This document applies to students who commence the programme(s) in: 28th September 2015

Awarding institution
Teaching institution
University of York
University of York

Department(s)
Social Policy and Social Work

Award(s) and programme title(s) Level of qualification
BA (Hons) Applied Social Science - Crime and Criminal Justice Level 6/Honours

Interim awards available
Certificate of Higher Education (Level 4/Certificate) Generic
Diploma of Higher Education (Level 5/Intermediate) Generic

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

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years) and status (full-time/part-time)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Face-to-face, campus-based</td>
<td>Distance learning</td>
</tr>
<tr>
<td>BA (Hons) Applied Social Science - Crime and Criminal Justice</td>
<td>3 years full time</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)
None
Educational aims of the programme

The degree aims to provide a broadly based, integrated, lively and up-to-date programme that gives students an understanding of the nature, content and scope involved in studying both crime and social science more generally. It will incorporate modules that are relevant to the needs of the UK mixed economy of welfare, increase understanding of the wide range of criminal justice professions, and equip students who wish to pursue a career in research. The academic standard is guided by the desire to produce graduates who are among the best in the UK and acceptable for further study at any University in the world. It is also the intention to provide opportunities for learning that allow students to develop and demonstrate a range of skills and to help them discover and develop their abilities. In addition, students are enabled to appreciate the value and achievement to be gained through studying for a degree and this is promoted through an effective and supportive system of academic and pastoral support.

There will also be a requirement for the student to show an understanding of the basic institutions of the Criminal Justice System and the contribution made by the social science disciplines to current criminal justice policies.

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

<table>
<thead>
<tr>
<th>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</th>
<th>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Knowledge and understanding</td>
<td>Learning/teaching methods and strategies (relating to numbered outcomes):</td>
</tr>
<tr>
<td>Knowledge and understanding of:</td>
<td>• Lectures (1-10)</td>
</tr>
<tr>
<td>1. The key disciplines of social science and associated theories and concepts, especially those developed in relation to crime and responses to crime and deviance</td>
<td>• Seminars (1-10)</td>
</tr>
<tr>
<td>2. the contribution of the social sciences to the origins and development of contemporary UK society, especially crime and criminal justice</td>
<td>• Directed reading (1-10)</td>
</tr>
<tr>
<td>3. dimensions of social divisions and diversity especially in relation to crime and criminal justice</td>
<td>• Placement (6,7,11)</td>
</tr>
<tr>
<td>4. the contested nature of knowledge about crime and criminal justice and how different social groups respond to, and experience them</td>
<td>Types/methods of assessment (relating to numbered outcomes):</td>
</tr>
<tr>
<td>5. the construction and influence of representations of crime and deviance and responses to these, as found in a variety of sources including the media</td>
<td>• Essays and reports (1–10)</td>
</tr>
<tr>
<td>6. the operation of the criminal justice system, including the philosophy and politics of punishment</td>
<td>• Presentations (1–10)</td>
</tr>
<tr>
<td>7. the processes of policy making and implementation, including the emergence of and response to particular types of crime and deviance</td>
<td>• Examination (3, 4, 7, 10)</td>
</tr>
<tr>
<td>8. the local, national and international context of crime and responses to crime</td>
<td>• Dissertation (1–10)</td>
</tr>
<tr>
<td>9. the use and evaluation of appropriate social research methods and the ethical implications of these</td>
<td>• Placement report (6,7,11)</td>
</tr>
<tr>
<td>10. the location of main sources of data on the UK (especially crime data) and an appreciation of research issues around the collection and dissemination of such</td>
<td></td>
</tr>
</tbody>
</table>
11. how policy is translated into practice and the issues faced by specific agencies/organisations

