

Programme Information & PLOs

Title of the new programme – including any year abroad/ in industry variants

BA Hons Criminology

Level of qualification

Please select:

Please indicate if the programme is offered with any year abroad / in industry variants

Year in Industry

Please select Y/N

No

Year Abroad

Please select Y/N

Yes

Department(s):

Where more than one department is involved, indicate the lead department

| | |
|---------------------------------|-------------------------------|
| Lead Department | Sociology |
| Other contributing Departments: | Social Policy and Social Work |

Programme Leader

Maggie O'Neill

Purpose and learning outcomes of the programme

Statement of purpose for applicants to the programme

Criminology is the study of crime and deviance within society. York's Criminology programme provides students with a critical understanding of the social construction of crime and deviance, and the differing theoretical approaches and practical applications to key criminological issues, such as victimisation, the representations of crime and offenders, boundary breaking and criminal justice responses. The programme at York uniquely reflects the multidisciplinary nature and vitality of criminology, as it combines the strengths of the two departments of Sociology and Social Policy. As a Criminology student, you will learn about the role played by inequalities in crime and deviance; how criminal justice institutions function; and the complexity of tackling criminal activity. As a graduate of the programme, you will be prepared for a range of careers in and beyond the boundaries of the criminal justice system as a consequence of the embedding of specific skills such as critical thinking, evaluating and analysing the merits of criminological theory and research; developing a critical understanding of the principles of ethical research in criminology; and the use of quantitative and qualitative research methods skills; evaluating and analysing complex criminological problems. You will have the opportunity to develop important skills of team work, written and oral communications, computing and digital skills. Criminology graduates will be in a position to contribute in creative, ethical and robust ways to thinking about the study of crime and deviance, criminological theory, social and cultural transgressions as well as social justice and social policy outcomes and they will be equipped for a range of employment and career possibilities.

Programme Learning Outcomes

Please provide six to eight statements of what a graduate of the programme can be expected to do.

Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

| | |
|------------|---|
| PLO | On successful completion of the programme, graduates will be able to: |
|------------|---|

| | |
|---|---|
| 1 | Interpret, explain and analyse offending behaviour through a critical understanding of criminological theory and criminal justice institutions, policies and practices |
| 2 | Confront and analyse real-world social and crime-related problems via criminological debates and criminal justice institutions, agencies and policies to critically assess the complexity of societal transgressions |
| 3 | Work creatively in teams by cooperating with others in a manner which is respectful of diverse views, values and the cultural position of others |
| 4 | Design and undertake ethical criminological research projects which draw upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues upon which future actions can be based |
| 5 | Synthesise complex arguments about crime and deviance in order to challenge assumptions and misperceptions about offending behaviours and criminal justice system |
| 6 | Critically communicate information and well-reasoned arguments in appropriate formats concerning matters of crime and deviance, using a range of media and digital technologies |

Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title ‘with a Year in Industry’ – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

n/a

Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title ‘with a Year Abroad’ – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

Criminology graduates who study for a year abroad will be able to: 1. Interpret, explain and analyse offending behaviour through a critical understanding of criminological theory and criminal justice institutions, policies and practices **in different national and cultural contexts.** 2. Confront and analyse real-world social and crime-related problems via criminological debates and criminal justice institutions, agencies and policies to critically assess the complexity of societal transgressions **in different cultural contexts.** 3. Work creatively in teams by cooperating with others in a manner which is respectful of diverse views, values and the **cultural position of others.** 4. Design and undertake ethical criminological research projects which draw upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues upon which future actions can be based. 5. Synthesise complex arguments about crime and deviance in order to challenge assumptions and misperceptions about offending behaviours and criminal justice system, **in culturally attuned ways and in different cultural contexts.** 6. Critically communicate information and well-reasoned arguments in appropriate formats concerning matters of crime and deviance using a range of media and global digital technologies

i) Why the PLOs are considered ambitious or stretching?

They are considered ambitious and stretching because the degree of independent learning, thinking and writing that our students engage in, from term one, supported by our encouragement, facilitates immersion in challenging debates and research and enables them to conceptualise and explain the subject matter of criminology, the links between criminal and social justice, put theories into operation and conduct and evaluate research. Criminology is a theoretical and empirical endeavour. Only by doing so, and avoiding the textbook approach, can our students graduate into critical thinkers that can apprehend the complexity of social worlds and crime, deviance and justice within society, and attune themselves to the ethical principles governing criminological research, the local, national and international contexts and socio-legal and policy responses too, as well as the impact of culture in the shaping of emerging economic, political and technological forces in how we live our lives. The programme requires that the students meet the PLOs through the diversity of assessments offered.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

Taken together, we are confident that our PLOs articulate the progression of our students throughout the degree to the point that they graduate as truly independent thinkers, with the ability to cogently analyse social dynamics, issues and situations in all their complexities. Our graduates leave with a diverse range of skills and a critical sensibility that transfer across disciplines and professions and can point to a host of varied empirically driven tasks and projects that demonstrate their flexibility to prospective employers. 4. Design and undertake ethical criminological research projects which draw upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues upon which future actions can be based.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

This is most explicitly addressed in PLO 6. Our departments have, over many years, designed their programmes of study alongside considered use of technological developments - for example, both were early adopters of the VLE, and individual modules have been innovative in their use of the full functionality of the VLE (such as some lecture capture, wikis and library searches). As a programme we have made the move to online submission and online assessment in all modules. Both partner departments, supporting the programme, are interested in enriching technology-based/digital learning and as the provision is developed in each department we will audit the implications for the BA Criminology and continually look for opportunities to enhance the programme with respect to developing students' digital literacy.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?

