

UNIVERSITY OF YORK
POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:		October 2016			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Sociology					
Award(s) and programme title(s)			Level of qualification		
MA Criminology and Social Research			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
Postgraduate Diploma Criminology and Social Research (120 credits)					
Postgraduate Certificate Criminology and Social Research (60 credits)					
Admissions criteria					
An undergraduate degree (usually at the 2.1 level) or professional qualification or relevant professional experience, plus certified proficiency in English for non-native English speakers (usually IELTS 7.0 or above)					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	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
MA Criminology and Social Research	1 Year Full-Time 2 Years Part-Time	October 2016	X		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
N/A					
Educational aims of the programme(s)					
For the Masters, Diploma and Certificate: The main educational aims of the programme are to provide students with an advanced comprehension of criminology and to furnish them with appropriate skills in social research that will enable them to pursue a future career. To meet these aims the programme has a number of key educational objectives:					

- To develop awareness and understanding of the central academic and practitioner debates in criminology and criminal justice;
- To develop awareness and understanding of how academic criminology relates to the 'real world' problems of crime, deviance and social control in society;
- To gain a critical understanding and practical knowledge of a range of social research methods relevant to conducting criminological research;
- To acquire the skills and knowledge required to pursue a successful career in academic research or in a wide range of criminal justice related fields.

Additionally for the Diploma (if applicable):

- To acquire advanced skills in qualitative and quantitative methods.

Additionally for the Masters:

- To have experience of designing, executing, and presenting an extended piece of empirical criminological research.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
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A: Knowledge and understanding

<p>Knowledge and understanding of: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Key epistemological and ontological issues in criminology and social research methods 2. Historical and contemporary criminological theories, including most recent advances 3. Critical perspectives on the criminal justice systems of the UK and elsewhere, including their most recent developments 4. Informal and formal (including legal) social control practices and technologies 5. Quantitative and qualitative social 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Numbered outcomes 1-7 are addressed through face-to-face lectures and seminars that provide students with the relevant material needed to gain knowledge and understanding as well as engage in critical analysis. Teaching and learning will consist of a mixture of lecture and seminars. Specifically in respect of numbered outcome 8, which relates to the research dissertation, teaching will consist of individual supervision. In respect of all numbered outcomes each module will encourage students to both broaden and deepen their knowledge and understanding through independent reading or relevant academic and policy material.
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<p>research methods</p> <p>6. Ethical issues in criminological research</p> <p><i>Additionally for the Diploma:</i></p> <p>7. Advanced quantitative and qualitative social research methods</p> <p><i>Additionally for the Masters:</i></p> <p>8. Designing, executing, and presenting an extended piece of empirical and original criminological research.</p>	<p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Numbered outcomes 1-7 are assessed through a range of formative assessments that are outlined in the module specifications. In general, assessment of knowledge and understanding is primarily undertaken through essays, although in the social research methods modules other forms of assessment are used. In respect of numbered outcome 8, the assessment is the research dissertation that tests the ability to engage with both criminological and methodological issues.
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B: (i) Skills – discipline related

<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> Systematically approach, conceptualise and analyse theoretical and empirical issues relating to academic criminology and criminal justice systems Draw upon methodological and theoretical knowledge about social research to engage with criminological and criminal justice issues Critically evaluate the wide range of approaches to undertaking criminological research <p><i>Additionally for the Diploma:</i></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Numbered outcomes 1-4 are addressed through discussions and debates that are an integral aspect of all modules on the programme. Students will develop an awareness and understanding of the core theoretical and methodological debates that underpin criminology and social research. Numbered outcome 4 is addressed through the advanced methods module that deepens students' awareness of the practices of social research. Numbered outcome 5 is addressed through the research dissertation that provides a means to develop a wide range of skills needed to undertake independent social research on criminological issues.
<p>4. Draw upon an advanced understanding of social research methods in order to consider and conceptualize criminological issues and problems.</p> <p><i>Additionally for the Masters:</i></p> <p>5. Develop an original analysis of a criminological topic and present findings from original social research</p>	<p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Numbered outcomes 1-4 are assessed through the essays and assignments specified in programme modules. Numbered outcome 5 is assessed through the research dissertation.

