

COURSE OUTCOMES: CRIMINAL PROCEDURE B: 2011

OVERVIEW

PURPOSE OF THE COURSE:

For the student to acquire a deeper knowledge of certain aspects of criminal procedure not covered in detail in Criminal Procedure A. It presupposes that the student has already passed Criminal Procedure A.

Together with Course A, this course should cover all the main aspects of criminal procedure encountered in practice.

HOW THIS FITS INTO THE OVERALL DEGREE STRUCTURE

As a procedural (adjectival) law subject, this course equips the student to apply the substantive criminal law in courts in South Africa. It also has close ties with the law of evidence.

CREDIT VALUE: 10

This works out as follows:

18 hours	24 lectures @ 45 mins each
.75 hours	1 written test
2 hours	1 written examination
79.25 hours	Individual learning (pre- and post-lecture reading, preparation of written assignment, test and examination preparation)
Total:	100 hours work

ASSUMPTIONS OF PRIOR LEARNING

General exposure to the idea of legal principles (legal theory, constitutional law, interpretation of statutes, elementary criminal procedure, criminal law). Ability to read and interpret statute law, read and interpret decided cases in law reports, apply the doctrine of precedent. Ability to analyse a set of facts; identify the legal problem contained therein, apply the appropriate law to derive a solution.

OUTCOMES

CRITICAL CROSS-FIELD OUTCOMES (CCFOs)

This course should contribute to the following critical outcomes:

- a) identify and solve problems
- b) collect, analyse and evaluate information

- c) communicate effectively
- d) recognise problem solving contexts
- e) reflect on and explore effective learning strategies
- f) critique existing legal rules
- g) work with a detailed major statute governing most of the law on a single subject

SPECIFIC INTENDED OUTCOMES

OUTCOME Students will be able to:	LINKED CRITICAL OUTCOME	ASSESSMENT CRITERIA (Note: references to relevant authority should be given in each instance)	ASSESSMENT TASKS
<p>1. Describe</p> <ul style="list-style-type: none"> • the system of criminal prosecution in South Africa: who prosecutes; when a private person is permitted to prosecute; • when a prosecution can be withdrawn or stopped; • effect of withdrawal or stopping of prosecution; • right to speedy trial • prescription in criminal law <p>Identify from factual scenario whether private prosecution possible, whether right to speedy trial violated, whether a crime has prescribed</p>	<p>a, b, c, d, e, f, g</p>	<p>States that:</p> <ul style="list-style-type: none"> • Prosecution system State-driven, centrally controlled. • Private prosecution only permitted when State refuses to prosecute, and when private prosecutor has peculiar and substantial interest in case; lists the rules relating to private prosecution • Prosecution can be withdrawn before plea, and later re-instituted; after plea can be stopped, in which case acquittal follows and no re-institution possible • Constitution guarantees right to speedy trial; shows when right has been violated, what remedy available • Prescription prevents the prosecution of most crimes after 20 years; points out which crimes not affected by prescription <p>Correctly identifies problem and</p>	<ul style="list-style-type: none"> • Class discussions: examining examples (formative) • Written test (summative): paragraph style description <u>or</u> factual problem requiring solution • Final examination (summative): paragraph style description <u>or</u> factual problem requiring solution

		solution from scenario	
<p>2. Describe</p> <ul style="list-style-type: none"> • The legal rules relating to search and seizure under the Criminal Procedure Act • The constitutionality of search and seizure provisions <p>Apply such rules in a factual scenario</p>	a, b, c, d, e, f, g	<p>Sets out which articles can be searched for and seized</p> <p>Explains that search/seizure can be with or without warrant; sets out requirements for issuing search warrant; explains when search/seizure permitted without warrant; explains what happens to articles after seizure</p> <p>Correctly identifies problem and solution from scenario</p>	Ditto

