

# Unit 12: Crime and its Effects on Society

<b>Unit code:</b>	<b>Y/600/6030</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to give learners a knowledge of current UK crime and disorder legislation and the sentences and orders available to the criminal justice agencies. Learners will also develop knowledge of the effects of criminal behaviour on communities and an understanding of how society works to reduce crime, disorder and antisocial behaviour and to support the victims and witnesses of crime.

## ● Unit introduction

This unit introduces learners to the legal framework that exists to prevent crime and deal with offenders. They will look at the powers of the courts, including the orders and sentences that the courts can impose. They will look at the theories of the causes of criminal behaviour and other contributory factors that may lead to criminality and antisocial behaviour, for example socio-economic and environmental influences, lack of education and negative family influences.

Learners will explore the problems resulting from criminal activity and antisocial behaviour. They will explore the costs of crime, to local authorities, the community and individuals. Learners will also investigate the 'fear of crime' and how this manifests itself in both individuals and communities and the impact this can have on quality of life.

Learners will learn how their local police proactively tackle crime using problem-solving models, such as intelligence-led policing. Learners will investigate the use of community safety strategies and multi-agencies, and how partnership approaches are used in the form of crime prevention initiatives both locally and nationally.

In this unit, learners will look at how legislation places duties on public services to work together in joint partnerships with communities and third sector organisations to reduce crime and its impact on communities. They will investigate the role of the various public services which work together to tackle crime and antisocial behaviour including the youth offending team, police, probation service, social services, education and health services.

Learners will be required to identify the role of public and third sector organisations that offer support, crime prevention advice and reassurance to victims of crime. They will also review how those who have witnessed crime, and who may be at risk of threats and intimidation, can be supported to give evidence in court.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know crime and disorder legislation, sentences and orders
- 2 Know the effects of criminal behaviour on communities
- 3 Understand approaches to reduce crime, disorder and antisocial behaviour
- 4 Understand how the public services support victims and witnesses of crime.

# Unit content

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## 1 Know crime and disorder legislation, sentences and orders

*Crime and disorder legislation:* current criminal justice legislation covering crime and sentencing eg Anti-social Behaviour Act 2003, Crime and Disorder Act 1998, Police Reform Act 2002, Criminal Justice Act 2003

*Sentences and orders:* general; youth; pre-court measures; antisocial behaviour measures; sentences (financial penalties, community sentences, custodial sentences); restorative justice; orders including compensation orders, child safety orders, parenting orders, reparation orders, supervision orders, antisocial behaviour orders, restriction of liberty orders, Community Rehabilitation Orders

*Impact of legislation:* impact on individuals including offenders, victims and witnesses; impact on communities; impact on public services

## 2 Know the effects of criminal behaviour on communities

*Criminal behaviour:* theories including biological, sociological and psychological explanations for criminal behaviour; causal factors eg negative family influences, lack of education, poverty, unemployment, impact of political and socio-economical climate

*Effects of crime:* impact of antisocial behaviour eg damage, graffiti, violence against the person; public perception of crime (own experience, media influence); fear of crime; impact of crime on victims; impact of crime on lifestyle; 'real' and perceived crime figures; collective costs of crime to the community including the cost of supporting victims and witnesses, medical support, the cost of providing criminal justice services, the need to repair and renovate damage

## 3 Understand approaches to reduce crime, disorder and antisocial behaviour

*Intelligence-led policing:* identification of crime trends; targeting of prolific and priority offenders; creating problem-solving policing initiatives

*Safer communities and multi-agency partnerships:* strategies and initiatives (to reduce fear of crime, improve community safety, crime prevention, crime reduction) eg neighbourhood policing, Neighbourhood Watch, safer community initiatives, crime reduction and prevention initiatives; community action teams and groups, police community support officers (PCSO), community wardens, Crime and Disorder Reduction Partnerships (CDRPs) and Community Safety Partnership (CSPs); third sector organisations eg NACRO

*Criminal justice agencies:* police, prisons, courts, Crown Prosecution Service (CPS), probation service, youth offending teams (police, probation, social services, education and health services)

## 4 Understand how the public services support victims and witnesses of crime

*Victims of crime:* businesses; communities; minority groups; vulnerable members of the community; individuals

*Role of public services:* public services eg police, social services, probation service, local authorities, education services, third sector organisations; agencies bound by code of support service for victims of crimes; multi-agency cooperation and partnerships; support including advice, practical support, reducing the fear of crime

*Victim and witness support:* code of practice for victims of crime; Witness Charter and support services including court information; victim and witness protection schemes; tackling repeat victimisation; third sector organisations including Victim Support

