

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Criminology (Top Up)
<b>Teaching Institution</b>	Hull College
<b>Awarding Institution</b>	The Open University
<b>Date of latest OU validation</b>	November 2012
<b>Next revalidation</b>	
<b>Credit points for the award</b>	Total Credit Value – 120 Credits
<b>UCAS Code</b>	M9L3
<b>Programme start date</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	Criminology
<b>Other external and internal reference points used to inform programme outcomes</b>	QAA Criminology Benchmarks (2014)
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Full Time 1 Year (2 semesters) Part Time 1.5 Years (3 Semesters)
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	January 2017

#### 2.1 Educational aims and objectives

‘An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.’ (Quality Assurance Agency, 2008).

The aims of this award have been developed using the Quality Assurance Agency’s (QAA) qualification descriptor for Bachelor’s degree with honours, relevant QAA subject benchmark statements, and the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ).

The aims of the programme are:

- To provide curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability transferable and key skills;
- To develop lifelong, independent and reflective learners;
- To enhance the employability and career prospects of learners;
- To provide students with a stimulating, challenging and supportive learning experience;
- To produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region;
- To inculcate a sense of social responsibility in students;
- To enable students to go beyond 'common sense' understandings and to challenge social prejudices;
- To develop a critical appreciation of the intellectual tradition of criminology and contemporary criminological scholarship;
- To enable students to apply the insights of criminology to the understanding of crime and the implementation of law enforcement, justice and punishment.

## **2.2 Relationship to other programmes and awards**

The BA (Hons) Criminology top-up programme will be a progression route for students finishing the FD Criminology degree. Following completion of the BA, students will be able to progress into further academic study and apply for employment within the various areas of policing, prison, probation and other criminal justice institutions. Opportunities for employment in a variety of third sector organisations will also be available.

### 3. Programme outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes.</b>	<b>Learning and teaching strategy/ assessment methods</b>
Successful students will be able to:	
<b>A1</b>	<p><b>Learning and teaching strategy</b></p> <p>Knowledge and understanding will be developed with the assistance of printed materials and e-books, with further guidance on key texts, relevant chapters and articles being presented throughout the modules. Some of these resources will be stored on the virtual learning environment (VLE) in order to increase accessibility and availability. The VLE will also be used to store the lecture and seminar materials, along with relevant course documents and links to additional resources. Students will have access to materials in the college library, which also contains up to date criminological journals and daily newspapers. Within sessions students will be supported with tutor-led questions and exercises. Convergent questioning will also be used to direct students' attention to the key aspects of topics under consideration. Formative feedback will be given within sessions, along with assignment, revision and writing guidance. Summative feedback will be given in response to assignment tasks.</p> <p><b>Assessment methods</b></p> <p>Knowledge and understanding will be assessed within written assignments and formal examinations. The written assignments will take the form of essays, reports and the dissertation. Formative assessment will be on-going throughout the module, being conducted within sessions and outside of sessions using progress reports within individual tutorials.</p>
<b>A2</b>	
<b>A3</b>	
<b>A4</b>	
<b>A5</b>	
<b>A1</b>	Demonstrate a thorough knowledge and understanding of complex and conflicting theories, concepts and principles.
<b>A2</b>	Demonstrate a critical awareness of the value of criminological theory, along with its associated concepts, in explaining particular forms of criminality.
<b>A3</b>	Demonstrate an awareness of the interdisciplinary nature of criminological inquiry.
<b>A4</b>	Demonstrate a thorough understanding of crime and criminal justice policy.
<b>A5</b>	Demonstrate an understanding of complex social problems and the relationship between them in terms of contemporary criminological theory and empirical evidence.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes.</b>	<b>Learning and teaching strategy/ assessment methods</b>
Successful students will be able to:	
<b>B1</b> Critically evaluate and apply theoretical knowledge to a range of contemporary criminological and sociological contexts, social phenomena and research projects.	<p><b>Learning and teaching strategy</b></p> <p>Cognitive skills will be developed using a range of student-centred activities within sessions. These will include discussions and debates, group research exercises, peer-reviewed presentations and multi-media based tasks. These will be supported by tutor-led activities, including content delivery, but there will be a focus on student-centred collaborative, experiential (primarily in the dissertation) and problem-based learning activities. Divergent and socratic questioning will be used to develop cognition, especially with regard to critical analytical and evaluative skills. Formative tutor feedback within sessions will aid with the development of these skills, as will the formative feedback received within the students' individual tutorial sessions.</p> <p><b>Assessment Methods</b></p> <p>Cognitive skills will be assessed using written assignments and examinations that ask for the application of concepts and theoretical frameworks to particular situations within social reality. The assessments will also ask for the synthesis of existing theoretical perspectives, concepts and empirical information in the pursuit of credible and supported arguments that integrate effective analysis and evaluation. The dissertation aims to assess the same abilities, but is a more open-ended and design-based investigative project.</p>
<b>B2</b> Examine competing theories, explanations and institutional responses and evaluate their merits in relation to issues of crime and deviance.	
<b>B3</b> Design research appropriately in relation to a specific problem and use suitable techniques for the gathering, retrieval, evaluation and synthesis of evidence and information.	
<b>B4</b> Critically analyse and apply legal concepts to provide credible conclusions to actual and hypothetical problems.	

