

PART B – PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

FD Criminology Programme specification
Educational aims and objectives
<p>The aims of this award have been developed using the Quality Assurance Agency’s (QAA) qualification descriptor for foundation degree, relevant QAA subject benchmark statements in Criminology; Psychology; Law and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).</p> <p>The aims of the programme are:</p> <ul style="list-style-type: none"> • 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’ 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.
Relationship to other programmes and awards
<p>Upon successful completion of the FD Criminology students can apply to study the BA (Hons) Criminology level 6 programme at the College.</p>

Level 4 Programme outcomes

Knowledge and Understanding Level 4	
Learning outcomes.	Learning and teaching strategy/ assessment methods
A1 Develop professional values and understanding of anti-discriminatory practice within the Criminal Justice Sector.	<p>Assessment Methods</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. 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 the criminal justice system. In addition to the lecture programme students will undertake work individually, in pairs and in small groups in seminars and will have the opportunity to engage in debates involving all seminar participants. These activities will centre around the theoretical models being discussed throughout the course of the modules, developing the students' knowledge and understanding to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Private research & study will develop individual areas of interest and methods of self-evaluation appropriate to module content and personal development.</p> <p>Assessment Methods Knowledge and understanding will be assessed within written</p>
A2 Develop and demonstrate practical skills relevant to academic study and professional practice in the Criminal Justice Sector	
A3 Recognise and describe essential elements of key psychological and criminological concepts and theories	
A4 Demonstrate knowledge of the social and cultural processes of victimisation and criminalisation.	
A5 Identify relationships between social divisions and diversity in relation to crime and responses to crime.	
A6 Demonstrate an understanding of diverse policing forms, practices and cultures, and the relationships between individuals and groups.	
A7 Demonstrate an understanding of the changing values, policies, practices and institutions within different forms of society, culture and the criminal justice system	
A8 Demonstrate an understanding of the principles of research design and the main approaches to data collection in crime and social problems	

Knowledge and Understanding Level 4	
A9 Demonstrate an understanding of the relationship between theory, concepts and social reality with regard to issues related to crime and deviance.	<p>assignments and oral presentations. The written assignments may take the form of essays, reports and portfolios. Essays will be used in level 4 for example, to inform recall of knowledge, reasoning ability and how effectively the learner can respond to a set question. Presentations will assess the student's ability to conceptualise the topic they are presenting on in a variety of oral, visual and auditory methods at level 4 in Work Related Learning and Sociological Inquiry. The presentation will enable the student to have a deep understanding of the social, ethical, political and practical areas of their studies and focus their understanding into this area. The students will develop confidence in presentations in preparation for level 5 modules. Development of this in level 5 in Crime Culture and Social Change where an extended essay will allow students to develop advanced writing skills in more depth breadth and detail. Time constrained assignments in the Principles of Punishment and Rehabilitation level 5 module is used to test the aptitude and memory of the learner in circumstances of pressure time constrained conditions. Open book time constrained assessments enable a developmental process in level 5 in preparation for level 6 time constrained assessments.</p>

Cognitive Skills Level 4	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Demonstrate an ability to understand, summarise and critically assess criminological and psychological work	Cognitive skills will be developed using a range of student-centred

Cognitive Skills Level 4	
B2 Demonstrate an ability to construct reasoned arguments, utilise relevant information and exercise judgement of criminological perspectives.	<p>activities within sessions which will allow students to develop advanced analytical and evaluative skills. Activities will include discussions and debates which will centre around the theoretical models being discussed throughout the course of the modules, developing the students' analytical abilities to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Group research exercises and peer-reviewed presentations and multi-media based tasks will encourage synthesis of information and critical judgement. These will be supported by tutor-led activities, including content delivery, but there will be a focus on student-centred learning activities. Divergent and Socratic questioning will be used to develop cognition, especially with regard to critical analytical and evaluative skills and questioning will also be used to direct students' attention to the key aspects of the criminal justice system.</p> <p>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>Assessment Methods</p> <p>The module An Introduction to Sociological Inquiry will detail, and provide justification for, the central research question formulated by the students in a report. Students will effectively communicate their findings from their research reports, using the platform to also demonstrate their analysis which will be developed further in advanced analytical and evaluative skills for level 4 modules, learn to inform their ideas with the relevant literature and communicate their arguments in a professional and articulated manner in line with the requirements of the module. Cognitive skills will be assessed using written assignments and oral presentations. Written assignments may take the form of essays, reports journals. The assessments will also ask for the synthesis of theoretical perspectives, concepts and information in the pursuit of</p>
B3 Demonstrate an ability to compare competing criminological and psychological theories and explanations	
B4 Demonstrate an ability to assemble, interpret and assess evidence	
B5 Demonstrate an understanding of the ethical dimensions of criminological and psychological research.	
B6 An ability to explain relevant information on current policies and approaches used within the criminal justice system, critically analyse it and draw conclusions.	