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> outline current crime and disorder legislation	<b>M1</b> analyse the impact of two pieces of crime and disorder legislation	<b>D1</b> evaluate the impact of one piece of crime and disorder legislation
<b>P2</b> state the main sentences and orders criminal courts can impose		
<b>P3</b> describe two theories of criminal behaviour and the factors that contribute to them		
<b>P4</b> describe the effects crime has on communities and the individual	<b>M2</b> analyse the effects of crime on communities and individuals	<b>D2</b> evaluate a local public service initiative designed to address crime and its impact on the community.
<b>P5</b> identify approaches used by public services to reduce crime, disorder and antisocial behaviour [IE I]	<b>M3</b> analyse how the strategies used by the local community public services work to reduce crime, disorder and antisocial behaviour.	
<b>P6</b> explain how public and third sector organisations support witnesses and victims of crime.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

This unit should be delivered to focus on active and experiential learning and the opportunities for learners to research aspects of the content and contribute to classroom discussion both with their tutor and with appropriate public service personnel.

Delivery is enhanced where groups of learners take responsibility for researching specific aspects of unit content (as agreed with the tutor) and presenting their findings to other learners in the peer group using presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity-based approaches. This helps learners to develop the personal, learning and thinking skills (PLTS) which are an essential part of their overall programme, in particular teamworking, independent enquirer and creative thinking skills.

Learners need to know about the legislation relating to crime and disorder, and so should be informed on the current legislation and government measures surrounding it. Learners do not need to know the acts in great depth, but they should know the main implications of this legislation, particularly regarding partnership working to reduce crime and the fear of crime, and the sentences and orders available to the criminal courts. Learners should understand the difference between the general measures and those in place for youth offenders, and know about community policing as a result of these acts.

Input from court personnel (such as a magistrate or legal adviser) and from members of local crime reduction partnerships and visits to both magistrates' courts and Crown court will assist in developing learner understanding. Learners should be encouraged to research actual sentences given in a range of current high profile cases and compare these with the sentencing options available in the sentencing guidelines for the judiciary that can be found at [www.sentencing-guidelines.gov.uk/](http://www.sentencing-guidelines.gov.uk/).

Involvement in a mock trial process should be arranged.

To gain an understanding of the effects of criminal behaviour, learners should be aware of the range of criminal behaviour theories (sociological, biological and psychological). However, at this level they are expected only to know of them and not go into great detail. They should look at other potential 'causal factors' such as poverty, lack of education and unemployment and be able to discuss these. Learners need to be aware of the effects that criminal behaviour has, not just on the actual victim of the crime but also in its widest sense, looking at the costs to society. Individual case studies (compiled from reports of real experiences of the impact of crime on individuals and communities) should be developed. To show a greater understanding of the effect of crime, learners should be encouraged to conduct a survey comparing findings to National Crime Survey results.

Learners need to understand the approaches and strategies in place that deal with the reduction of crime, disorder and antisocial behaviour. Learners should know about intelligence-led policing, how multi-agency partnerships are looking to build safer communities, and the strategy and initiatives in place to achieve this.

When looking at supporting victims of crime, learners should understand the wide range of 'victims' and look at vulnerable members of communities. The involvement of personnel from witness and victim support organisations will help to put this into context. Details of these organisations can be found at [www.victimsupport.org.uk](http://www.victimsupport.org.uk). NACRO also provides speakers and resources which can be accessed via [www.nacro.org.uk](http://www.nacro.org.uk).

Accessing these websites and meeting personnel from the organisations will help learners to develop an understanding of how public service organisations support victims of crime, working individually and cooperatively with other organisations. Learners should be aware of the victim's statutory rights, and how public services ensure rights are upheld. They should also understand the importance of witnesses in the criminal justice system and the importance of ensuring witness protection and safety. Care should be taken when delivering this content as any learner who has been a witness to crime or a victim of crime may find this topic sensitive.

Crime and disorder television programmes (both factual and fictitious) will provide a useful source of material for classroom discussion. This unit should be practically based, encouraging personal research. Contact with crime reduction and crime and disorder partnerships is strongly advised. This can be done by arranging visits to or visiting speakers from a variety of agencies, for example:

- local crime reduction/prevention officer
- local authority (town/city centre managers, tackling disadvantage team, crime and disorder team)
- victim support scheme and witness care.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit and outlines the assessment.
<b>Assignment 1: Crime and its Effects</b>
Criminal behaviour and its impact. The legal framework. (P1, P2, P3, M1, D1).
Current crime and disorder legislation. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Sentences and orders criminal courts can impose. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion. Visit to magistrates' courts and Crown court and involvement in mock trial activity.
Theories of criminal behaviour including biological, sociological and psychological explanations for criminal behaviour; causal factors (family influences, education, the political and socio-economical climate).
Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion on the range of theories and learner opinions of the validity of each.
<b>Assignment 2: Managing Crime and Supporting Victims and Witnesses</b>
How public services work to reduce crime and support the victims and witnesses of crime. (P4, P5, P6, M2, M3, D2)
Tutor introduces assignment brief.
Effect crime has on communities and individuals. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion. Talks from witness and victim support organisations.
Approaches used by public services to reduce crime, disorder and antisocial behaviour. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
How public and third sector organisations support witnesses and victims of crime including the Code of Practice for Victims of Crime and Witness Charter. Internet research on tutor-directed sites. Case study approach. Classroom discussion and presentation to peers.
Review of unit and assessment.