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes.</b>	
Successful students will be able to:	
<b>Learning and teaching strategy/ assessment methods</b>	
<b>C 1</b>	Reflect on own learning; seeking and making use of constructive criticism.
<b>C 2</b>	Access and use a variety of information sources and evaluate the usefulness of the information involved.
<b>C3</b>	Present, use and explain qualitative and/or quantitative information from a variety of sources.
<b>C4</b>	Recognise and respond to moral and ethical issues within criminological research and within the wider criminal justice field.
<b>C5</b>	Apply academic conventions to develop detailed, reasoned and logical arguments.
<b>C6</b>	Appropriately access, utilise and reference relevant academic literature.

**Learning and teaching strategy**

The transferable skills will be explicitly taught and developed within the teaching materials and be supported by both formative and summative tutor feedback, along with guidance on assignments. Teaching strategies will include details on how to find and access a variety of information from different criminological, sociological, psychological and legal sources, including journals, articles, ebooks and books. Techniques of analysing, evaluating and synthesising quantitative and qualitative information from a variety of different resources will also be explored within session-based group and individual activities. Familiarisation with ethical considerations and their relevant professional frameworks will be discussed, explored and developed within the dissertation module, equipping students with the skills needed to pursue their dissertation project in an ethical manner.

**Assessment methods**

The transferable skills will be assessed using examinations, written assignments and a presentation within the module on contemporary criminological theory. Information sources and referencing standards will be assessed along with argument structure, sequencing and detail. The extent to which students have considered the moral and ethical dimensions will be specifically assessed within the dissertation module, in their research proposal, and the criminal justice: principles and challenges module, which focuses on the moral aspect of law.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes.</b>	<b>Learning and teaching strategy/ assessment methods</b>
Successful students will be able to:	
<b>D1</b>	<p><b>Learning and teaching strategy</b></p> <p>Transferrable skills are taught and learned throughout the degree through a range of strategies. These range from giving students specific tasks to carry out, such as conducting bibliographic and web searches, through specific assignments requiring numerical skills, to class discussions, debates and guidance on report and essay preparation. Students have the opportunity to discuss essay plans with staff and are given clear deadlines for their work which they must meet. They are given feedback on all their Module work and are encouraged to reflect and consistently strive to develop their abilities. Students also have the opportunity to develop skills in working in groups through their participation in the classes for every Module.</p> <p><b>Assessment Methods</b></p> <p>Communication skills are assessed throughout the degree through continuous assessed Module work. IT skills are a component in the evaluation of most assessed work which require bibliographic and web searches, and a standard of computer literacy that allows for text to be processed and communicated in an effective manner. Numeracy skills are assessed in the dissertation module where appropriate, e.g. if a student has decided to use quantitative data in their research project. Problem solving skills are assessed in all assignments. Since the curriculum is structured in a progressive manner, student skills in improving learning and performance are also assessed through the related structured progression of formal assessed work.</p>
<b>D2</b>	
<b>D3</b>	
<b>D4</b>	
<b>D5</b>	
<b>Communication:</b> Present ideas and evidence to others in a clear and concise manner.	
<b>IT Skills:</b> Collect and present materials using information technology.	
<b>Numeracy:</b> Read, interpret and draw inferences from official statistics.	
<b>Problem Solving:</b> Identify problems and propose solutions.	
<b>Self Learning:</b> Plan work and manage time, and an ability to reflect on own strengths, limitations and performance in a range of situations, taking responsibility for setting targets and implementing plans for personal learning.	