The programme's employability objectives should be informed by the University's Employability Strategy:

<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>

The programme as it stands is distinctive in that it reinforces the nature and extent of criminology as a both a theoretical and empirical subject, that is inter-disciplinary in scope and allows us to address the PLOs in a robust way combining both applied and theoretical knowledge to understand real world social and crime related problems and issues. Third year BA Criminology students consulted about employability identified Understanding Criminal Justice, Debates in Criminal Justice and Social Research Methods as directly enhancing their knowledge of employment in the Criminal Justice System and employability. In the programme, contact with staff will propel student learning through a number of ways: a) by retaining the lecture, seminar and workshop formats as our core framework for delivering learning; b) enhancing the use of digital technologies across the programme; c) more effective and increased face-to-face contact throughout the programme - within the context of a group-work focussed and collaborative learning culture. We have increased crime-specific content at year 1, with a move from a more generic Ways of Knowing (year 1) and Understanding Criminal Justice (year 2) to Introducing Criminal Justice (year 1) and Debates in Criminal Justice (from 2017-8, year 2). Skills work is embedded at every level of programme. For example, Introducing Criminal Justice seminars are especially designed to develop different skills throughout the first year: referencing, how to use academic resources, databases, use of statistics, social media. Introducing Sociological Theory includes how to make use of theory and close text reading of theoretical texts. Victimisation and Social Harm (2nd year) involves an extended project, which is good practice for dissertations, and Social Research Methods (year 2) is key for empirical research skills, literature searching and critiques. At Level 3, a newly created Criminology-specific dissertation module is now propelling independent learning and research through contact with Criminology staff, with specific skills sessions now running throughout the year. In response to student feedback expressing a lack of a sense of cohort, we have: a) streamlined the induction programme and created more Criminology-specific sessions; introduced a module options workshop at level 2; introduced the dissertation module at level 3 and we will continue to look for opportunities to develop the sense of a strong cohort with our students in response to student feedback. Additionally, all teaching staff provide a weekly 2 hour drop in session, the email response rate is to reply within three days and the new dissertation module provides both face to face supervision sessions, dissertation workshops and specialised sessions with library staff. However, there is more to be done. We will work with our employability officers in both departments over the Autumn term to develop plans for further employability co-ordination, exploring opportunities to embed employability within the programme more deeply.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Departments?

Students will be introduced to academic and transferable skills in the first year and these are built upon, progressively, in years two and three. Module leaders and academic supervisors provide advice and support to all students via the weekly drop in office hours and take care to provide additional support to those who need it. In the first year we will evaluate the recent changes to the programme (The Ways of Knowing first year skills module has now been replaced by a crime-specific module called Introducing Criminal Justice from 2017-18, that maps onto PLO1 and PLO 2) in order to propel impact in student learning. There will also be a new more in-depth module at level 2 called Debates in Criminal Justice. This is a move welcomed by staff and students and addresses some of the points raised in the last periodic review. There are now two specialist crime modules in year one – a major improvement to the programme. For the second years the teaching team will investigate patterns of teaching and assessment in order to foster research skills that can be built upon in the final year and investigate further opportunities for collaborative learning using digital technologies to collaboratively develop their collective skills, and hone their group-working skills. For third years, we will increase contact time by introducing more lectures to support the dissertation, in which programme staff will make explicit the transferability of skills being used in their individual projects to real-world learning scenarios and employers' expectations. We will also undertake an annual curriculum review in order to enhance the partnership work across the programme and facilitate communication across the teaching team, with a view to enhancing coherence of the programme even further. The BoS secured approval for a new Criminology dissertation module for 2016-7 and this is now running. Further cultivation of sense of cohort for students has been advanced – e.g. specialist induction for 1st years (including Library sessions tailored for Criminology), module options taster sessions in Spring term year 1 & 2, specialist dissertation module at year 3. These are all improvements which have been implemented for 2016-7. These developments knit together to build on the strengths of the existing programme, provide additional support for academic and transferable skills, but also to develop a stronger sense of a criminological cohort.

vii) How is teaching informed and led by research in the department/ centre/ University?