Cognitive Skills Level 4	
	credible and supported arguments that integrate effective analysis and evaluation. Essays will allow students to develop advanced analytical and evaluative skills, learn how to inform their ideas with the relevant literature, and communicate their arguments in a professional and articulate manner. The essay also encourages further development of argument construction, essay planning and wider reading.

Practical and Professional Skills Level 4	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C 1 Reflect on own learning and utilise feedback in pursuit of personal objectives.	<p>Practical and professional skills will be taught throughout the modules. Practical tasks requiring the collection of information both primary and secondary data which is collated and selected for value, validity and reliability are skills needed in pursuit of employment in the criminal justice system. Practical skills will be developed in the work related learning module to enhance decision making and initiative and communication. Clearly some career pathways will need further study and even postgraduate study. However due to student demands and in response to the sector demands the programme includes modules in the 2nd year which focus on probation practice both in terms of offender treatment and the conflicts within the criminal justice between processing offender needs; victim needs and others needs. There is now also the possibility after completion of the FD Criminology to undertake the Gateway Assessment Scheme to work in probation services without competing a full degree. This programme has incorporated 2 modules which will fulfil half the schemes requirements. Teaching strategies will include details on how to find and access a variety of information from different criminological 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 modules, equipping students with the skills needed to pursue their research in an ethical manner.</p> <p>Assessment methods</p> <p>Feedback is given to students in written format in order to provide future development direction and constructive criticism on the assessed</p>
C 2 Access and use a variety of information sources and analyse the usefulness of information	
C3 Present, use and explain qualitative and/or quantitative information from a variety of sources	
C4 Participate in academic discussions and debates in a professional manner	
C5 Recognise and explain the moral and ethical issues within criminological research and within the wider criminal justice field	
C6 Exercise initiative and decision making by participating in a range of work-related and academic activities.	

Practical and Professional Skills Level 4	
	<p>assignments. In essays and reports, students will be given a range of questions from which they can choose an area to focus on and address the learning outcomes in depth and detail. It will also enable assessment of the use of and choice in a variety of information sources and the usefulness of the information sought. This enables academic discussion in written format which encourages responses to moral and ethical issues within criminological research and within the wider criminal justice field. Verbal feedback is also given which will encourage and reinforce reflection on own learning and ask them to make use of constructive criticism but will be assessed particularly in the Personal Professional Development and Work Related Learning modules. Exercise initiative and decision making through effective participation in work-related and academic activities will also be assessed in level four and encourages development of skills in preparation for level five where it is also assessed in preparation for and development towards the level six study. Opportunity to reflect upon their skills with reference to their future development needs. The assessment methods are focused toward electronic and use of technology in the Personal and Professional Development module and the Work Related Learning module at level 4; and the Future Impacts and Decision Making module at level 5. There is also equality of opportunity for all students to undertake voluntary work although not all students will take this up or will adjust the experience according to their personal needs.</p>
Transferable Skills Level 4	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Communication: An ability to present ideas and evidence to others both orally and in writing in a clearly structured manner.	<p>Transferrable skills are taught and learned throughout the foundation degree through a range of strategies, for example, requiring students to give both group and individual oral presentations, through giving them specific tasks such as carrying out bibliographic and web searches, through specific assignments requiring numerical skills, and through</p>
D2 IT Skills: An ability to collect materials using information technology	
D3 Numeracy: An ability to read and interpret official statistics	