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<p>3. Describe principles applicable to the right to legal representation in South African criminal trials Apply such principles in a factual scenario</p>	<p>a, b, c, d, e, f, g</p>	<p>Sets out principles relating to right to legal representation; from what stage of the proceedings; when accused will be entitled to legal representation at State expense; what effect of denial of such rights is Correctly identifies problem and solution from scenario</p>	<p>Ditto</p>
<p>4. Describe</p> <ul style="list-style-type: none"> • historical development of principles applicable to duty of prosecution to disclose docket and other materials to defence in criminal trial in South African context and principles currently applicable; • historical development of principles relating to right of accused/defence to interview State witnesses and principles currently applicable <p>In a factual scenario</p> <ul style="list-style-type: none"> • identify whether the prosecutor is obliged to make disclosure, and apply appropriate rules 	<p>a, b, c, d, e, f, g</p>	<p>Sets out development of duty of prosecutor to disclose in South Africa; explains influence of Canadian law; sets out present legal position under Constitution; sets out similar development of entitlement of accused to interview State witnesses Correctly identifies problem and solution from scenario</p>	<p>Ditto</p>

<ul style="list-style-type: none"> • identify whether accused is entitled to interview a State witness, and apply appropriate rules 			
<p>5. Describe rules applicable to drafting of indictments for criminal trials in High Court</p>	<p>b, c, e, f, g</p>	<p>Sets out what an indictment should contain; what summary of substantial facts should contain; what legal effect of summary of substantial facts</p>	<ul style="list-style-type: none"> • Class discussions: examining examples (formative) • Written test (summative): paragraph style description <p>Final examination (summative): paragraph style description</p>

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<p>6. Describe</p> <ul style="list-style-type: none"> • the principles applicable to certain offences in which some matters do not need to be alleged or disproved by the State, but which the accused can raise and prove by way of defence • the principles relating to particular cases in which the State does have to allege certain facts, but in which the State is assisted by the existence of a presumption which the accused has to discharge to escape liability • the similarities and differences between these concepts <p>Identify in a factual scenario which of these two concepts applies, and correctly apply the relevant rules to the facts.</p>	<p>a, b, c, d, e, f, g</p>	<p>Sets out what an exemption, exception, proviso, excuse or qualification is; explains that State does not need to allege absence of such in charge, or prove absence of such in evidence; if accused seeking to rely on such he/she has to prove existence of on balance of probabilities; sets out constitutional implications of s 90 of Criminal Procedure Act</p> <p>Sets out effect of s 250 of Criminal Procedure Act: where absence of licence or permission an element of the offence State has to allege same in charge, but is assisted in proving such element by legal presumption</p> <p>Sets out similarities and</p>	<ul style="list-style-type: none"> • Class discussions: examining examples (formative) • Written test (summative): paragraph style description <u>or</u> factual problem requiring solution <p>Final examination (summative): paragraph style description <u>or</u> factual problem requiring solution</p>

		<p>differences between these two principles Correctly identifies problem and solution from scenario</p>	
<p>7. Describe</p> <ul style="list-style-type: none"> the rules relating to charging the accused with several offences arising out of a single incident the rules relating to charging an accused person with an offence of which he or she has previously been convicted or acquitted the similarities and differences between these two principles <p>Identify in a factual scenario whether either of these principles operates, and apply the relevant rules to the facts</p>	<p>a, b, c, d, e, f, g</p>	<p>Sets out principles relating to so-called 'splitting of charges', pointing out that correct terminology and principle is legal rule not against splitting of charges, but against improper duplication of convictions; describes the two traditional tests to determine whether there is an improper duplication of convictions; gives some examples by way of reference to case law; Sets out principles relating to rule against double jeopardy; gives the requirements for the operation of the rule; in particular deals with what is meant by 'substantial identity', court of</p>	<p>Ditto</p>

		competent jurisdiction and acquittal on merits. Correctly identifies problem and solution from scenario	
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<p>8. Describe the rules relating to the right of the accused to require further particulars to a charge and the duty of the prosecutor to furnish further particulars Apply such rules in a factual scenario</p>	<p>a, b, c, d, e, f, g</p>	<p>Sets out what further particulars accused may apply for for, at what stage, what particulars prosecutor obliged to furnish, what effect of supplied particulars is Correctly identifies problem and solution from scenario</p>	<p>Ditto</p>
<p>9. Describe the rules relating to plea and sentence agreements between the State and the accused Apply such rules in a factual scenario</p>	<p>a, b, c, d, e, f, g</p>	<p>Sets out nature of plea bargaining; pros/cons; what informal plea bargaining involves; the detailed rules applicable to plea and sentence agreements under the new s 105A of Criminal Procedure Act; shows how s 105A addresses some of the problems that arose Correctly identifies problem and solution from scenario</p>	<p>Ditto</p>