Staff teach students in every year on topics that they also research in - this is most apparent in the options offered to year 2 and year 3 students, with staff teaching in their area of research expertise, but it is also a focus of year 1 teaching too. The demonstrable link between teaching and research has been a long-standing strength across the programme and is appreciated by students throughout the degree, not only through the experience of research led teaching, but of being part of a student cohort in a programme with a strong culture of research, constituting a strong and multi-disciplinary criminological offer.

| Stage-level progression | | | | | | | |
|---|---|--|--|--|--|-------|-------|
| Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules. | | | | | | | |
| Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box. | | | | | | | |
| Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows) | | | | | | | |
| Stage 1 | | | | | | | |
| On progression from the first year (Stage 1), students will be able to: | | | | Understand core criminological theories and concepts, and engage with primary research in core criminological topics, contemporary issues and demonstrate that understanding and awareness of the academic field through a series of individual assessments and group activities. | | | |
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
| Use introductory core disciplinary concepts and theories to identify the criminological significance of contemporary issues | Access and evaluate criminological literature on contemporary issues and cultural trends | Work creatively in teams by cooperating with others in a manner which develops awareness of the diverse views, values and the cultural position of others. | Undertake ethically responsible research which draws upon appropriate empirical skills to produce summary analysis of criminological issues | Understand social and criminological situations effectively by assessing real-life interactions. | Communicate sociological and criminological research and arguments to peers, via a range of media and digital technologies | | |
| Stage 2 | | | | | | | |
| On progression from the second year (Stage 2), students will be able to: | | | | Consolidate their understanding of core and specialist criminological theories and concepts, engage with primary research in core and specialist criminological topics and use their understanding and awareness of the academic field, evidenced through a series of individual assessments and group activities, in order to plan their own independent research, develop their own analytical approach and demonstrate increasing confidence in critically evaluating real-life criminological issues and situations. | | | |
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
| Use core disciplinary concepts and theories to identify and interpret the criminological significance of a range of contemporary criminological issues | Access, evaluate and critically review empirical criminological literature on contemporary issues and cultural trends | Work creatively in teams by cooperating with others in a manner which is respectful of diverse views, values and the cultural position of others. | Design responsible research projects which demonstrate awareness of appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of criminological issues | Interpret social and criminological problems and situations effectively by synthesising complex arguments and challenging common assumptions systematically. | Communicate complex information and sociological and criminological arguments, in appropriate formats and via a range of media and digital technologies. | | |
| Stage 3 | | | | | | | |
| On progression from the third year (Stage 3), students will be able to: | | | | | | | |
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |

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| 20 | SOC00001H | Theoretical Criminology | | | | | | | | | | | S | | | | | E | | A | | | | | | | | | | | | | | |
| 20 | Various | Option (from Soc) (List B) | | S | | | | | E | | | | A | | | | | | | | | | | | | | | | | | | | | |
| 20 | Various | Option (from SPSW) (List C) | | S | | | | | | E | | | A | | | | | | | | | | | | | | | | | | | | | |
| 20 | Various | Option (from Soc or SPSW) (Lists B and C) | | | | | | | | | | | S | | | | | | E | | A | | | | | | | | | | | | | |

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

| Option List A | Option List B | Option List C | Option List D | Option List E | Option List F | Option List G | Option List H |
|--|--------------------------------------|--|---------------|---------------|---------------|---------------|---------------|
| Stage 2 (30 credits) | Stage 3: Sociology (20 credits) | Stage 3: Social Policy (20 credits) | | | | | |
| Popular Culture, Media and Society | Gender, Crime Sexuality | Criminal Justice and Policing | | | | | |
| Contemporary Political Sociology | Advanced Social Theory | Vulnerability, Deviance and Social Control | | | | | |
| Gender, Sexuality and Inequality | Morbidity, Culture and Corpses | Welfare States and the Economic Crisis | | | | | |
| Sociology of Health and illness | Sociology of the Paranormal | Housing Policy | | | | | |
| Divisions and Inequalities | Analysing Doctor-Patient Interaction | Understanding Families and Family Life | | | | | |
| Social Interaction and Conversation Analysis | Birth, Marriage, Death | Poverty and Inequality | | | | | |
| Victimization and Social Harm | Racial State | Prisons and Penal Policy | | | | | |
| Citizenship, Difference and Inequality | Migration and Tourism | Philosophy of Criminal Law | | | | | |
| Policy Process | Emotions in the Social World | Illicit Drug Use | | | | | |
| | Global transformation of Health | Youth Justice | | | | | |
| | Humans and Other Animals | Death and Policy | | | | | |
| | Crime, Justice & the Sex Industry | Gender, Citizenship and the Welfare State | | | | | |
| | | Sustainable Development and Social Inclusion | | | | | |
| | | Wellbeing of Children and Young People | | | | | |
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Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Admissions Criteria

TYPICAL OFFERS A levels AAB for L611, VL53, LL32, LL2V ABB for L300, L390, L392, LX33 IB Diploma programme 35/34 points BTEC Extended Diploma DDD/DDM