B: (ii) Skills – transferable	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Draw upon and utilize criminological theories to inform social research 2. Critically analyse quantitative and qualitative data 3. Utilize computer software designed to manage quantitative and qualitative data <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 4. Employ an advanced understanding of social research methods to design and execute social research on a range of criminological projects <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 5. Design, execute and report findings from an original social research project 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Transferable skills for numbered outcomes 1-4 are gained through engagement with the content of each programme module and the relevant assessments. Social research methods skills are transferable to a wide range of contexts and can be used to underpin research in a number of fields. Numbered outcome 5 is designed to develop a wide range of skills associated with independent conception and execution of social research as well as the ability to present findings relevant to both academic and practitioner audiences. <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • In respect of numbered outcomes 1-4, each module has specifically tailored assessments that seek to develop practical skills. The social research methods modules, for example, are designed to enhance students' skills in handling and critically engaging with specific types of data. In respect of numbered outcome 5 the research dissertation is designed to enhance skills in a range of aspects involved in conducting social research.
C: Experience and other attributes	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Communicate ideas, concepts, theories and data relating to criminological research 2. Work to deadlines and within defined schedules 3. Utilize a wide range of information technology skills <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 4. Be able to comprehend at an advanced level the key differences between forms of research data <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 5. Work independently and manage a self-directed research project 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Numbered outcomes 1-4 are addressed through programme modules that require students to engage with and communicate a wide range of ideas, work to set deadlines, and utilize a range of computer software to carry out their work. Numbered outcome 5 requires students to undertake a self-directed research project, advised by a supervisor, and develop the knowledge and skills of conducting independent social research. <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Module specific assessments, the research dissertation.

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)

There is no QAA Benchmark Statement for Criminology at the Masters level but the QAA Benchmark Statement for Undergraduate Criminology has been consulted. The programme has been designed to meet the aims, objectives and learning outcomes specified for Masters degrees in the QAA 'Framework for Higher Education Qualifications' (as described below). All Programme modules are designed to develop Level 7 knowledge and/or skills. The programme meets the descriptors for a qualification at Masters (M) level set out in the 'Framework for Higher Education Qualifications':

- *A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.*
Modules in the programme develop a thorough and systematic understanding of key issues in criminology and social research methods. Students engage with a wide range of theoretical and conceptual material that furnishes them with historical and contemporary knowledge of criminology, as well as developing advanced understanding of social research methods. The staff teaching on the programme are at the cutting edge of criminological theory (Atkinson, Millington, Penfold-Mounce), criminal justice practice (Benneworth-Grey), and law and social control (Johnson), as well as social research methods (Hanquinet, Toerien).
- *A comprehensive understanding of techniques applicable to their own research or advanced scholarship.*
The purpose of the programme is to provide students who wish to undertake careers allied to criminology with advanced skills and techniques appropriate to this area of scholarship. The three core methods modules are designed to allow students to develop a comprehensive understanding of a wide range of social research methods. Students graduating the programme at the Diploma and MA points will have gained knowledge and skills in qualitative and quantitative research techniques.
- *Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.*
The programme modules encourage the development and application of knowledge in a creative and independent manner. Essay based assessments encourage critical engagement with material, whilst set tasks in methods modules encourage the development of 'hands on' skills. Competence in research methods is a key aspect of the programme and this is developed in individual modules as well as through the research dissertation. The dissertation is a central way in which originality of knowledge and practical understanding of techniques are combined. The dissertation requires students to apply the knowledge and skills that they have developed in the taught modules in order to produce an original academic piece of research. The synthesis of knowledge and skills in the dissertation is appropriate to the award of an MA.
- *Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline; and conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.*
The programme is designed so that advanced training in methodology is in balance with the development of conceptual and critical scholarship in criminology. The equal weighting of methods and specialist criminology modules meets the requirement that students develop the ability to undertake theoretically and conceptually informed and methodologically rigorous research.
- *Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.*
The module in advanced research methods fulfils this requirement by enhancing students' ability to deal with complex issues in social research. In addition, the other programme modules encourage students to engage systematically and creatively with criminological materials. The research dissertation requires students to write an original report of their research that will address absences in current research data and communicate findings to a range of audiences.
- *Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; and continue to advance their knowledge and understanding and to develop new skills to a high level. They will have qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development.*
Autonomy in learning, an emphasis on the development of knowledge and skills, and personal responsibility for designing and executing research, are foundational to the programme. Throughout the programme students will have spent time refining their expertise in criminology and social research methods and bringing these to bear in the research dissertation. The research dissertation necessitates independent study and the development of personal expertise and, whilst students receive guidance from supervisors, they are expected to use their initiative and skills to complete this important part of the programme.