#### 4. Programme Structure

Programme Structure - Level 6			
Compulsory modules	Credit points	Optional Modules	Credit points
Contemporary Criminological Theory	20		
Dissertation	40		
21 <sup>st</sup> Century Crime: New Threats, New Strategies	20		
Gender, Ethnicity and Crime	20		
Victimisation and Victimology	20		

#### BA (Hons) Criminology top-up – 120 Credits

Students will have the opportunity to exit with an ordinary degree by completing 60 credits from 20 credit modules in addition to an FD or equivalent.

<b>Year 1 BA (Hons) Criminology top-up Compulsory Modules (Full Time)</b>		
<b>Module Title</b>	<b>Module Size</b>	<b>Semester Delivery</b>
Contemporary Criminological Theory	20 Credits	Semester 1
Dissertation	40 Credits	Semester 1 & 2 (Long)
Gender, Ethnicity and Crime	20 Credits	Semester 1
21 <sup>st</sup> Century Crime	20 Credits	Semester 2
Victimisation and Victimology	20 Credits	Semester 2

<b>Year 1 BA (Hons) Criminology top-up Compulsory Modules (Part Time – 3 semesters)</b>		
<b>Module Title</b>	<b>Module Size</b>	<b>Semester Delivery</b>
Contemporary Criminological Theory	20 Credits	Semester 1
Dissertation	40 Credits	Semester 1 & 2 (Long)
21 <sup>st</sup> Century Crime	20 Credits	Semester 2
<b>Year 2 BA (Hons) Criminology top-up Compulsory Modules (Full Time)</b>		
<b>Module Title</b>	<b>Module Size</b>	<b>Semester Delivery</b>
Gender, Ethnicity and Crime	20 Credits	Semester 3
Victimisation and Victimology	20 Credits	Semester 3

## 5. Distinctive features of the programme structure

This Award provides the opportunity for study at level 6, following the completion of 240 credits or equivalent from appropriate study at levels 4 and 5. Each single module has attached to it a 20 credit point value with the exception of the dissertation module which is worth 40 credit points. Students will complete 5 modules (4 Compulsory and 1 Option) totalling 120 credits.

The award is available full and part time.

## 6. Support for students and their learning

The College is committed to ensuring that all students receive the very highest level of support, from initial enquiry and application, through to successful completion and progression to further study, training or employment.

### Skills for Learning

There is access to learning and research support via library inductions, study support workshops, introductions to technical facilities, handbooks, electronic forums and Moodle.

Students have support via a designated HE librarian who provides excellent support for using e-learning resources.

Initial assessments are carried out to ensure support is provided for specific learning difficulties. A qualified and skilled learning support team provide expert advice and guidance to staff and students working with disabilities. This support includes a dedicated higher education link person to assist students in securing support for their needs.

In addition one to one support is available on a 'drop in' and booking basis for those students who would like or have an identified need for additional support. This support is available at a broader level within the college but also at more specialist level within each Faculty.