Length and status of the programme(s) and mode(s) of study

| Programme | Length (years) | Status (full-time/part-time) Please select | Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year) | Mode | | | |
|-----------|----------------|---|---|----------------------------|-------------------|-------------------|--|
| | | | | Face-to-face, campus-based | Distance learning | Other | |
| | | | | Please select Y/N | | Please select Y/N | |

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:

if No move to next Section
if Yes complete the following questions

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

| | | |
|--------------------|--------------------------|-------------------------|
| Please Select Y/N: | <input type="checkbox"/> | if Yes, provide details |
|--------------------|--------------------------|-------------------------|

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

| | | |
|--------------------|--------------------------|--|
| Please Select Y/N: | <input type="checkbox"/> | |
|--------------------|--------------------------|--|

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

| | | | |
|---|----|--|----------------------|
| Programme excluded from Placement Year? | No | If yes, what are the reasons for this exemption: | |
| Study Abroad (including Year Abroad as an additional year and replacement year) | | | |
| Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification. | | | |
| Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad | | | |
| https://www.york.ac.uk/staff/teaching/procedure/programmes/design/ | | | |
| Please Select Y/N: | No | | |
| Additional information | | | |
| Transfers out of or into the programme | | | |
| ii) Transfers into the programme will be possible? (please select Y/N) | | | |
| Additional details: | | | |
| | | | |
| ii) Transfers out of the programme will be possible? (please select Y/N) | | | |
| Additional details: | | | |
| | | | |
| Exceptions to University Award Regulations approved by University Teaching Committee | | | |
| Exception Please detail any exceptions to University Award Regulations approved by UTC | | | Date approved |
| | | | |
| Date on which this programme information was updated: | | | |

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

| Stage | Module | | Programme Learning Outcomes | | | | | | | |
|---------|--------------------------------------|---|---|--|---|--|--|--|--------------|--------------|
| | | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
| | | | Interpret, explain and analyse offending behaviour through a critical understanding of criminological theory and criminal justice institutions, policies and practices | Confront and analyse real-world social and crime-related problems via criminological debates and criminal justice institutions, agencies and policies to critically assess the complexity of societal transgressions | Work creatively in teams by cooperating with others in a manner which is respectful of diverse views, values and the cultural position of others | Design and undertake ethical criminological research projects which draw upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues upon which future actions can be based | Synthesise complex arguments about crime and deviance in order to challenge assumptions and misperceptions about offending behaviours and criminal justice system | Critically communicate information and well-reasoned arguments in appropriate formats concerning matters of crime and deviance, using a range of media and digital technologies | #REF! | #REF! |
| Stage 1 | Sociology of Crime and Deviance CORE | Progress towards PLO | Students are introduced to sociologically informed theories that seek to explain criminal and deviant behaviour | Students are introduced to sociologically informed theories that seek to explain criminal and deviant behaviour | Seminars are collaborative endeavours structured through cooperation around a range of learning and research tasks. | | Students are introduced to the social complexity of explaining criminal and deviant behaviour | | | |
| | | By working on (and if applicable, assessed through) | Students will complete written assignments in which they express, in their own words, the complexity of social groups and institutions drawing on concepts and theory | Students will become familiar with sociological and criminological evidence, and develop the skills to locate, access and evaluate the data. Students will undertake a crime and justice walk to introduce them to criminal justice institutions, criminological theories and concepts and this will be assessed and discussed in the related seminar. | | By practicing written work students will begin to develop analytical skills and the ability to formulate reasoned arguments | | | | |