		previously Correctly identifies problem and solution from scenario	
10. Describe the rules relating to the criminal liability of corporate bodies for criminal acts committed by its directors, staff or agents and the procedural requirements for prosecuting a corporate body Apply such rules in a factual scenario	a, b, c, d, e, f, g	Sets out principle for establishing criminal liability on part of corporate body (s 332 of Criminal Procedure Act); procedural rules for establishing such criminal liability Correctly identifies problem and solution from scenario	Ditto
11. Describe the rules relating to appeals to higher courts in criminal cases Apply such rules in a factual scenario	a, b, c, d, e, f, g	Sets out the rules governing who can appeal; when; against what; to which court; how; requirement of leave to appeal; tests applied by appeal courts when dealing with appeals on facts, appeals against sentence; power of court of appeal to increase sentence; special types of	Ditto

		<p>appeal such as special entry on irregularity and reservation of question of law; powers of appeal courts generally</p> <p>Correctly identifies problem and solution from scenario</p>	
<p>12. Describe the nature of and rules applicable to certain quasi-criminal proceedings: inquests, asset forfeiture, criminal proceedings involving the Child Justice Act</p> <p>Apply such rules in a factual scenario</p>	<p>a, b, c, d, e, f, g</p>	<p>Sets out what purpose of inquest is; when inquest must be held; procedure relating to institution and holding of inquest; findings to be made; effect of findings; referral to Director of Public Prosecutions and powers of DPP; special provisions when body not recovered</p> <p>Sets out purpose and nature of asset forfeiture under Prevention of Crime Act; explains principles/procedure of Ch 5 of Act (criminal forfeiture); principles/procedure of Ch 6 of Act (civil forfeiture)</p> <p>Examination of the</p>	<p>Ditto</p>

		provisions of the Child Justice Act 75 of 2008, which makes radical alterations to the criminal justice procedure where the accused is a child.	
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TEACHING METHODS

Lectures (mainly with the aid of PowerPoint slides)
skeleton handouts
reading list
class discussion
assignment

COURSE CONTENT

TOPIC 1

Who prosecutes
Investigation of crime prior to decision whether to prosecute
Withdrawal/stopping of prosecution.
Prosecution to be brought within a reasonable time.
Prescription.

TOPIC 2

Search and Seizure

TOPIC 3

Legal Representation

TOPIC 4

Disclosure by prosecution

TOPIC 5

Indictments in High Court

TOPIC 6

Exemptions, exceptions, provisos

TOPIC 7

Duplication of convictions

TOPIC 8

Further particulars

TOPIC 9

The Pleas of *Autrefois Acquit* and *Convict*

TOPIC 10

Plea and sentence agreements: sec 105A of Criminal Procedure Act

TOPIC 11

Prosecution of corporations, etc.

TOPIC 12

Appeals from convictions/sentence in High Court
To which court
Leave to appeal: test
Condonation

TOPIC 13

Appeals (continued)
Approach of appeal court
Appeals against conviction and sentence
Decrease/increase of sentence
Withdrawal of appeals
Appeals by State

TOPIC 14

Powers of Courts of Appeal:
Magistrate's court to Provincial Division
High Court to Full Court or Supreme Court of Appeal
Calling of evidence on appeal
Remittal to Court *a quo*

TOPIC 15

Reservation of question of law
Irregularities in the proceedings: special entries

TOPIC 16

Taking of evidence in terms of section 205 of CPA

TOPIC 17

Inquests

TOPIC 18

Asset forfeiture

TOPIC 19

Child Justice Act 75 of 2008

RESOURCES

TEXT BOOK: **Criminal Procedure Act 51 of 1977** (up to date version)

Other recommended reading: Du Toit et al: *Commentary on the Criminal Procedure Act*

There are also other works on various aspects of criminal procedure available in the library. See for example P M Bekker *et al: Criminal Procedure Handbook* (9th ed).

Students will also be provided with outline notes on statutory law, cases etc that they will be required to study in more detail. Note that these notes are not

complete in themselves, ie they will merely serve as pointers to where further reading is to be found.

MARK ALLOCATION

Examination	70 marks
Class test	15 marks
Class assignment	15 marks
Total	100 marks

ASSESSMENT CRITERIA

(For written assignments, and, with due allowance for time and other constraints, for tests and examinations)

Presentation:	10%
Structure:	10%
Content:	20%
Understanding:	30%
Insight:	30%