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The 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.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website.

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website.

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
Plagiarism Awareness Module (by end of Week 6) (non-credit bearing)			
Critical Perspectives on the Criminal Justice System (20 credits)	Advances in Criminological Theory (20 credits)	Research Dissertation (60 credits)	
Qualitative Methods and Data Analysis (20 credits)	Law and Social Control (20 credits)		
Quantitative Methods (20 credits)	Advanced Methods in Social Research (20 credits)		

Postgraduate Diploma (if applicable)

Autumn term	Spring term	Summer term
Plagiarism Awareness Module (by end of Week 6) (non-credit bearing)		
Critical Perspectives on the Criminal Justice System	Advances in Criminological Theory (20 credits)	
Qualitative Methods and Data Analysis (20 credits)	Law and Social Control (20 credits)	
Quantitative Methods (20 credits)	Advanced Methods in Social Research (20 credits)	

Postgraduate Certificate

Autumn term	Spring term	Summer term
Plagiarism Awareness Module (by end of Week 6) (non-credit bearing)		
Critical Perspectives on the Criminal Justice System (20 credits)		
Qualitative Methods (20 credits)		
Quantitative Methods and Data Analysis (20 credits)		

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	Assessment for modules taught in the Autumn Term are submitted Week 2 of Spring Term	Assessment for modules taught in the Spring Term are submitted week 1 of Summer Term		
		Reassessment for modules taught in the Autumn Term are submitted weeks		

	5 - 8 summer term (after		
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		progression board)		
		Reassessment for modules taught in the Spring Term are submitted weeks 5 - 8 summer term (after progression board)		
		MA Progression Board: Week 5 of Summer Term	Resubmission board: Week 1 of Summer Vacation	
				MA Final Exam Board: Week 7 of Autumn Term after course has finished.

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
Critical Perspectives on the Criminal Justice System		7	20			SpT, week2 – open assessment	No
Qualitative Methods	SOC00007M	7	20			SpT, week2 – open	No
Quantitative Methods and Data Analysis	SOC00006M	7	20			SpT, week2 – open assessment	No
Advances in Criminological Theory	SOC00015M	7	20			SuT, week1 – open assessment	No
Law and Social Control	SOC00016M	7	20			SuT, week1 – open	No
Advanced Research Methods	SOC00011M	7	20			SuT, week1 – open assessment	No
Research Dissertation	SOC00017M	7	60			SuVac, mid-September, dissertation	Yes

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

³ **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated) NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are

subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?

Transfers out of or into the programme

Exceptions to University Award Regulations approved by University Teaching Co
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Exception	Date approved

Quality and Standards

The University has a framework in place to ensure that the standards of its programme maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- The academic oversight of programmes within departments by a Board of Studies includes student representation
- The oversight of programmes by external examiners, who ensure that standards University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office:

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

Date on which this programme information was updated:	31 August 2016
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Departmental web page:	http://www.york.ac.uk/study/postgraduate/courses/ma-criminology-social-research/
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Please note

The information above provides a concise summary of the main features of the programme and outcomes that a typical students might reasonably be expected to achieve and demonstrate if h takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can b module descriptions.

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

**UNIVERSITY OF YORK PLANNING
COMMITTEE**

Planning Committee New Programme Pro Forma: Marketing, Recruitment and Resources

The submission of this *pro forma* to Planning Committee is the first step in gaining University approval for a new programme of study. Teaching Committee will not consider a new programme until Planning Committee approval has been confirmed.

(a) Please complete part A of the *pro forma* (boxes will expand as you type) and send it, **with a one-page summary of the main features of the proposal** (focusing, in particular, on the rationale for introducing the programme and on any distinctive features in terms of content, delivery, assessment and quality assurance), **to the Director of Student Recruitment and Admissions** (Simon Willis, simon.willis@york.ac.uk).

NB The recruitment staff require a minimum of **TWO WEEKS** to comment upon a proposal – **please allow sufficient time, taking into account the deadline for Planning Committee meetings (see below)**. You should also allow enough time to liaise with your Academic Liaison Librarian (see section 17) and Departmental Computing Officer (section 18).

