Course Specifications
Valid as from the academic year 2018-2019

Course

Crime Prevention (B000540)

Course size

Credits 5.0
Study time 150 h
Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1)

Dutch

10.0 h

microteaching

25.0 h

lecture

10.0 h

group work

Lecturers in academic year 2018-2019

Pauwels, Lieven

RE23

lecturer-in-charge

Offered in the following programmes in 2018-2019

Master of Science in Criminological Sciences

4

A

Master of Laws in Laws

4

A

Teaching languages

Dutch

Keywords

Integrated crime prevention (developmental crime prevention, community crime prevention, situational crime prevention), prevention policy, history of prevention, evaluation

Position of the course

This course is aimed at obtaining knowledge and insights concerning theories on crime prevention, crime prevention methods and crime prevention policies. It offers basic knowledge about designing, organising, executing and evaluating a prevention project.

Contents

This handbook of crime prevention starts with a historical framing of crime prevention. The key concepts of crime prevention science (definitions, models, typologies, strategies, problem-oriented working, ethics in prevention) are explained. It is argued that crime prevention needs a solid knowledge base and the typical pitfalls of prevention initiatives are discussed. The student learns about the pillars of integrative (holistic) prevention en learns what it means to take a mechanism-based approach. In this course, an integrated contemporary theory of crime causation is used to frame social and situational prevention. Thus, crime prevention is related to current knowledge of key social and situational dynamics of crime causation. In the contemporary context, a lot of knowledge is expected from practitioners: prevention projects need to have a solid basis, prevention projects and interventions need to be evaluated. Different visions exist regarding evaluation: evidence-based thinking and realist evaluation are discussed. In separate chapters, attention is paid to the role of laws and law enforcement (social engineering), situational prevention (designing out crime), social crime prevention (developmental, community based prevention). Finally, some major challenges of crime prevention are discussed (e.g. implementation science, nudging, ...). Several appendices are provided which deal with good practices, prevention policies, ... The appendices provide a more profound insight of the historical and political context (Belgian and international context) in which prevention policies are taken, guidelines for evaluation, ....

Initial competences

Elementary knowledge and understanding of the basic concepts and the historical development of criminology and the important areas of research with attention for

(Approved)
theoretical insights and research methods.

Final competences
1. Applying knowledge on actors, policy and decision-making processes in the criminological field on deviance, crime, and reactions thereto.
2. Applying knowledge on the European and international institutional context of criminology and criminal policy on crime, deviance and reactions thereto.
3. Integrating in-depth knowledge on crime, deviance, and reactions thereto in scientific research.
4. Approaching crime and deviance in a multidimensional way.
5. Dealing with crime and deviance in a multidisciplinary, integrated and complete way.
6. Critically analyse crime, deviance and prevention and intervention thereto based on a coherent vision on etiological theory and research.
7. Formulating innovative suggestions regarding policy, policy-evaluation and policy-support.
8. Demonstrate oral communication and presentation skills.

Conditions for credit contract
Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Group work, lecture, microteaching

Extra information on the teaching methods
Lecture (50%), micro-teaching: oral presentation of the group work (25%), and group work (25%).

Learning materials and price

References

Course content-related study coaching
- Office hour of the professor.

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Oral examination

Examination methods in case of periodic evaluation during the second examination period
Oral examination

Examination methods in case of permanent evaluation
Assignment

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible

Extra information on the examination methods
Group work: writing a paper and oral presentation.
Oral exam: questioning concerning knowledge of, critical reflection on, and application of the subject material.

Calculation of the examination mark
A combination of non-periodical evaluation (group work) and periodical evaluation (oral exam):
- Group work: 75%.
- Oral exam: 25%.

(Approved)
Regarding the group assignment: if there is clearly a different input from different group members, then the final mark per student belonging to the same group can still differ. Students who eschew one or more parts of the evaluation can no longer pass the course. In that case, final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (i.e. 7/20).

When the student attends all parts of the evaluation, but scores less than 10/20 for one of the components, he/she can no longer pass the entire course unit. If, in that case, the total score is a mark of 10/20 or above, then this is reduced to the highest failing mark (i.e. 9/20).

The partial score for the individual components are not rounded in the calculation of the total score. Only the total score is a rounded mark, in accordance with the rounding rules from the OER. For both components, students have to achieve at least 50 percent (i.e. 10/20). This means that, in an exceptional case, a score of 9.99/20 means that the student did not pass the individual component and, hence, did not pass the entire course unit.

Facilities for Working Students

The opportunity to make an individual assignment instead of a group assignment.