Practical and Professional Skills Level 4	
D4 Problem Solving: An ability to identify problems and propose solutions	<p>class discussion and 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 improve upon their work. Students also have the opportunity to develop skills in working in groups through their participation in the classes for every Module.</p> <p>Assessment Methods</p> <p>Communication skills are assessed throughout the foundation degree through continuous assessed module work. The Personal Professional Development module provides students with an opportunity to build on their existing transferrable skills, and to develop and utilise new transferrable skills as part of their personal, professional and academic development. IT skills are a component in the evaluation of most assessed work which require bibliographic and web searches, but there is a particular focus on them in assessments such as the sociological and criminological journals and in essay assignment for Foundations of Criminology. Numeracy skills are assessed in the assignments for An Introduction to Sociological Inquiry, which includes interpretation of crime statistics. Problem solving skills are assessed in almost 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>
D5 Working with Others: An ability to operate effectively with others to achieve specified objectives and meet own responsibilities in a variety of situations	
D6 Self Learning: An ability to plan work and manage time, and an ability to reflect on own strengths, limitations and performance in work related situations before implementing plans for personal development.	

Level 5 Programme outcomes

Knowledge and Understanding Level 5	
Learning outcomes.	Learning and teaching strategy/ assessment methods
A1 Develop professional values and understanding of anti-discriminatory practice within the Criminal Justice Sector	<p>Assessment Methods</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. 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 the criminal justice system. In addition to the lecture programme students will undertake work individually, in pairs and in small groups in seminars and will have the opportunity to engage in debates involving all seminar participants. These activities will centre around the theoretical models being discussed throughout the course of the modules, developing the students' knowledge and understanding to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Private research & study will develop individual areas of interest and methods of self-evaluation appropriate to module content and personal development.</p> <p>Assessment Methods</p> <p>Knowledge and understanding will be assessed within written assignments and oral presentations. The written assignments may take the form of essays, reports and portfolios. Essays will be used in level 5 to inform recall of knowledge, reasoning ability and how effectively the learner can respond to a set question. Development of this in level 5 in Crime Culture and Social Change where an extended essay will allow students to develop advanced writing skills in more depth breadth and detail. Time constrained assignments in the Principles of Punishment and Rehabilitation level 5 module is used to test the aptitude and</p>
A2 Develop and demonstrate practical skills relevant to academic study and professional practice in the Criminal Justice Sector	
A3 Identify, describe and explain essential elements of key criminological concepts and theories	
A4 Demonstrate knowledge of the social, political and mediated processes of victimisation and criminalisation	
A5 Demonstrate knowledge of the relationships of social divisions and diversity in relation to crime, deviance, victimisation and responses to crime	
A6 Demonstrate a basic knowledge of the principal features of the legal system(s) studied and should be able to demonstrate knowledge of a substantial range of major concepts, values, principles and rules of that system	
A7 Demonstrate an understanding of the changing values, policies, practices and institutions involved in different forms of punishment, community safety, security and criminal justice	
A8 Demonstrate an understanding of the principles of research design and the main approaches to data collection in crime and social problems	
A9 Demonstrate an understanding of the relationship between theory, concepts and substantive issues in criminology and criminal law.	

Knowledge and Understanding Level 5	
	<p>memory of the learner in circumstances of pressure time constrained conditions. Open book time constrained assessments enable a developmental process in level 5 in preparation for level 6 time constrained assessments. Presentations will assess the student's ability to conceptualise the topic they are presenting on in a variety of oral, visual and auditory methods at level 5. The presentation will enable the student to have a deep understanding of the social moral political and practical areas of their studies and focus their understanding into this area. The students will develop confidence in presentations in preparation for level 5 modules.</p>

Cognitive Skills Level 5	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 An ability to understand, explain summarise and critically assess criminological work	<p>Cognitive skills will be developed using a range of student-centred activities within sessions which will allow students to develop advanced analytical and evaluative skills. Activities will include discussions and debates which will centre around the theoretical models being discussed throughout the course of the modules, developing the students' analytical abilities to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Group research exercises and peer-</p>
B2 An ability to construct reasoned arguments, synthesising relevant information and exercising critical judgement of criminological perspectives	
B3 An ability to critically examine, compare and contrast competing theories and explanations	
B4 An ability to assemble, evaluate and interpret evidence from a range of credible sources.	