(b) **Copies of the completed pro forma and one-page summary should also be sent to:** (iii) Campus Services Jon Meacock (jon.meacock@york.ac.uk) and (Matt Burton, matthew.burton@york.ac.uk), (iv) Registry Services (Jim Irving, jim.irving@york.ac.uk), (v) IT Services (Heidi Fraser-Krauss, heidi.fraser-krauss@york.ac.uk) and (vi) the Library (Michelle Blake, michelle.blake@york.ac.uk), for resource planning purposes.

(c) Please incorporate the unedited comments from the recruitment staff into the appropriate section of part B of the *pro forma*, and resolve any resource issues raised by Campus Services, Registry Services, IT Services or Library.

(d) **Once part B of the *pro forma* has been completed (and any resource issues raised resolved)**, please submit the final version of the *pro forma* and one-page summary by email to: (i) the Planning Office (David Muckersie, david.muckersie@york.ac.uk) and (ii) the Academic Support Office (aso@york.ac.uk).

You must submit the papers to the Planning Office/ASO **at least 10 DAYS prior to the meeting of Planning Committee** that you want the proposal to be considered at. Dates of Planning Committee meetings can be found at: <http://www.york.ac.uk/admin/po/planning/planning-meetings.htm>.

(e) Please arrange an appointment with a member of the Planning Office (contact Norma Wright, norma.wright@york.ac.uk, ext 2133) to discuss the proposal and to complete a financial spreadsheet.

Checklist	
	Y/N
(i) section A of the <i>pro forma</i> completed and one-page summary of the programme written	
(ii) documentation (<i>pro forma</i> and summary) sent to recruitment staff	
iii) documentation sent to Campus Services, Registry Services, IT Services and Library for resource planning purposes	
iv) comments from recruitment staff incorporated into Section B of the <i>pro forma</i>	
(v) any resource issues raised by Campus Services, Registry Services, IT Services and Library resolved	
(vi) final version of the <i>pro forma</i> and one-page summary sent to the Planning Office and ASO	

PART A

<p>Contact details <i>Main and secondary contact for any queries about the proposal (please specify the department and give a telephone extension and email address for each individual)</i></p>
<p>Main contact: Dr. Paul Johnson, Department of Sociology, paul.johnson@york.ac.uk, ex. 2624 Secondary contact: Prof. Ellen Annandale, Department of Sociology, ellen.annandale@york.ac.uk, ex. 4561</p>
<p>1 Programme Title (e.g. BA/MA in X)</p>
<p>MA Criminology and Social Research</p>
<p>2 Departmental approval <i>Please confirm that this proposal has been signed off by the Head of Department, and the Chair of the Board of Studies (and/or the Chair of the Graduate School Board).</i></p>
<p>Approval from Graduate Committee [Date], Departmental Board of Studies [Date], Head of Department [Date]</p>
<p>3 Strategic fit <i>Why does the department want to introduce the programme (for example, has it been devised in response to external prompting)? How does the introduction of this programme fit with the department's strategy for teaching and research? How does the introduction of this programme fit with the University's Plan?</i></p>
<p>The Department of Sociology is seeking to consolidate its existing staff capacity and expertise in criminology and social research methods through the introduction of a new taught Masters programme. The Department currently delivers undergraduate programmes in criminology and a Masters programme in Social Research. As with our other programmes, the MA will deliver high quality research-led teaching by experts at the forefront of the relevant disciplines.</p> <p>The programme meets the four core principles of the University Plan: excellence, internationalization, inclusivity, sustainability. In terms of excellence, the proposed programme will provide a new intellectually stimulating and demanding course of study that builds upon and furthers the Department of Sociology's established national and international reputation. In respect of internationalization, the programme will aim to recruit high-quality graduates from global institutions and to prepare them for work in criminal justice or allied professions around the world. The programme will fulfil the ambition to promote inclusive education by recruiting students from a range of geographical and social backgrounds. Finally, the programme will contribute to sustainability by enhancing the University's income as well as its reputation.</p> <p>Most notably, the programme meets the objective of student growth outlined in §16 of the University Development Plan that places emphasis on developing postgraduate and overseas capacity.</p>
<p>4 Relationship to the rest of the department's portfolio <i>How does the programme fit into the department's existing portfolio? Does the programme replace any existing programmes? What impact will the programme have on the teaching activity of the department e.g. in terms of the balance between postgraduate and undergraduate teaching?</i></p>

The programme is designed to utilize existing staff capacity and maximise existing taught provision. It achieves this by building upon the Department's existing MA in Social Research (using three social research method modules from that programme) and adds three new bespoke taught modules plus a research dissertation. The programme will therefore add a new programme to our portfolio whilst strengthening student numbers on an existing programme.

