



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Crime Awareness

leading to

Level 3 QQI Component: Crime Awareness 3N0612

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Crime Awareness	2. Component Name and Code Level 3 Crime Awareness 3N0612
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirements None
7. Aims of the Programme Module This programme module aims to equip the learner with the knowledge, skills and competencies to explore personal attitudes towards crime, to understand factors which influence criminal behaviour and to examine the implications of breaking the law. 8. Objectives: <ul style="list-style-type: none"> • to foster an awareness of concepts of right and wrong • to develop an understanding of the impact of crime on personal, familial and societal level • to develop an understanding of restorative justice and the Irish justice system • to explore alternatives to criminal behaviour. 	
9. Learning Outcomes of Level 3 Crime Awareness Code 3N0612 The learner will be able to: <ol style="list-style-type: none"> 1. explain personal values and factors which influence them 2. identify situations of wrong doing and their impact on the individual, family and society 3. describe the difference between wrong doing and crime, and personal attitudes to crime 4. discuss factors which influence participation in offending behaviour and criminal behaviour 5. describe the impact of crime on victims' feelings 6. explain restorative justice, its purpose, the process and the people involved in the process 7. discuss prison life, its impact on the prisoner, the family and friends, daily routine, prisoners' rights and prison officers' duties 8. describe elements of the Irish legal justice system including arrest, court appearance, verdict, Juvenile Liaison Officer, Community Garda, underage crime 9. role-play a scenario involving negotiation of agreement by all parties following committing an offence 10. describe the learning gained from participation in the role-play prior to reaching agreement 11. discuss the application of the justice system to young people and how it might be improved 12. discuss the effectiveness of prison and its alternatives on behaviour. 	
Delivery Strategies and Learning Activities The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities.	
10. Guidelines for Teaching and Learning Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes as outlined in section 9.	

Exploring Personal Values

Learning Outcome 1: Explain personal values and factors which influence them.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with the learner what we mean by personal values
- facilitate the learner to identify three personal values
- discuss with the learner what influences the development of personal values.

Wrong-doing and its consequences

Learning Outcome 2: Identify situations of wrong doing and their impact on the individual, family and society.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- outline with the learner the range of situations that may be considered wrong doing.
This could be achieved by developing a range of scenarios or case studies, for example,
 - buying pirate DVDs
 - petty theft
 - joy-riding
 - drug dealing
 - damage to property
 - breaking and entry
 - assault
- discuss with the learner the impact of such situations on the individual, family and society for both the victim and offender, for example,
 - consider an example of wrong-doing
 - identify the losses and gains associated with this wrong-doing for the individual
 - identify the losses and gains for the individual's family
 - identify losses and gains for the community at large.

Thinking about wrong-doing and crime

Learning Outcome 3: Describe the difference between wrong doing and crime, and personal attitudes to crime.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- facilitate the learner to take part in a group of **three** characters who will create a scenario which involves them debating a decision which involves a wrong-doing
Each member of group should choose and defend a different outcome.
- encourage the learner to participate in a role-play, based on the scenario mentioned above, in which each actor wants a different outcome:
 - wanting to do something wrong
 - not wanting to do something wrong
 - unsure of what s/he wants to do
- explore with the learner how each of the three actors felt during the role play
- discuss with the learner the types of arguments that are used by people who want to:

- do something wrong
- do the right thing
- facilitate the learner to reflect on their personal attitudes to crime, for example,
 - discuss how they feel about people who are involved in crime
 - demonstrate an understanding of why people get involved in crime
 - discuss with the learner how people who are involved in crime are treated
 - discuss with the learner whether or not there are enough supports in the community for people who are at risk at getting involved in crime.
- facilitate a debate focusing on the way that people who are involved in crime are treated.

Exploring factors in offending

Learning Outcome 4: Discuss factors which influence participation in offending behaviour and criminal behaviour.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- facilitate the learner to examine the excuses used to justify wrong-doing
 - identify a situation where the learner did something wrong in the recent past and identify the excuses(s) used for doing this wrong
 - decide whether or not this excuse justifies the identified wrong-doing
- discuss with the learner the factors which influence participation in offending behaviour and criminal behaviour
 - consider factors which contribute towards people getting into trouble, and list **four**
 - consider the factors which contribute towards people staying out of trouble, and list **four**
- explore with the learner their image of a typical Irish offender.