<table>
<thead>
<tr>
<th>B: (i) Skills - discipline related</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to:</td>
</tr>
<tr>
<td>1. identify and use theories and concepts from social sciences to analyse social needs and policy issues in general and to apply them to the analysis of criminal behaviour and criminal justice in particular</td>
</tr>
<tr>
<td>2. locate, utilise and evaluate appropriate data sources</td>
</tr>
<tr>
<td>3. work independently, or as a member of a small group, on specified tasks that involve using personal knowledge and understanding of social science to frame, and attempt to address, crime-based concerns</td>
</tr>
<tr>
<td>4. use and evaluate qualitative and quantitative research methods</td>
</tr>
<tr>
<td>5. organise material in a systematic and rigorous fashion to construct a reasoned argument</td>
</tr>
<tr>
<td>6. formulate and investigate research questions</td>
</tr>
<tr>
<td>7. identify the ethical implications of social inquiry</td>
</tr>
<tr>
<td>8. distinguish between normative and empirical questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning/teaching methods and strategies (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seminars (1–8)</td>
</tr>
<tr>
<td>• Workshops (1–8)</td>
</tr>
<tr>
<td>• Lectures (1, 2, 3, 5, 7, 8)</td>
</tr>
<tr>
<td>• Directed reading (1–8)</td>
</tr>
<tr>
<td>• Placement (1, 2, 3, 7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types/methods of assessment (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Group presentation (4)</td>
</tr>
<tr>
<td>• Essays (1,2,3,5,6,7,8)</td>
</tr>
<tr>
<td>• Examination (1,2,3,6)</td>
</tr>
<tr>
<td>• Dissertation (1–8)</td>
</tr>
<tr>
<td>• Placement report (1,2,3,7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B: (ii) Skills - transferable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to:</td>
</tr>
<tr>
<td>1. Communicate effectively, drawing on a range of skills including the ability to use different presentation techniques to convey arguments in different settings and to different audiences</td>
</tr>
<tr>
<td>2. manage time effectively to work independently to deadlines and to set appropriate deadlines to complete tasks</td>
</tr>
<tr>
<td>3. work effectively in a group and as a member of a team in a variety of roles, including taking on leadership responsibilities</td>
</tr>
<tr>
<td>4. retrieve and interpret data from a variety of sources, including electronic databases</td>
</tr>
<tr>
<td>5. reflect on learning experiences to build on achievements</td>
</tr>
<tr>
<td>6. listen effectively and have a sensitive approach to the views and experiences of others</td>
</tr>
<tr>
<td>7. make use of a range of computing skills to present information and analyse data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning/teaching methods and strategies (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seminars (1-7)</td>
</tr>
<tr>
<td>• Workshops (1-7)</td>
</tr>
<tr>
<td>• Supervision (2,5)</td>
</tr>
<tr>
<td>• Placement (1,2,5,6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types/methods of assessment (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Essays (1,2,4,7)</td>
</tr>
<tr>
<td>• Presentations (1,3,4,6,7)</td>
</tr>
<tr>
<td>• Dissertation (1-7)</td>
</tr>
<tr>
<td>• Placement report (1,2,5,6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C: Experience and other attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning/teaching methods and strategies (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

- **Personal development planning (1-4)**

**Types/methods of assessment (relating to numbered outcomes):**

- not assessed

**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 are no specific QAA benchmark statements for Applied Social Science. Reference has been made to those in Social Policy and Administration, Sociology and Criminology

**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, programme information, 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, award requirements and degree classification. 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:

(Not Yet Available)

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 programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website:

(Not yet available)

**Are electives permitted?**

Yes. Students are permitted to take up to 40 credits in total across years 2 and 3.

**Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?**

No
Diagrammatic representation of the programme structure by stage, showing the distribution and credit value of core and option modules

### Stage 1

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Introducing Sociology and Social Psychology (30 credits, Core)
- Introducing Social Policy (30 credits, Core)
- Politics and Economics of Social Policy (30 credits, Core)
- Ways of Knowing (30 credits, Core)

### Stage 2

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Social Research Methods (30 credits, Core)
- Victimisation and Social Harm (30 credits, Core)
- Understanding Criminal Justice (30 credits, Core)
- Option Module from Table A (30 credits)

### Stage 3

**NB One option module must be based on a crime or criminal justice related topic**

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Placement (20 credits)
- Option from Table C (20 credits)
- Option from Table B (20 credits)
- Option from Table C (20 credits)
- Dissertation (40 credits, Core)
### Overview of modules by stage

#### Stage 1

**Core module table**

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing Sociology &amp; Social Psychology</td>
<td>SPY00001C</td>
<td>4</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Essay wk6 SuT (100%)</td>
</tr>
<tr>
<td>Introducing Social Policy</td>
<td>SPY00002C</td>
<td>4</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Essay wk6 SuT (100%)</td>
</tr>
<tr>
<td>Politics &amp; Economics of Social Policy</td>
<td>SPY00003C</td>
<td>4</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Essay w1 SpT (40%) + Joint project w6 SuT (60%)</td>
</tr>
<tr>
<td>Ways of Knowing</td>
<td>SPY00004C</td>
<td>4</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Short essay w1 SpT (25%), Presentation w4 SuT (25%), Report w6 SuT (50%)</td>
</tr>
</tbody>
</table>