5 Factors affecting the programme's market

5a Indicate the type of student who is expected to be attracted by the programme (e.g. school-leavers, new graduates, mid-career professionals) and the broad academic and skills requirements for admission to the programme (including any requirement for work experience).

Is the nature of the proposed student market reflected in the structure and delivery of the programme? For example, if a programme is aimed at mid-career professionals, is a part-time and/or distance learning route available?

The main type of student expected to be attracted and recruited to the programme is a recent graduate with a first degree in a relevant social science or allied discipline. However, other students likely to apply are those already working in criminal justice or related fields who wish to enhance their research skills, and those who wish to undertake career changes.

5b Indicate the expected progression routes for students on completion of the programme (e.g. whether the programme prepares students for entry to a particular career or further academic study).

The degree is designed to provide marketable social research skills relevant to a wide range of public and private sector employment. The focus on criminology will provide students with skills specific to the range of employment associated with the criminal justice system, which includes public, private and third sector careers. The MA will also provide students with progression into PhD study.

6 Implications for departmental student number targets

6a How many students is the department expecting to recruit in each of the first five years of the programme?

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time UK/EU	5	5	6	6	7
Full-time overseas	2	2	3	3	4
Part-time UK/EU	2	2	3	3	4
Part-time overseas	0	0	0	0	0
Distance-learning UK/EU	0	0	0	0	0
Distance-learning overseas	0	0	0	0	0

6b Proposed start date of programme

Autumn 2016

6c From which geographical areas does the department expect to recruit its overseas students? NB: students from within the European Union do not count as overseas in this context.

The Department expects to recruit students from particular African states where there is a need for M level social research expertise in criminology but little domestic educational provision to fulfil it.

6d Please describe the market research and statistical analysis which the department has undertaken in order to assess demand for this programme in the markets (home and overseas) specified above.

Last updated: August 2016

Our market research suggests that whilst there has been significant expansion in Masters degrees in criminology across the UK (approximately 130 MA/MSc programmes provide either 'pure' criminology, or criminology with another substantive subject) there are still few programmes that combine criminology with social research methods. The main national competitor is the University of Surrey's MSc Criminology, Criminal Justice and Social Research. The main regional competitor is the University of Leeds' MA Criminological Research (which is offered from the Law School). The market growth in criminology degrees at M level, as well as the increasing focus on the need for Masters degrees to provide students with transferable skills that enable clear pathways to employment, suggests that this programme has strong market potential.

6e Are the numbers associated with this programme intended to be additional to student number targets already agreed as part of the medium-term planning process, or are they intended to contribute to meeting these targets?

The target number of students outlined in this plan are intended to contribute to meeting targets agreed in the 2012/2013 MTP.

6f Do you expect to offer the programme for an indefinite period or does it have a limited 'shelf life'? Do you anticipate that it will be on offer for entry every year?

Indefinite. Entry every year.

7 Competition

7a Will this programme be competing, directly or indirectly, for students with other programmes in the department? If so, please indicate which.

The programme will not compete with the Department's other MA programmes. It will enhance participation on the Department's MA in Social Research.

7b Could this programme compete (or be perceived to compete), directly or indirectly, for students with programmes in other departments/centres within the University? If so, please indicate which.

Please confirm that you have consulted with the department(s)/centre(s) concerned and state how any issues raised by the other department(s)/centre(s) have been resolved. NB If you make any significant changes to the programme (including the title and content) subsequent to gaining approval from the other department(s)/centre(s), you must repeat the process of consultation prior to bringing forward the proposal to Planning Committee. You should provide written evidence of the consultation and agreement (e.g. a memo or email from the relevant Head of Department(s)). If issues of competition prove difficult to resolve, please consult with the relevant Academic Coordinator.

Please note that if convincing written evidence is not submitted and/or there are any concerns about the level of consultation/agreement, Planning Committee and/or UTC may refer the proposal to the relevant department(s)/centre(s).