## Assessment

The research and the outcomes from the activities are the most likely sources of evidence for this unit. Assessment evidence can be in the form of assignments, research projects, or effective notes/reports. Where it is relevant, statistical data should be included to support learners' findings. Learners could be asked to make presentations to the group to demonstrate their understanding of selected topics.

A number of assessment activities can be used to measure the achievement of the learning outcomes such as research projects, looking into current national and local crime trends, services offered to victims of crime and local crime reduction initiatives.

For P1, an outline of current legislation regarding crime and disorder is required. This should not be in depth but should include information on the key function of the legislation. Learners should include the Anti-social Behaviour Act 2003, Crime and Disorder Act 1998, Police Reform Act 2002, Criminal Justice Act 2003 (or their replacements).

M1 and D1 are extensions of this. For M1, learners should analyse the impact of two pieces of crime and disorder legislation on individuals (including offenders, victims and witnesses), communities and the relevant public services. For D1, learners need to evaluate the impact of a specific piece of crime and disorder legislation. They should look closely at the impact at all levels (individual, society, and organisational) and consider whether the legislation had the desired effect.

Tutors should agree with learners which crime and disorder legislation they will select for M1 and D1 to ensure the choices support the opportunity to undertake an effective evaluation. If possible, different learners should explore different pieces of legislation so that comparison and discussion can take place.

For P2, learners should state the main sentences and orders the courts can impose. Learners are not expected to cover this in great depth but need to show that they understand what the sentences and orders are and which category of offenders they apply to. A simple approach to this may be to ask learners to design a poster for each category of offender (and offence) and summarise the orders and sentences available for that offender and offence.

For P3, learners should describe two theories of criminal behaviour and contributory factors relating to criminal behaviour. An in-depth knowledge of theories is not required at this level, rather demonstration of knowledge of two of the biological, sociological and psychological explanations for criminal behaviour and how factors such as negative family influences, lack of education, poverty and unemployment may impact on the behaviour of the offender and how society's views of criminal behaviour have changed over time.

For P4, learners are required to describe the effects of crime on communities and individuals. This should include the financial costs of crime such as providing criminal justice services and repairing damage; the cost on individuals and society dealing with the fear of crime (and implementing measures to mitigate that fear) and the potential impact on other public service provision if resources are diverted into dealing with crime. M2 is an extension of this and learners should demonstrate their knowledge by using real examples to illustrate their assignment.

For P5, learners need to identify different approaches used by public services to help reduce crime, disorder and antisocial behaviour. Detailed information is not required and it is recommended that learners give local examples.

M3 is an extension of P5 and requires learners to analyse how strategies work to reduce crime, disorder and antisocial behaviour. Again, learners should draw on local examples to support their response.

D2 brings together M2 and M3 and learners have to evaluate the effectiveness of a local initiative to tackle current crime trends. Ideally this should be based on the learner's study of their own local community and the current initiatives for that community. At this level the learner would be expected to consider the positive and negative effects of any initiative and to draw their own conclusions as to the success of the initiative – do the benefits derived from the initiative justify the resources expended on it?



For P6, learners must select a range of different third sector and public sector organisations and explain their role in supporting victims and witnesses of crime. This response could be in the form of an information leaflet to be issued to fellow learners pointing them to real sources of support should they be a witness to or victim of a crime. The range of support identified in the response should include practical, emotional and financial support.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Crime and its Effects	As an adviser from a victim support group, you have been asked to investigate criminal behaviour and its impact on the community, including the legal framework that exists to prevent crime and deal with offenders.	Report. Presentation. Exhibition. Interview.
P4, P5, P6, M2, M3, D2	Managing Crime and Supporting Victims and Witnesses	As an adviser from victim support group, you have been asked to investigate how public services work to reduce crime and support the victims of and witnesses to crime.	Report. Presentation. Exhibition. Interview.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

Level 2	Level 3
Law and its Impact on the Individual	Police Powers in the Public Services
Crime and its Effects on Society	Behaviour in Public Sector Employment
	Aspects of the Legal System and Law Making Process

## Essential resources

Learners will need access to ICT being able to research using the internet.