Cognitive Skills Level 5

B5 An understanding of the epistemological and ethical dimensions of research

B6 An ability to synthesise relevant information on current policies and strategies used by Justice agencies to combat crime and improve community safety, critically evaluate it, and draw relevant, appropriate and logical conclusions

reviewed presentations and multi-media based tasks will encourage synthesis of information and critical judgement. These will be supported by tutor-led activities, including content delivery, but there will be a focus on student-centred learning activities. Divergent and Socratic questioning will be used to develop cognition, especially with regard to critical analytical and evaluative skills and questioning will also be used to direct students' attention to the key aspects of the criminal justice system.

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.

Assessment Methods

Sociological Inquiry and Research Methods will detail, and provide justification for, the central research question formulated by the students in a report. Students will effectively communicate their findings from their research reports, using the platform to also demonstrate their analysis which will be developed further in advanced analytical and evaluative skills for level 5 modules, learn to inform their ideas with the relevant literature and communicate their arguments in a professional and articulated manner in line with the requirements of the module. Cognitive skills will be assessed using written assignments and oral presentations. Written assignments may take the form of essays, reports, journals. The assessments will also ask for the synthesis of theoretical perspectives, concepts and information in the pursuit of credible and supported arguments that integrate effective analysis and evaluation. Essays will be used in some of the modules both in level four and five, for example Crime Culture and Social Change and Criminal Law. The extended essay will allow students to develop advanced analytical and evaluative skills, learn how to inform their ideas with the relevant literature, and communicate their arguments in a professional and articulate manner. An extended essay also encourages further development of argument

Cognitive Skills Level 5	
	construction, essay planning and wider reading.

Practical and Professional Skills Level 5	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C 1 Reflect on own learning; seeking and making use of constructive criticism	<p>Practical and professional skills will be taught throughout the modules. Practical tasks requiring the collection of information both primary and secondary data which is collated and selected for value, validity and reliability are skills needed in pursuit of employment in the criminal justice system. Practical skills will be developed in the work related learning module to enhance decision making and initiative and communication. Teaching strategies will include details on how to find and access a variety of information from different criminological 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 modules, equipping students with the skills needed to pursue their research in an ethical manner.</p> <p>Assessment methods</p> <p>Feedback is given to students in written format in order to provide future development direction and constructive criticism on the assessed assignments. Verbal feedback is also given which will encourage and reinforce reflection on own learning and ask them to make use of constructive criticism but will be assessed particularly in the Personal Professional Development module in the portfolio and the Work Related Learning module at level 5. Exercise initiative and decision making through effective participation in work-related and academic activities will also be assessed in the latter two modules. This is assessed in level four and encourages development of skills in preparation for level five where it is also assessed in preparation for and development towards</p>
C 2 Access and use a variety of information sources and evaluate the usefulness of the information involved	
C3 Present, use and explain qualitative and/or quantitative information from a variety of sources	
C4 Participate in academic discussions and debates in a professional tolerant manner	
C5 Recognise and respond to moral and ethical issues within criminological research and within the wider criminal justice field	
C6 Exercise initiative and decision making through effective participation in work-related and academic activities	

Practical and Professional Skills Level 5	
	the level six study. In essays and reports, students will be given a range of questions from which they can choose an area to focus on and address the learning outcomes in depth and detail. It will also enable assessment of the use of and choice in a variety of information sources and the usefulness of the information sought. This enables academic discussion in written format which encourages responses to moral and ethical issues within criminological research and within the wider criminal justice field. Opportunity to reflect upon their skills with reference to their future development needs

