspects of crime control.

### Essential Skills

By adopting the above learning and teaching approaches and through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work.

- ◆ Employability — this Unit contributes knowledge of the workings of the court and prison systems. Careers in psychology, police support services, the police force, Scottish Prison Service or court system could be mentioned in the introduction to the Unit.
- ◆ Citizenship — this can be developed through considering the role of the court and prison systems.

## National Unit specification: support notes (cont)

**Unit title:** Criminology: Crime Control Strategies (SCQF level 6)

### Guidance on approaches to assessment for this Unit

Formative assessments are recommended throughout the Unit.

A suitable assessment instrument should be chosen to allow the candidate to demonstrate knowledge across the Evidence Requirements. Summative assessment could comprise a single closed-book assessment instrument to cover both Outcomes using a combination of structured questions, case studies, multiple choice questions.

An Assessment Support Pack is available.

### 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 social software. 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 develop a knowledge of the role, structure and power of selected Scottish courts and the role and structure of aspects of the Scottish Prison Estate.

In providing evidence of this knowledge candidates will be developing aspects of Core Skills of *Communication, Numeracy, Problem Solving* and *Information and Communication Technology (ICT)*.

In addition candidates may develop aspects of the Core Skill of *Working with Others* through class discussion, group research and presentations.

ICT skills can be developed by giving specific tasks to research information from Internet sites (ensuring that judicious selection from academic sources is emphasised) or from the use of e-books. Word processed written work or PowerPoint presentations could develop specific ICT skills. The use of a blog or personal online journal could be developed for formative or summative assessment purposes. The use of online assessment for practical content could also contribute here.

*Numeracy* is developed through the use of prison population and reoffending statistics.

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 6.

## **National Unit specification: support notes (cont)**

**Unit title:** Criminology: Crime Control Strategies (SCQF level 6)

### **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](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date

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