## Employer engagement and vocational contexts

It is vital that this unit is delivered using a range of case studies and scenarios drawn from the public services and real crime partnership scenarios.

Delivery of this unit will be enhanced if learners have the opportunity to visit a range of public service organisations that are involved in working to reduce crime and its impact on individuals and society. The involvement of third sector organisations such as Victim Support will also add to learner understanding of the unit content.

Talks from relevant public service personnel will help learners relate the content of this unit to real public service scenarios. Public service personnel should be asked to contribute to the design and assessment of assignments including setting real assignment briefs and attending events and presentations where the outcomes of learner work are reviewed.

The use of public services websites and literature is essential for this unit to be delivered successfully.

## Indicative reading for learners

### Journals

*The British Journal of Criminology*

*Policing and Society*

### Textbooks

Joyce P – *Criminal Justice* (Willan Publishing, 2006) ISBN 9781843921820

Moss K and Stephens M (Editors) – *Crime Reduction and the Law* (Routledge, 2005)  
ISBN 9780415351447

Mutchnick R – *Criminology Interactive (Text + Access Code)* (Pearson, 2009) ISBN 9780135057230

Newburn T – *Criminology* (Willan Publishing, 2007) ISBN 9781843922841

## Websites

Catch-22	<a href="http://www.catch-22.org.uk">www.catch-22.org.uk</a>
Crime and justice statistics	<a href="http://www.statistics.gov.uk/hub/crime-justice/index.html">www.statistics.gov.uk/hub/crime-justice/index.html</a>
Crime reduction news and advice	<a href="http://www.crimereduction.gov.uk">www.crimereduction.gov.uk</a>
Crimestoppers	<a href="http://www.crimestoppers-uk.org">www.crimestoppers-uk.org</a>
Crown Prosecution Service Witness Charter	<a href="http://www.cps.gov.uk/legal/v_to_z/witness_charter_cps_guidance">www.cps.gov.uk/legal/v_to_z/witness_charter_cps_guidance</a>
Current law reports (appeals, trials etc)	<a href="http://www.lawreports.co.uk">www.lawreports.co.uk</a>
HM Prison Service	<a href="http://www.hmprisonservice.gov.uk">www.hmprisonservice.gov.uk</a>
Home Office	<a href="http://www.homeoffice.gov.uk/anti-social-behaviour">www.homeoffice.gov.uk/anti-social-behaviour</a>
Home Office – crime and victims	<a href="http://www.homeoffice.gov.uk/crime-victims">www.homeoffice.gov.uk/crime-victims</a>
Home Office – justice and prisons	<a href="http://www.homeoffice.gov.uk/justice">www.homeoffice.gov.uk/justice</a>
Home Office publications	<a href="http://www.crimereduction.homeoffice.gov.uk/publications.htm">www.crimereduction.homeoffice.gov.uk/publications.htm</a>
National Association for the Care and Resettlement of Offenders	<a href="http://www.nacro.org.uk">www.nacro.org.uk</a>
Office of Public Sector Information – Public Acts of the UK Parliament	<a href="http://www.opsi.gov.uk/acts.htm">www.opsi.gov.uk/acts.htm</a>
Police initiatives introduced to target crime at the front line	<a href="http://police.homeoffice.gov.uk/operational-policing/crime-disorder">police.homeoffice.gov.uk/operational-policing/crime-disorder</a>
Protecting yourself	<a href="http://www.protectingyourself.co.uk">www.protectingyourself.co.uk</a>
Sentencing guidelines for judiciary	<a href="http://www.sentencing-guidelines.gov.uk">www.sentencing-guidelines.gov.uk</a>

Most local authorities and police forces have websites offering information and advice concerning community safety and crime and disorder. They can be accessed via [www.direct.gov.uk/en/DI1/Directories/Localcouncils/index.htm](http://www.direct.gov.uk/en/DI1/Directories/Localcouncils/index.htm)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying approaches used by public services to reduce crime, disorder and antisocial behaviour.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing the effects of crime on communities and individuals analysing how the strategies used by local community public services work to reduce crime, disorder and antisocial behaviour evaluating a local public service strategy or initiative designed to address crime and its impact on the community
<b>Creative thinkers</b>	evaluating the implications of two pieces of crime and disorder legislation
<b>Team workers</b>	working with other learners to research information and public service organisations
<b>Self-managers</b>	completing assignment work for submission
<b>Effective participators</b>	taking part in classroom discussions.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	identifying approaches used by public services to reduce crime, disorder and antisocial behaviour
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information and public service organisations
<b>ICT – Develop, present and communicate information</b>	
Present information in ways that are fit for purpose and audience	presenting their assignment evidence
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their assignment evidence
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information and public service organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting their assignment evidence.