Understanding the victim

Learning Outcome 5: Describe the impact of crime on victims' feelings

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- explore with the learner words associated with the term "victim"
 - explore with the learner a number of ways in which crime may impact on an individual, for example, physical, emotional and financial and how the impacts could be short-term and long-term.
- It would be useful for the learner to recognise that many factors influence an individual's ability to cope.
- facilitate a debate exploring whether or not a person is a victim based on a given scenario.

Restorative justice

Learning Outcome 6: Explain restorative justice, its purpose, the process and the people involved in the process.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- discuss with the learner the meaning of restorative justice, the method of bringing the victim and the offender together to discuss the offence
- explore with the learner the purpose of restorative justice
- facilitate the learner to describe the process of restorative justice

- outline with the learner, three people who may be involved in the process of restorative justice.

Negotiating an agreement

Learning Outcome 9: Role-play a scenario involving negotiation of agreement by all parties following committing an offence

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- facilitate the learner in creating a scenario that explores the experience of restorative justice.

Possible scenarios could include the following players:

- a person who has carried out an offence
- a parent/guardian (of the offender if he/she is under 18)
- a victim of that offence
- a Garda or Probation Officer

During the role play it is important that all parties agree on an outcome that is satisfactory to all, for example, the offender agrees to apologise in writing to the victim and be supervised by the JLO for six months.

It should be noted that developing effective role play situations can be challenging and it might be useful to involve colleagues with expertise in this area, such as, a drama teacher. In addition, sensitivity and confidentiality are important issues for teachers / tutors to bear in mind when approaching this learning objective. A holistic approach that is focused on the process and usefulness of restorative justice is advisable.

Learning from the experience of negotiation

Learning Outcome 10: Describe the learning gained from participation in the role-play prior to reaching agreement.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- encourage the learner to understand how each of the actors felt during the role play
- facilitate the learner to list two issues that the actors faced whilst striving towards an agreement
- discuss with the learner two negative and two positive features of that agreement.

The Irish Legal Justice System

Learning Outcome 8: Describe elements of the Irish legal justice system including arrest, court appearance, verdict, Juvenile Liaison Officer, Community Garda, underage crime.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- discuss with the learner what each of the following involves:
 - arrest
 - court appearance
 - verdict
- discuss with the learner the role of:
 - a Juvenile Liaison Officer
 - Community Garda
- discuss with the learner what may happen when a young person under 18 is found guilty of committing a crime.

Life in Prison

Learning Outcome 7: Discuss prison life, its impact on the prisoner, the family and friends, daily routine, prisoners' rights and prison officers' duties.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- facilitate the learner to gather information about the daily routine of two prisons in Ireland
- discuss with the learner what the physical conditions inside two Irish prisons are like
- facilitate the learner to identify two rights that prisoners have
- have the learner list four items that a prisoner can have in his/her possession in two different prison
- discuss with the learner what prison officers do on a daily basis
- discuss with the learner how a prisoner might feel whilst in prison
- facilitate the learner to develop an understanding of the impact that having a loved one in prison has on friends and family.

The justice system and young people

Learning Outcome 11: Discuss the application of the justice system to young people and how it might be improved.

*In order to help the learner achieve **Learning Outcome 11** in particular, consider doing the following:*

- facilitate the learner to choose two elements of the justice system and discuss how they apply to young people
- encourage the learner to identify at least two negative and two positive aspects of the elements they have chosen
- facilitate the learner to recommend ways in which the identified negative aspects could be improved upon.

Exploring alternatives to prison

Learning Outcome 12: Discuss the effectiveness of prison and its alternatives on behaviour.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following:*

- discuss with the learner the purpose of prison sentences
- discuss with the learner whether prison sentences achieve what they set out to do
- facilitate the learner to explore alternatives to custody that are currently available in Ireland
- discuss with the learner the benefits of these alternatives to custody
- facilitate a debate with the learner on whether or not prison is better than the available alternatives.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner’s contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner’s assessment portfolio.