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|---------|--|---|--|--|--|--|--|--|--|
| Stage 1 | Introduction to Sociological Theory CORE | Progress towards PLO | Students are introduced to sociological theories and concepts that heighten awareness of the general sociological theory from which criminological/sociology of deviance emanates. | Students are taught how to critically engage with the original writings of sociological theorists. | Seminars are collaborative endeavours structured through cooperation around a range of learning and research tasks. | Learning is directed to undertaking criminological research that draw upon appropriate skills to produce rigorous analysis of social issues upon which course work formative and summative can be based | Students are introduced to sociological theories and the social complexity involved in helping students to explain criminal and deviant behaviour | | |
| | | By working on (and if applicable, assessed through) | Students are introduced to the theories of core sociological thinkers from the classical and contemporary intellectual traditions. | Students engage with the original writings of sociological theorists in both lectures, seminars, and independent study | Co-operation, teamwork and shared learning is encouraged in seminars | In their first assessment, students must critically reflect upon an original piece of writing from classical social theory. This is intended to challenge students on the course to read theory through original works rather than textbook summaries. | A proportion of the course and its assessment is dedicated to researching the continuing relevance, or otherwise, of sociological theories and concepts. This includes investigating the relationship between social theory, contemporary illustrative examples and recent sociological scholarship. | The module is taught through participative learning in seminars, in which students are encouraged to present and articulate their ideas in various formats. | |
| Stage 1 | Introducing Criminal Justice CORE | Progress towards PLO | Students are introduced to the criminal justice system in England and Wales within a framework that explores aspects of politics, and economics as well as key concepts such as discretion and discrimination. | Students are introduced to the criminal justice system in England and Wales within a framework that explores aspects of politics, and economics as well as key concepts such as discretion and discrimination. | Students are introduced to the competing interests and needs that operate in the pursuit of justice and the ways in which these are reconciled in the operation of criminal justice policy. | Students will be introduced to measurements of outcomes in criminal justice (official) data. | Students will be introduced to concepts of discretion and disproportionality. | Students will develop an understanding of the ways in which the criminal justice system deals with offenders in the UK and relate this to differing models of punishment. | |
| | | By working on (and if applicable, assessed through) | By completing a portfolio that includes evidence from across the module students will demonstrate their understanding of how the criminal justice system operates, who is involved and the extent to which this can be considered a seamless service. Students will consider aspects of discrimination and discretion in the operation of the criminal justice system. | Students will engage with contested concepts in class based discussions and will be required to include critical argument in the portfolio. | Seminar activities will engage students in collaborative work both in preparation activities and during in-class activities where content is focused on problem-solving and developing solutions. Seminars enable immediate formative feedback delivered by seminar leaders and peers. | Students will incorporate up to date statistics relevant to each agency of the criminal justice system in their portfolio and draw on this data in class based discussions. | Students will comment on the relevance of these concepts in small group discussions as part of the summative portfolio. | Seminar activities require students to familiarise themselves with different perspectives and positions in the criminal justice system in preparation work, and to communicate these positions in-class. Seminars enable immediate formative feedback delivered by seminar leaders and peers. In their portfolio assessment students are able to demonstrate their written communication skills. | |

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| Stage 1 | Introducing Social Policy CORE | Progress towards PLO | Students study the operation of key social, political and economic actors and the ways in which their interests influence social policy development and the ways in which their interests influence the development of policy in key social domains of provision. | Students become familiar with the frameworks for the organisation and delivery of benefits and services, and the ways in which these resources are distributed to meet a range of social needs. In parallel, social science concepts and theories are introduced and applied to the evaluation of distributive processes and to enable identification of gaps and problems that require further solutions. Contemporary policy challenges and problems are presented in relation to each key domain of social provision. | Key concepts, ideas and social aims are considered from a range of political and ideological perspectives. | Students are introduced to a range of theoretical and empirical sources and to key social questions which form the basis of social science enquiry. Students are also inducted into the ethics of academic activity including learning, research and writing. | | Students are introduced to key debates in social policy and the platforms from which these are undertaken. | | |
| | By working on (and if applicable, assessed through) | Seminar tasks including debates and role-play exercises are designed to introduce students to the operation of key interest groups in the formation of policy and to recognise the constraints in which policy is developed. Seminars enable immediate formative feedback delivered by seminar leaders. In their essay and exam assessment students are expected to demonstrate their knowledge and understanding of economic and political interests and their influence on policy development. | Seminar tasks including debates and role-play exercises are designed to introduce students to the range of approaches taken in policy development linking these to the ideas and social theories by which they are underpinned. Seminars enable immediate formative feedback delivered by seminar leaders. In their essay and exam assessment students are expected to be able to draw on key ideas and theories to frame a written argument. | Seminar tasks including debates and role-play exercises include collaborative work both in preparation activities and during in-class activities where content is focused on problem-solving and developing solutions. Seminars enable immediate formative feedback delivered by seminar leaders and peers. | Seminar tasks introduce students to sources of data and policy-related materials which they are expected to explore and evaluate in their preparation work. Seminars enable immediate formative feedback delivered by seminar leaders. In their Essay and Exam assessment students are expected to refer back to these data sources in order to produce reasoned written answers. Students are also expected to demonstrate that they are equipped with skills in academic integrity and understand the ethical values appropriate to social scientific enquiry and writing in the social sciences. | | Seminar tasks including debates and role-play exercises are designed to explore social policy issues at all levels of debate from local to global requiring students to familiarise themselves with positions in preparation and to communicate these positions in-class. Seminars enable immediate formative feedback delivered by seminar leaders and peers. In their essay and exam assessment students are able to demonstrate their written communication skills. | | | |