The Department cannot envisage any competition with any other programme in the University.

7c Please list any similar programmes at other UK universities, with which this programme will be competing. What will distinguish the York programme from its competitors?

<p>The main national competitor is the University of Surrey's MSc Criminology, Criminal Justice and Social Research. The proposed York MA is similar to this programme in terms of the way it balances taught criminology focused modules with social research method modules. The distinctiveness of the York programme is largely derived from the research-led content of modules (built on the expertise of staff) which ensures they contain a unique focus on particular aspect of criminological theory, as well as the geographic location of the University and the particular student experience it offers. The main regional competitor is the University of Leeds' MA Criminological Research. Whilst the Leeds MA contains content that is common to most MA criminology programmes, it does not match the extensiveness of taught methods modules that are at the centre of the proposed programme</p>
<p>8 Pricing of postgraduate programmes <i>Does the department wish to charge a premium fee for UK/EU or overseas students? If so, please give the justification for the premium and indicate whether any competitor programmes listed above are charged at a premium, giving the level of fee.</i></p>
<p>No.</p>
<p>9 Postgraduate funding <i>What are the prospects for prospective postgraduate students receiving external funding for fees/living costs? What studentships are expected to be available?</i></p>
<p>The Department will not offer any bespoke studentships for this programme. Applicants will be able to apply for ESRC '1+3' funding if they intend to progress from the programme to doctoral study.</p>
<p>10 Undergraduate funding <i>Home undergraduates on designated programmes are entitled to student loans for maintenance costs and may be required to pay all or part of the annual tuition fee. Is it certain that this programme will qualify for student maintenance loans? If not, has this issue been raised with the Department for Innovation, Universities and Skills? Please consult the Academic Registrar (Kate Dodd, ext. 2134) if you need guidance on this matter.</i></p>
<p>N/A</p>
<p>11 Promotion and publicity <i>How will the department publicise the programme? What is to be the department's input to promoting the programme at home and overseas at recruitment fairs? Departments must ensure that there are structures and staff in place to manage the flow of enquiries and applications efficiently, and thereby maximise the conversion of enquires to applications to registrations.</i></p>
<p>In line with our existing advertising strategy for Masters programmes, we will utilize a range of bespoke on-line resources (e.g. Find a Masters) to promote the programme, as well as exploiting other means of information distribution such as e-mail lists and on-line adverts (e.g. Google Ads). In terms of dealing with enquiries and converting these to applications and registrations, this will be overseen by the Programme Convenor (Prof. Paul Johnson/ Dr. Katy Sian) and the Programme Administrator (Mrs Carole Nicholson). Dr. Johnson will speak to all enquirers personally, either by telephone or in person, and the application process will be administered by Mrs. Nicholson.</p>
<p>12 Staffing resources (academic) <i>Are additional academic posts being sought and, if so, how many and at what level? If permission for the additional posts is refused, could the programme still be delivered? Will there be a need to buy-in staff from outside the University to contribute to the organisation or delivery of the programme? If additional academic posts are approved will there be any requirement for new or refurbished offices?</i></p>
<p>No.</p>
<p>13 Staffing resources (non-academic)</p>