Collection of Work	100%
<p>The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.</p>	
<p>The learner will compile a Collection of Work that consists of the following:</p> <ul style="list-style-type: none"> • assignments • a log book/learning journal • other evidence. <p>Assignments</p> <p>Assignments designed by the tutor in negotiation with the learner, which demonstrates their achievement in a range of Learning Outcomes.</p> <p>Log Book</p> <p>A personal log book of learning to be compiled by the learner. It will include:</p> <ul style="list-style-type: none"> • details of three activities, tasks and work carried out • a personal reflection on any learning or insights, which occurred as a result of the experiences. <p>Other Evidence</p> <p>Work which demonstrates that the learner has achieved the remaining Learning Outcomes not covered by the evidence above.</p>	

11.b Assessment - General Information – Crime Awareness 3N0612

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Explain personal values and factors which influence them.	Collection of Work
2. Identify situations of wrong doing and their impact on the individual, family and society.	Collection of Work
3. Describe the difference between wrong doing and crime, and personal attitudes to crime.	Collection of Work
4. Discuss factors which influence participation in offending behaviour and criminal behaviour.	Collection of Work
5. Describe the impact of crime on victims' feelings.	Collection of Work
6. Explain restorative justice, its purpose, the process and the people involved in the process.	Collection of Work
7. Discuss prison life, its impact on the prisoner, the family and friends, daily routine, prisoners' rights and prison officers' duties.	Collection of Work
8. Describe elements of the Irish legal justice system including arrest, court appearance, verdict, Juvenile Liaison officer, Community Garda, underage crime.	Collection of Work
9. Role-play a scenario involving negotiation of agreement by all parties following committing an offence.	Collection of Work
10. Describe the learning gained from participation in the role-play prior to reaching agreement.	Collection of Work
11. Discuss the application of the justice system to young people and how it might be improved.	Collection of Work
12. Discuss the effectiveness that prison and its alternatives may have on behaviour.	Collection of Work

Grading

At Level 3 a Learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.


Level 3 Crime Awareness 3N0612
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. explain personal values and factors which influence them	<ul style="list-style-type: none"> • explain personal values • explain the factors which influence them 		
2. identify situations of wrong doing and their impact on the individual, family and society	<ul style="list-style-type: none"> • identify: <ul style="list-style-type: none"> ○ situations of wrong doing ○ their impact on: <ul style="list-style-type: none"> ○ the individual ○ the family ○ on society 		
3. describe the difference between wrong doing and crime, and personal attitudes to crime	<ul style="list-style-type: none"> • describe the difference between wrong doing and crime • identify personal attitudes to crime 		
4. discuss factors which influence participation in offending behaviour and criminal behaviour	<ul style="list-style-type: none"> • discuss factors which influence participation in offending behaviour and criminal behaviour 		
5. describe the impact of crime on victims' feelings	<ul style="list-style-type: none"> • describe the impact of crime on victims' feelings 		
6. explain restorative justice, its purpose, the process and the people involved in the process	<ul style="list-style-type: none"> • explain: <ul style="list-style-type: none"> ○ restorative justice, ○ its purpose, ○ the process ○ the people involved in the process 		
7. discuss prison life, its impact on the prisoner, the family and friends, daily routine, prisoners' rights and prison	<ul style="list-style-type: none"> • discuss: <ul style="list-style-type: none"> ○ prison life ○ its impact on the prisoner 		

officers' duties	<ul style="list-style-type: none"> ○ the family and friends ○ daily routine ○ prisoners' rights ○ prison officers' duties 		
8. describe elements of the Irish legal justice system including arrest, court appearance, verdict, Juvenile Liaison Officer, Community Garda, underage crime	<ul style="list-style-type: none"> ● describe elements of the Irish legal justice system including: <ul style="list-style-type: none"> ○ arrest ○ court appearance ○ verdict ○ Juvenile Liaison Officer ○ Community Garda ○ underage crime 		
9. role-play a scenario involving negotiation of agreement by all parties following committing an offence	<ul style="list-style-type: none"> ● role-play a scenario involving negotiation of agreement by all parties following committing an offence 		
10. describe the learning gained from participation in the role-play prior to reaching agreement	<ul style="list-style-type: none"> ● describe the learning gained from participation in the role-play prior to reaching agreement 		
11. discuss the application of the justice system to young people and how it might be improved	<ul style="list-style-type: none"> ● discuss the application of the justice system to young people ● discuss how it might be improved 		
12. discuss the effectiveness that prison and its alternatives, may have on behaviour	<ul style="list-style-type: none"> ● discuss the effectiveness that prison and its alternatives may have on behaviour. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____