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| Stage 2 | Crime, Culture and Social Change CORE | Progress towards PLO | Students are introduced to sociological and contemporary 'cultural' perspectives on crime, deviance, disorder and harm, enabling them to critically frame current issues within wider theoretical debates as well as understand the links between social change and crime. | Students are presented with empirically driven sociological research to understand key trends around criminality. They are taught to critically analyse and assess data and literature throughout the course evaluating the strengths and limitations of various approaches and frameworks. | By engaging with contemporary issues around crime and deviance, students are expected to understand complex themes (around race, gender, youth, and class) through a critical lens; this encourages them to challenge essentialist frameworks and position these issues within a wider social, political, and cultural context. | | Students are invited to engage with the CCSC twitter account, to share information, commentary, and stories related to current debates surrounding crime and deviance. This space enables them to communicate, share, and exchange ideas and information. | Seminar spaces require teamwork and collaboration on a week-to-week basis. Students are expected to engage within a range of 'team-building' exercises such as class debates, quizzes, and break off groups to answer set questions from the reading. | | |
| | | By working on (and if applicable, assessed through) | Assessed essay and exam: Through written work students will engage with sociological concepts and critically apply them to understand the complexities around contemporary forms of crime, deviance, social change, and disorder in society. | Assessed essay: Through their written assignment students will adopt critical skills to find, interpret, and evaluate evidence, to construct their arguments and analysis. | Assessed essay and exam: Through their written work, students will develop the skills to present a convincing, complex, and compelling analysis to interrupt common assumptions around criminality, deviance, and disorder. | | Various stories shared on the twitter account are discussed in the seminar setting where students are encouraged to engage with the information using theoretical insights. Not currently assessed formally. | | | |
| Stage 2 | Social Research Methods CORE | Progress towards PLO | | Students are taught how to evaluate and critically assess the methodology employed in existing empirical research | Seminars require that students work in groups, as part of a team, to undergo both collaborative and individual work | Students adopt and employ quantitative and qualitative research methods, and learn how different methodologies are appropriate for addressing different types of research questions. They are taught how to design whole research projects, considering data collection, data analysis, and ethics | | | | |

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| | | By working on (and if applicable, assessed through) | | Summative assessment in the form of a methodological critical review. Students will evaluate and critically analyse evidence-based claims in social research | Students work together to design a student survey, and present the results of archival research they have conducted. This is not assessed | Practical skills are developed through the student survey and assessed through summative assessment in the form of a written research report. Students develop interview schedules, run practice focus groups, conduct their own observation studies, conduct thematic analysis of interview data, and complete other practical tasks. Summative assessment comes in the form of an essay discussing the application of qualitative methods, and a research report on the results of a piece of qualitative research they have conducted. Summative assessment in the form of a research proposal includes a mandatory section dedicated to outlining the ethical issues associated with a research project. This final summative research proposal also assesses their ability to design a research project, as they must plan the whole project from start to finish | | | | |
| Stage 2 | Debates in Criminal Justice (CORE) | Progress towards PLO | Students will explore key issues and debates in criminal justice policy and practice within a theoretical framework that is particularly concerned with concepts of justice, equality and discretion. | Students link theoretical concepts and debates in the literature to real-world problems of the criminal justice system, as well as the individuals and groups making up the system, particularly offenders, victims and the general public. | Students are tasked to strengthen their teamwork skills and learn to work with a range of colleagues with diverse skill sets and work ethics. They will reflect on the strengths and weaknesses of working in a team. | Students learn to search the literature, data generated by criminal justice agencies - both qualitative and quantitative - to support and formulate their arguments. | Issues relating to disproportionality, sentencing discretion and structural inequality through the CJS are addressed. | Students learn to express and challenge each other's ideas about contemporary criminal justice practice throughout this module. | | |

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| | | By working on (and if applicable, assessed through) | Through participating in lectures, student-driven seminars that are organised along the lines of key debates and through a summative essay and an assessed group presentation, students acquire a strong understanding of the strengths and limits of criminal justice. | Seminar activities, such as student debates and class presentations, as well as the assessed essay and group presentation challenge students to form their own arguments and to come up with their own critiques of the system and potential policy solutions. | In seminars students are asked to work in small groups and then represent their group to the whole class. In the group presentation, students work with a group of colleagues who work differently from themselves. They will learn from each other but also how to work together in an employment-like situation under a strict deadline. They will also prepare a written reflection on the teamwork task. | The essay challenges students to draw on real-life examples and data and link this to a more theoretical question, whereas the group presentation task requires students to synthesise a large volume of data on a criminal justice field into a presentation to their peers. | Assessment tasks require students to explore tensions and debates in essays and in the group presentation. | Students express and challenge their ideas in the weekly seminars and when preparing and giving an assessed group presentation to their peers at the end of the module. | | |
| Stage 2 | SPSW (Crime specific) Policy Processes | Progress towards PLO | Theoretical models of the policy-making process are applied to a range of institutions including criminal justice institutions in order to critically engage with decision-making | In understanding the policy process students are required to analyse real world social and crime-related problems as they affect criminal justice institutions and decision-making processes in government | Weekly discussion groups and presentations are used in all modules to develop teamwork skills. | | Theoretical models of the policy-making process are applied to a range of institutions including criminal justice institutions in order to critically engage with decision-making | Students will develop an understanding of the policy making process through three distinct tiers of knowledge that explore the macro, meso and micro theorisations of how policy is defined and then implemented. | | |
| | | By working on (and if applicable, assessed through) | Students conduct policy reports and government workshop reports to demonstrate in depth application of theory to specific policy (which can be criminal justice related) and to government departments including Home Office and Ministry of Justice | During the Government workshop students collaborate with and work alongside their peers to replicate government departments including the Home Office and Ministry of Justice | The Government Workshop provides opportunities for students to work in teams to replicate government departments | | The policy reports and government workshop reports require students to provide an in depth application of theory to specific policy (which can be criminal justice related) and to government departments including Home Office and Ministry of Justice | During the Government Workshop students work in teams to replicate government departments and present their policy plans in a formal setting to the staff and colleagues using appropriate presentation techniques | | |