Transferable Skills Level 5	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Communication: An ability to present ideas and evidence to others in both orally and in writing in a clear and concise manner	Transferrable skills are taught and learned throughout the foundation degree through a range of strategies, for example, requiring students to give both group and individual oral presentations, through giving them specific tasks such as carrying out bibliographic and web searches, through specific assignments requiring numerical skills, and through
D2 IT Skills: An ability to collect and present materials using information technology	
D3 Numeracy: An ability to read, interpret and draw inferences from	

Transferable Skills Level 5	
official statistics; an ability to carry out simple statistical calculations	<p>class discussion and 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 improve upon their work. Students also have the opportunity to develop skills in working in groups through their participation in the classes for every Module.</p> <p>Assessment Methods</p> <p>Communication skills are assessed throughout the foundation degree through continuous assessed Module work. The Personal Professional Development and Academic Skills module provides students with an opportunity to build on their existing transferrable skills, and to develop and utilise new transferrable skills as part of their personal, professional and academic development. IT skills are a component in the evaluation of most assessed work which require bibliographic and web searches, but there is a particular focus on them in assessments such as the sociological and criminological journals and in the literature review assignment for Foundations of Criminology and Crime, Culture and Social Change. Numeracy skills are assessed in the assignments for An Introduction to Sociological Inquiry, which includes interpretation of crime statistics, and in Social Research Methods, which includes the computer application of statistical procedures. Problem solving skills are assessed in almost 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>
D4 Problem Solving: An ability to identify problems and propose solutions	
D5 Working with Others: An ability to operate effectively with others to achieve specified objectives and meet own responsibilities in a variety of situations	
D6 Self Learning: An ability to plan work and manage time, and an ability to reflect on own strengths, limitations and performance in work related situations taking responsibility for setting targets and implementing plans for personal learning and/or professional development	

Year 1 FD Criminology		
Module Title	Module Size	Semester Delivery
Personal Professional Development	20 Credits	Long and thin
Work Related Learning	20 Credits	Long and thin
Foundations of Criminology	20 Credits	Short and fat
An Introduction to Sociological Inquiry	20 Credits	Short and fat
Understanding the Individual	20 Credits	Short and fat
Media Constructions of Crime	20 Credits	Short and fat
Year 2 FD Criminology		
Module Title	Module Size	Semester Delivery
Crime, Culture and Social Change	20 Credits	Long and thin
Social Research Methods	20 Credits	Long and thin
Future Impacts and Decision Making	20 Credits	Short and fat
Criminal Law	20 Credits	Short and fat
Principles of Punishment and Rehabilitation	20 Credits	Short and fat
Criminal Justice Policy and Conflict	20 Credits	Short and fat

The part time course is delivered over 3 years. The part time student will attend the same module session as the full time students so infilling with them and ensuring parity of experience.

Year 1 FD Criminology (Part Time 80 credits)		
Module Title	Module Size	Delivery

Personal Professional Development	20 Credits	Long and thin
Work Related Learning	20 Credits	Long and thin
Foundations of Criminology	20 Credits	Short and fat
Media Constructions of Crime	20 Credits	Short and fat
Year 2 FD Criminology (Part Time 80 credits)		
Module Title	Module Size	Delivery
An Introduction to Sociological Inquiry	20 Credits	Short and fat
Understanding the Individual	20 Credits	Short and fat
Criminal Law	20 Credits	Short and fat
Criminal Justice Policy and Conflict	20 Credits	Short and fat
Year 3 FD Criminology (Part Time 80 credits)		
Module Title	Module Size	Delivery
Crime, Culture and Social Change	20 Credits	Long and thin
Social Research Methods	20 Credits	Long and thin
Future Impacts and Decision Making	20 Credits	Short and fat
Principles of Punishment and Rehabilitation	20 Credits	Short and fat