### Tutorial Support

Students are well supported by regular tutorials by the course team, relating to both academic and pastoral issues. Feedback tutorials are arranged at assessment points, where full written feedback is provided, discussed with the students and development points identified. Staff operate an open-door policy where possible so that support is always available. Additionally within the Faculties the academic support through tutorial processes enable personalised learning through the creation of Individual Learning Plans (ILP).

Tutorial support for students includes:

- Induction with an initial tutorial and formal assessment to identify individual learning styles and needs.
- Workshop time which allows students to access computers and work on assessments with academic assistance.
- Individual tutorials to ensure that the students are managing their workloads effectively. Additional support is available from various agencies for more personal issues if required.
- Each module includes sessions within the lecture plan timetabled for individual feedback and guidance.

### **Student Support**

A wide range of pastoral and other support needs are provided through the college Student Support Services, including skilled counsellors, experts in funding and social support etc.

Opportunities for every student to achieve are met through organisational statements:

- Widening Participation Statement
- Disabilities Statement
- Student Charter

Policies:

- HE Assessment Policy
- WBL/placement Policy
- Equality and Diversity Policy
- Transgender and Equality Policy
- Safeguarding Children and Vulnerable Adults Policy
- Additional Learner Support Policy

Procedures and processes:

- HE Marking and Moderation procedure
- HE Induction Procedure
- HE Validation Procedure
- HE Periodic Review Procedure

All HE students have the opportunity to join the Students Union, which is affiliated with the National Union of Students, and access their facilities and support.

### **Student Engagement Officer**

The SEO is in post to support, guide and advise students experiencing difficulty academically, personally or practically. They work closely with programme leaders to intervene with students showing signs of problems through such indicators as low achievement or attendance.

## 7. Criteria for admission

This award subscribes to the admissions criteria and processes of the College.

APL is considered through the course and following the college policy.

Students should have completed the FD Criminology with an appropriate grade profile or a qualification in an equivalent subject and level of study.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission to any Route may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

## 8. Language of study

This Award is conducted and assessed in the English language.

## 9. Information about assessment regulations

### A Summary of Assessment Requirements

The programme adopts in full the College Academic Principles and Regulations. Students will be provided with a copy of the Hull College Academic Regulations at the point of registration for their award.

### B External Examiners

External examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have external examiners.

The role of external examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College and nationally. External examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and in all cases course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

## 10. Methods for evaluating and improving the quality and standards of teaching and learning.

This award is managed and operated in accordance with College regulations and procedures. This will include representation and input from employers who will contribute to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External examiners reports
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Review of ALT issues
- Curriculum planning
- Course team minutes and the course team rolling action plan
- Modifications of the course
- National student survey and other surveys which are administered by the college
- Teaching observations grade profile

This award will be evaluated against the following criteria:

**Benchmark alignment:**

The award will be reviewed against appropriate benchmarks and professional frameworks.

**Quality Improvement:**

The award will be subject to peer review as part of the College quality improvement processes.

**Student Perceptions**

The award will be subject to Student Consultation Meetings and anonymous 'How are we doing' questionnaires and National Student Survey results and evaluation. Student representation will be encouraged on all Award Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and College Council and Academic Board.

**Recruitment Retention and Achievement**

The award will be measured against annually agreed college targets.