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| Stag e 2 | Sociology (Crime Specific) Contemporary Political Sociology; Divisions and Inequalities: Race, Ethnicity, Class and Religion | Progress towards PLO | Examine and critically contemporary theories and debates and empirical research about changing social relations of power and inequalities (with criminological examples) as a consequence of globalization, individualization and mediatization | Access and interpret empirical data and social scientific findings as a means to evaluate to contested understandings of contemporary political, cultural and social issues and trends (with crime and deviance related examples). Students evaluate evidence-based claims from different academic and non-academic material. | Students are given questions to prepare material to discuss in seminar groups throughout the module. These questions tend to relate to sensitive topics about how we should live together. Issues of blasphemy, tolerance, discrimination, poverty, inequality are key for this module and are discussed in a way that encourages students to be open and respectful. | Skills in quantitative and qualitative analysis are used to engage with a wide variety of research | Critically explore a range of political narratives, myths and visualizations as both practices of social domination and as means to contest dominant discourses within criminology | Critically analyse a contemporary political issue (focused on crime/criminal justice) in order to share with fellow students a formulated argument on the course blog. Students are expected to critically synthesise and communicate complex information and arguments about emerging social issues throughout the module. | | |
| | | By working on (and if applicable, assessed through) | A mixture of essay, exam and portfolio summative assessment. Formative assessment within presentations and debates | A mixture of essays, exam and portfolio's demonstrate their analysis of evidence-based claims. | Group discussions and presentations. Students are also encouraged to work together during the revisions for the exam. | | Essay, exam and portfolio summatively assess student ability to identify social problems, select appropriate readings and evaluate them. They challenge common assumptions that we are living in a meritocratic society and that key institutions, such as the NHS, are not subject to forms of latent racism or discrimination. | Blog exercise (summative in contemporary political sociology) and formative assessments via group presentations/debate about data ie Charlie Hebdo | | |
| Stag e 2 | Sociology Option modules (Non-Crime) : Gender | Progress towards PLO | | | Students prepare and material to discuss in seminar groups each week on issues that can be controversial and generate divergent views. They are required to discuss these views in a manner that is informed, critical and respectful. | | | | | |

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| | r, Sexuality and Inequalities; Sociology of Health and Illness; Popular Culture | By working on (and if applicable, assessed through) | | | | | Students give presentations, participate in debates and discussions in seminars, as well as in exams and when evaluating claims in essays | | | |
| Stage 3 | Dissertation CORE | Progress towards PLO | Students will be guided towards an independent research project which demonstrates in-depth understanding of criminological debates and empirical material and synthesises this into an original piece of work that rigorously and systematically analyses a criminological issue of their choice. | Students will evaluate and critically assess a wide range of empirical and theoretical literatures in the area of their choice | | The dissertation module has at its heart an independent (ethically sound) research project which draws upon appropriate qualitative and/or quantitative skills to produce an empirically rigorous (and theoretically coherent) analysis of a social issue of the student's choice. | The dissertation is a critical synthesis of complex information including both empirical and theoretical analysis as well as (where appropriate) the student's own data. In the dissertation module students may challenge assumptions about crime, punishment, justice and offending behaviour through their research aims. | The dissertation is a critical synthesis of complex information including both empirical and theoretical reports as well as (where appropriate) the student's own data. | | |
| | | By working on (and if applicable, assessed through) | By designing and writing a piece of ethical criminological research using appropriate methodology. Students are also provided with 4 hours of supervision, a dissertation workshop, feedback on a draft (formative). They produce a 10,000 word dissertation. | Students design and write an independent piece of ethical criminological research using appropriate methodology. They are guided through the research process through the provision of 4 hours of supervision, dissertation workshop, feedback on a draft (formative) and submit a 10,000 word dissertation on a topic of their choice. | | All students must submit an ethics proposal to the Departmental Ethics Community for scrutiny and approval before they can begin their research. A dissertation workshop on ethics is held near the beginning of the module. 4 hours of supervision, feedback on a draft (formative) and a 10,000 word report on a topic of their choice (summative)/ | Students complete and are assessed on the dissertation as a piece of ethical criminological research using appropriate methodology. | Students communicate their research ideas and results, as well as their own data (where appropriate) through 4 hours of supervision, dissertation workshops, a dissertation draft (formative) and a 10,000 word dissertation on a topic of their choice (summative). They also have the option to present their research at a dissertation conference to their peers at the end of the module. | | |