Curriculum Map

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

Study module	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Foundations of Criminology			✓	✓	✓				✓	✓	✓	✓					✓					✓					
Personal Professional Development		✓											✓			✓					✓	✓			✓	✓	✓
An Introduction to Sociological Inquiry				✓	✓			✓	✓	✓	✓		✓	✓				✓		✓					✓		
Work Related Learning	✓	✓					✓								✓	✓	✓				✓	✓					✓
Understanding the Individual			✓						✓	✓	✓	✓	✓												✓		
Media Constructions of Crime				✓	✓	✓			✓		✓	✓								✓							
Crime, Culture and Social Change			✓	✓	✓				✓		✓	✓	✓				✓								✓		
Social Research Methods								✓		✓			✓	✓		✓	✓	✓		✓		✓	✓	✓	✓		
Future impacts and decision making.	✓	✓									✓					✓					✓	✓			✓	✓	✓
Criminal Law	✓				✓	✓	✓		✓				✓		✓				✓	✓					✓		
Criminal Justice Policy and Conflict			✓	✓	✓					✓	✓	✓	✓	✓						✓							
Principles of Punishment and Rehabilitation			✓	✓					✓	✓	✓	✓	✓		✓		✓								✓		

Subject-specific benchmarks map.

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

Programme Learning Outcome	Criminology Benchmark Statements (QAA, 2014)
A3, A4, A5, A9, B1, B2, B3	Describe and examine a range of key concepts and theoretical approaches within criminology, and to evaluate their application
A3, A4, A5, A9, B1, B2, B3	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
A1, A5, A6, A7, B6	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
A1, A2, A6, A7, B	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
A1, A7, B6	Apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety
A8, A9, B2, B5, 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
A3, B3	Evaluate strengths and weaknesses in the use of comparison in relation to crime, victimisation and responses to crime and deviance
A8, B1, B2, B4, B5, B6, C"	Summarise and analyse quantitative and qualitative empirical data about crime, victimisation and responses to crime, in order to evaluate competing criminological theories

A3, A4, A5, A9, B1, B2, B3	Explain and evaluate complex social problems in terms of criminological theories of crime, class, victimisation and responses to crime and deviance
A3, A4, B3	Analyse ways in which the subject of criminology can be distinguished from other forms of understanding.
Cognitive Abilities	
B1, B2, B6, C2	Assess a range of perspectives and discuss the strengths of each for the understanding of crime and victimisation
A1, A2, A5, A6, A7	Assess the values and practices of the key agencies which administer responses to crime and deviance
B2, B4, B6, C2, D1, D2	Draw on materials from a range of sources and synthesise them
D8, B4, C3, C4	Design and use appropriate research strategies for data collection using quantitative and qualitative methods
C3, D2, D3	Apply statistical techniques and methods
A8, B5, C3	Distinguish between traditional and non-traditional (transgressive) research practices
B2, B4	Draw on relevant evidence to evaluate competing explanations
B2, B6	Evaluate the viability of competing explanations within criminology and draw logical and appropriate conclusions
Subject-specific Skills	
C4, D1, D4	Formulate and investigate criminological questions
A3, A4, , B1	Summarise and explain empirical information and research findings about crime, victimisation and responses to crime and deviance
A8, C1, C2, C5	Assess the methodology used to address criminological questions
B4, C1, C2, C3, C5, C6, D1, D2,	Apply basic research tools appropriately in relation to theoretically driven, exploratory or evaluative research

D3, D4, D5, D6	
B1, B4, C2, C3	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
A8, B5, C5	Recognise the ethical implications of research into criminological questions and identify appropriate solutions
A3, A4, B2, B6, D1	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
O	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.

Legend: O (Omitted) = Benchmark is met within the BA (Hons) Criminology feeder programme.

Assessment Mapping

This table indicates the assessment method for each of the programme modules

	Level	Essay	Presentation	Portfolio	Time constrained assessment	Electronic and use of technology	Poster presentation Research proposal	Report
Foundations of Criminology	4	✓						
Personal Professional Development	4		✓			✓		
An Introduction to Sociological Inquiry	4		✓					✓
Work Related Learning	4	✓	✓					
Understanding the Individual	4	✓	✓					
Media Constructions of Crime	4	✓						
Crime Culture and Social Change	5	✓						
Social Research Methods	5			✓			✓	
Future Impacts and Decision Making	5		✓			✓		
Criminal Law	5	✓						
Criminal Justice Policy and Conflict	5							✓
Principles of Punishment and Rehabilitation	5				✓			✓