Annexe 1: Curriculum map

Annexe 2: Subject-specific benchmarks

Annexe 3: Notes on completing the OU programme specification template

### Annexe 1.0 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
6	Contemporary Criminological Theory	✓	✓			✓	✓	✓			✓	✓		✓	✓						
	Gender, Ethnicity and Crime	✓	✓	✓	✓	✓		✓	✓		✓			✓	✓			✓			
	21 <sup>st</sup> Century Crime	✓	✓		✓	✓	✓	✓							✓	✓				✓	
	Dissertation	✓					✓		✓		✓		✓		✓	✓	✓				✓
	Victimisation and Victimology	✓	✓		✓			✓		✓		✓			✓	✓				✓	

### Annexe 1.1 – Assessment map

Level	Study module/unit	Exam	Essay	Report	Presentation	Research Proposal	Dissertation
6	Contemporary Criminological Theory		✓ (Sem1)		✓ (Sem 1)		
	Gender, Ethnicity and Crime	✓ (Sem 1)	✓				
	21 <sup>st</sup> Century Crime		✓ (Sem 2)	✓ (Sem 2)			
	Dissertation					✓ (Sem 1)	✓ (Sem 2)
	Victimisation and Victimology		✓ (Sem 2)				

## Annexe 2.0 – Subject-specific benchmarks

This proposal has referred to the QAA Subject Benchmark for Criminology 2014

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-criminology-14.pdf>

This table indicates alignment between programme outcomes and the Criminology (2014) subject-specific benchmarks.

Programme Learning Outcome	Criminology Benchmark Statements (QAA, 2014)
A1, A2, A3, A5, B1, B2	Describe and examine a range of key concepts and theoretical approaches within criminology, and to evaluate their application
A1, A2, A3, A5, B1, B2	Appraise critically political and social processes of victimisation and criminalisation in light of criminological theories
A4, A5, B1	Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimisation and responses to crime and deviance
A4, B2	Evaluate criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations
O	Examine critically the values, practices and processes of governance, including human rights, that underpin the treatment of lawbreakers within UK criminal justice systems, and allied agencies which administer sentencing and alternatives
A2	Apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety
B3, C2, C3	Use a range of research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems
A1, A3, B1, B2	Evaluate strengths and weaknesses in the use of comparison in relation to crime, victimisation and responses to crime and deviance
B3	Summarise and analyse quantitative and qualitative empirical data about crime, victimisation and responses to crime, in order to evaluate competing criminological theories

A1, A2, A3, A5, B1, B2, B4	Explain and evaluate complex social problems in terms of criminological theories of crime, class, victimisation and responses to crime and deviance
A3	Analyse ways in which the subject of criminology can be distinguished from other forms of understanding.
	<b>Cognitive Abilities</b>
A1, A2, B1, B2	Assess a range of perspectives and discuss the strengths of each for the understanding of crime and victimisation
B2, B4	Assess the values and practices of the key agencies which administer responses to crime and deviance
B3, C2, C3, C6	Draw on materials from a range of sources and synthesise them
B3, C3,	Design and use appropriate research strategies for data collection using quantitative and qualitative methods
D2, D3	Apply statistical techniques and methods
C3	Distinguish between traditional and non-traditional (transgressive) research practices
A5, B1	Draw on relevant evidence to evaluate competing explanations
B1, B2	Evaluate the viability of competing explanations within criminology and draw logical and appropriate conclusions
	<b>Subject-specific Skills</b>
C1, C5, D1, D4, D5	Formulate and investigate criminological questions
A5, B3, D1	Summarise and explain empirical information and research findings about crime, victimisation and responses to crime and deviance
B3, C2	Assess the methodology used to address criminological questions
C1, C2, C5, C6	Apply basic research tools appropriately in relation to theoretically driven, exploratory or evaluative research
B3, C3, D2, D3	Access or gather appropriate qualitative or quantitative information to address criminological questions in relation to crime, victimisation, responses to crime and deviance, and representations of these, using qualitative and quantitative methods

C4	Recognise the ethical implications of research into criminological questions and identify appropriate solutions
A1, A5, B1, B2, C5, D1, D2	Discuss criminological topics with an appreciation of criminological theory, of evidence, and of the relevance to current debates, and present the conclusions in a variety of appropriate academic formats
A2, A4, A5, B1, B2	Comment on the value of criminological work on crime, victimisation, responses to crime and deviance, and representations of these in relation to policy questions at national, international and global levels.

### Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.