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| Stage 3 | Theoretical Criminology CORE | Progress towards PLO | Students interpret and explain a series of key theoretical texts in theoretical criminology. Students also learn to explain the relevance of the key concepts and theories of each text for understanding historical and contemporary issues involving crime and deviance. | 4 hours of supervision, dissertation workshops (including one on advanced thematic analysis), feedback on a draft (formative) and a 10,000 word report on a topic of their choice (summative) | Students work in a team to engage with core theoretical concepts and texts | | All of the texts examined in this module challenge commonly held assumptions about crime and deviance. As such, students will learn how to evaluate and critically question the foundation of 'social problems' and how they are produced. | Students compose and present complex academic arguments based upon indepth readings of key texts of theoretical criminology. In doing this students are encouraged to selectively draw upon and synthesise other perspectives and arguments. | | |
| | | By working on (and if applicable, assessed through) | Student knowledge and understanding is summatively assessed through an essay. Students also prepare and give a presentation either in pairs or a group which is formatively assessed. | Students demonstrate their analytical and evaluation skills in a summatively assessed essay. Formative assessment of these skills through a paired/ group presentation in seminar. | Students' collaboration and team work is formatively assessed in seminar discussions and group/paired presentation. | | Students apply their critical thinking skills in a summatively assessed essay. | Communication skills are assessed summatively through an essay. Formative assessment is offered in seminar discussions and group/paired presentation. | | |
| Stage 3 | SPSW Option Modules (Crime Specific): Prisons and Penal Policy; Vulner | Progress towards PLO | Crime specific option modules provide deep learning opportunities in relation to specific criminal justice agencies and/or crime-related issues. Each of these topics is taught in relation to relevant theory, policy and practice and students are required to critically assess all aspects of the 'problem' and responses | Students explore real world crime-related problems in the context of policy and practice solutions. | Weekly discussion groups and presentations are used in all modules to develop teamwork skills. | Students are expected to draw on up to date crime and criminal justice statistics and evidence to contextualise issues and debates | | | | |

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| | ability, Deviance and Social Control; Criminal Justice and Policing; Illicit Drug | By working on (and if applicable, assessed through) | Issue/topic based seminar activities focus on aspects of criminal justice/crime related problems and responses. Students analyse these in relation to appropriate theory. In assessment tasks students are expected to demonstrate this critical understanding by producing essays/reports/projects | Seminar activities focus on crime-related problems and solutions. Certain assessment tasks provide students with the opportunity for enhanced policy-related analysis through the development of 'ideal' policy solutions | | Seminar activities enable students to develop interpretation skills through utilising data. Students will draw on up-to-date data in their assessments | | | | |
| Stage 3 | Option Modules (SP Specific): Housing Policy; Poverty and Inequality; Welfare States and the Economic Crisis; Death and Policy: | Progress towards PLO | | | Weekly discussion groups and presentations are used in all modules to develop teamwork skills. | | | | | In |
| Stage 3 | Sociology Option Modules: (Crime Specific): Crime, Gender and | Progress towards PLO | Students examine a range of criminal justice issues related to the module theme, how these issues are framed and regulated by law, and the response to these issues by criminal justice system(s). These issues are critically interrogated using key sociological concepts . | Issues are considered and interrogated through an examination of evidence such as crime statistics, police data, or court documents in order that social and cultural trends can be critically evaluated. | Students work in seminar groups each week to consider questions that often produce diverse views and are required to discuss these views in a manner that is both critical and respectful. | Students design and answer their own research project-- on themes such as race, class or nostalgia-- in relation to a standard, open-ended essay question on cinematic urbanism. Students are taught how to analyse cinema from a qualitative sociological perspective (Cinema, Cities and Crime) | Students examine commonly held assumptions in relation to some of the most challenging and serious criminal offences and evaluate how such assumptions shape criminal justice responses to those crimes. | Students produce an essay for the assessment and in it are required to critically synthesise and communicate complex criminal justice data. Students taking Cinema Cities and Crime are expected to contribute a 500-word entry to the module blog (publically available online). | | |

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| | Sexuality; The Racial State; Cinemas, Cities and Crime, Crime, Justice & the Sex | By working on (and if applicable, assessed through) | Students participate in group seminar discussions and must complete a summative essay assignment and a summatively assessed oral presentation (The Racial State). | Group seminar discussions each week. Students must also produce an essay on which they are assessed. | Students must collaborate and work alongside their peers in seminar discussions to explore new ideas and work through problems. | Summative assessment of ability to design and undertake research in essay. | Group seminar discussions each week and. Students must also produce an essay on which they are assessed. | Summative Essay and formative blog | | |
| Stage 3 | Sociology Option Modules: | Progress towards PLO | | | Seminar groups get students to work collaboratively on tasks including debates, presentations and discussion | | | | | |
| | (Sociology Specific): Advanced Social Theory ; Morbidity Culture and | By working on (and if applicable, assessed through) | | | Some seminar work is formatively assessed. | | | CJSI is assessed via a 4000 word Wiki. | | |