1 The **credit level** is an indication of the module’s relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

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**

   P/F – the module 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

#### Stage 2

**Core module table**

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Research Methods</td>
<td>SPY00012I</td>
<td>5</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Data manipulation exercise w1 SpT (50%) + Essay w6 SuT (50%)</td>
</tr>
<tr>
<td>Victimisation and Social Harm</td>
<td>SPY00016I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Project w6 SuT</td>
</tr>
<tr>
<td>Understanding Criminal Justice</td>
<td>SPY00006I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Portfolio w1 SpT (33%) + Essay w1 SuT (33%) = Essay wk6 SuT (33%)</td>
</tr>
</tbody>
</table>
## Option modules Table A

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Policy</td>
<td>SPY00013I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Essay w1 SpT (40%) + Closed exam w5/7 SuT (60%)</td>
</tr>
<tr>
<td>Citizenship Difference and Inequality</td>
<td>SPY00018I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Essay wk1 SpT (40%) + Project Wk6 SuT (60%)</td>
</tr>
<tr>
<td>The Policy Process</td>
<td>SPY00002I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Essay w1 SpT (33%) + Workshop report w1 SuT (33%) + Policy report w6 SuT (33%)</td>
</tr>
<tr>
<td>Comparative Social Policy</td>
<td>SPY00001I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Essay w1 SpT (30%) + Presentation w4 SuT (30%) + Closed exam w5/7 SuT (40%)</td>
</tr>
<tr>
<td>Understanding Childhood &amp; Adolescence</td>
<td>SPY00023I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>None</td>
<td>Portfolio w1 SpT (40%) + Essay w6 SuT (60%)</td>
</tr>
</tbody>
</table>

## Stage 3

### Core module table

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>SPY00003H</td>
<td>6</td>
<td>40</td>
<td>None</td>
<td>None</td>
<td>Dissertation w6 SuT</td>
</tr>
<tr>
<td>Placement</td>
<td>SPY00004H</td>
<td>6</td>
<td>20</td>
<td>Core modules in Year 2</td>
<td>None</td>
<td>Placement Report w1 SpT</td>
</tr>
</tbody>
</table>

## Option modules Table B

A minimum of 6 option modules, based on staff research interests and availability will be offered in the Autumn Term of Year 3. Typical examples include: Child Abuse and Social Policy; Sustainable Development; Housing Policy; Health Policy and Politics; Criminal Justice and Policing; Students will be asked to select these in Spring term of year 2.

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6/H</td>
<td>20</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Essay (or similar form of written assessment) w1 SpT (100%)</td>
</tr>
<tr>
<td>Module title</td>
<td>Module code</td>
<td>Credit level</td>
<td>Credit value</td>
<td>Prerequisites</td>
<td>Assessment rules</td>
<td>Timing and format of main assessment</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------</td>
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</tr>
<tr>
<td>A minimum of 8 option modules based on staff research interests and availability will be offered in the Spring Term of Year 3. Typical examples include: Comparative and International Social Policy; Illicit Drug Use; Youth Justice. Students will be asked to select these in Spring term of year 2.</td>
<td>6/H</td>
<td>20</td>
<td>None</td>
<td>None</td>
<td>Essay (or similar form of written assessment) w1 SuT (100%)</td>
<td></td>
</tr>
</tbody>
</table>
### Additional year variants e.g. year in Europe, year in industry

None

### Replacement year variants

None

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.

### Transfers out of or into the programme

Students registered for Degrees within the Department will normally be able to transfer between programmes at any time during year one. Students from the ASS (CCJ) programme would also be able to transfer to the ASS route during year 2 or 3. Transfers to other routes will not be possible after year 1 due to the required elements of alternative routes.

Students wishing to transfer into the Programme from other Departments would normally be considered during year 1 providing that they meet the admissions criteria.

### Exceptions to University Award Regulations approved by University Teaching Committee

<table>
<thead>
<tr>
<th>Exception</th>
<th>Date approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

### Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are 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, which includes student representation
- the oversight of programmes by external examiners, who ensure that standards at the 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, and via the National Student Survey.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/admin/aso/teach/

Departmental Statements on Audit and Review Procedures are available at:
http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm

**Date on which this programme information was updated:** August 2015
**Departmental web page:**  http://www.york.ac.uk/depts/spsw/

**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 he/she takes 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.