<p>Are additional non-academic posts (e.g. secretarial staff, technicians) being sought and, if so, how many and at what level? If permission for the additional posts is refused, could the programme still be delivered? If additional non-academic posts are approved will there be any requirement for new or refurbished offices?</p>
<p>No</p>
<p>14 Teaching delivery Are there any set-up/on-going costs associated with the means of delivery of the programme e.g. use of the VLE? Does the programme require the purchase of any equipment for teaching? If you intend to make use of distance learning techniques you should budget for the development and regular updating of learning materials, copyright clearance, any photocopying/printing costs etc. Programmes intended primarily for part-time and/or distance learning students may entail additional ongoing support costs. Moreover, such programmes often require a commitment to students over an extended period of time: in the event of discontinuation, has the department considered the cost implications of its continuing obligation to remaining students for the duration of their programme?</p>
<p>No.</p>
<p>15 Teaching accommodation What demand is the programme expected to make in respect of access to teaching accommodation? In particular, please state if the programme will require: (i) access to additional and/or specialist teaching accommodation, and/or (ii) the provision of new teaching accommodation, and/or (iii) the refurbishment of existing teaching accommodation. Does the introduction of the programme have any health and safety implications, e.g. in terms of classroom space? What about longer term teaching accommodation needs as the programme grows? NB Approval of the programme does not signify that the requested teaching accommodation will be provided (unless separate confirmation has been received from Campus Services).</p>
<p>There are no special teaching accommodation requirements.</p>
<p>16 Timetabling Are there any implications for timetabling? NB the annual teaching timetable is built around one-hour slots. Consequently, teaching in slots of more than one hour may cause difficulties (e.g. if changes are needed at the last minute). Please consult the Timetabling Office website and/or liaise with the Timetabling Officer if you have any questions/concerns about timetabling. NB Approval of the programme does not signify that any timetabling requests will be accommodated (unless separate confirmation has been received from the Timetabling Office).</p>
<p>There are no timetabling implications.</p>
<p>17 Implications for the Library Will the programme have any major resource implications with respect to library resources (including books, journals and electronic resources) which cannot be accommodated within the department's normal library allocation? Please liaise with your Academic Liaison Librarian to estimate the set-up/on-going costs for the programme. It is appreciated that detailed discussion of library resources may need to await the development of particular modules associated with the programme. In the case of a distance learning programme, you may need to budget for the cost of the Library's postal service. NB Approval of the programme does not signify that any requested Library resources will be provided (unless separate confirmation has been received from the Library).</p>
<p>The library rep has been consulted. There are no major resource implications.</p>
<p>18 Implications for the IT Services</p>

<p><i>Will the programme have any major resource implications with respect to computing facilities (including hardware, software and documentation)? Please liaise with your Departmental Computing Officer and IT Services to estimate the set-up/on-going costs for the programme. In the case of a distance learning programme, you may need to budget for the cost of IT support for computer-based learning materials and improved hardware and software for staff supporting the programme.</i></p> <p>NB Approval of the programme does not signify that any non-standard computing facilities will be provided (unless separate confirmation has been received from the IT Services).</p>
<p>No significant IT implications.</p>
<p>19 Miscellaneous programme costs (including distance learning costs and VLE use)</p> <p><i>In the case of a distance learning programme, are there any costs associated with, for example, visiting students or visiting/training local tutors?</i></p> <p><i>Will the programme (particularly if it is distance learning) be making significant use of the VLE? If so, the department must factor in the costs of: (i) content development, testing, and updating, (ii) the induction of staff, and (iii) on-going support. Contact the E-Learning Development Team for advice.</i></p> <p><i>Does the programme have any other resource implications e.g. fieldwork, study trips or travel costs associated with visiting students on placement?</i></p>
<p>No additional costs.</p>
<p>20 Marketing</p> <p><i>Will the department be able to support the programme's marketing costs? NB There is some central support for publicity costs - contact the Admissions and Schools Liaison Office for information.</i></p>
<p>The Department will support publicity costs but we will access central support if available.</p>
<p>21 Demands on student accommodation</p> <p><i>Is the programme likely to attract significant numbers of mature students/students with partners and/or families?</i></p> <p><i>If the programme is aimed at part-time or distance learning students, will there be any requirement for short-term use of University accommodation?</i></p>
<p>This is unlikely to be an issue.</p>
<p>22 Other demands on the central administration and student support services</p> <p><i>Is the programme likely to make any exceptional or abnormal demands (i.e. beyond those brought about by an increase in student numbers) on the central administration (e.g. Admissions, Student Records Office) and/or student support services (e.g. Careers Service, Campus Nursery)?</i></p> <p><i>For example, will the programme require more manual interventions in terms of dealing with student records?</i></p>
<p>No other demands.</p>

Part B

Please incorporate the comments provided by recruitment staff about the prospects for meeting the target student numbers in UK, EU and overseas markets:

The recruitment staff will summarise the prospect of attracting the quoted student numbers as follows:

very strong probability of meeting the target (green indicator);

or

some concerns about meeting the target - that can be addressed by action on behalf of the department and/or University (amber indicator);

or

little prospect of meeting the target (red indicator).

In developing their response, recruitment staff will consider issues including: competition from other universities, marketing activity and the department's record for attracting applications, for converting offers into acceptances and for turning acceptances into registrations. The recruitment staff are also invited to provide additional comments as they feel appropriate.

a) UK and EU markets: comments and indicator value (green/amber/red)

(b) Overseas markets: comments and indicator value (green/amber/red)

