



University of the  
West of England

## CORPORATE AND ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	University of the West of England, Frenchay campus	
<b>Faculty responsible for programme</b>	Health & Life Sciences	
<b>Department responsible for programme</b>	Health & Applied Social Sciences	
<b>Modular Scheme Title</b>	Under Graduate Programme	
<b>Professional Statutory or Regulatory Body Links</b>	N/A	
<i>Name of PSRB</i>		
<i>Type of approval</i>		
<b>Dates</b>		
<b>Highest Award Title</b>	BA (Hons) Criminology	
<b>Default Award Title</b>	None	
<b>Interim Award Titles</b>	BA Criminology Dip HE Criminology Cert HE Criminology	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	Full time and Part time	
<b>Codes</b>	<b>UCAS: M900</b>	<b>JACS:</b>
	<b>ISIS2: M900</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Criminology	
<b>CAP Approval Date</b>	24 May 2012	
<b>Valid until Date</b>	September 2018	
<b>Version</b>	5	

## Part 2: Educational Aims of the Programme

The BA (Hons) Criminology programme aims at Level 1 to provide students with a comprehensive introduction to the core discipline of Criminology, whereas at Levels 2 and 3 the programme is designed to help students develop an in-depth and detailed understanding of Criminology. The Criminology programme aims to highlight how multi-disciplinary (i.e., incorporating sociology, psychology, media studies and social policy) and applied (i.e., the impact that criminology has on criminal justice policy, practice and discourse) the subject area is and therefore how it directly links to employment opportunities.

In particular the programme aims to:

- Provide for students a generally enriching and interesting educational environment and experience; promote critical, creative and analytical thinking; and assist students to realise their potential.
- Acknowledge and accommodate the wide diversity of student needs and interests through the provision of a flexible programme, which enables students to choose between a variety of modules, and which fosters their individual development
- Encourage scholarship and to foster the virtues of objectivity, reflection, judgement, critical study, and independent learning (individual and collaborative).
- Provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- Provide a foundation in criminological knowledge that is relevant to a career in the criminal justice system.
- Impart a broad range of skills, discipline specific, cognitive and general transferable skills, which provide the student with a sound basis for further study.
- Develop an understanding of the relationships between criminological theory and its application to a range of experience and behavior – including of offenders, victims, and agents of criminal justice.
- Teach academically challenging and vocationally relevant criminology modules.
- Present multiple perspectives in criminology and sociology in a way that fosters critical comparison and evaluation

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p>A Knowledge and understanding of</p> <ol style="list-style-type: none"> <li>1. Major concepts and theoretical perspectives within social sciences - especially in relation to crime, victimisation, and responses to crime</li> <li>2. Nature of and relationship between various forms of social diversity and social divisions – especially in relation to crime, victimisation, and criminal justice</li> <li>3. Social nature of the relationship between individuals and groups and social processes underpinning social change and social stability</li> <li>4. History, key institutions, cultural norms, and human rights issues of criminal justice system</li> <li>5. How crime and victimisation are socially constructed (by media, public opinion and state agencies)</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p>Students acquire knowledge and understanding of 1-11 through a variety of teaching and learning methods and strategies. These include:</p> <ul style="list-style-type: none"> <li>• Interactive, multimedia supported lectures</li> <li>• Tutor-led seminars</li> <li>• Student-led seminars</li> <li>• Skills workshops</li> <li>• Library studies</li> <li>• Computer based analysis workshops</li> <li>• Group work in seminars and GDP tutorials</li> <li>• Guided reading and self-study</li> <li>• Supervised exercises – including oral, visual and written presentations</li> <li>• Formative assessments</li> </ul>

<b>Part 3: Learning Outcomes of the Programme</b>	
<p>6. Relationship between theory, evidence, practice and methods in criminological research</p> <p>7. Value of comparative analysis, in both historical and contemporary contexts</p> <p>8. Nature and appropriate use of research strategies and methods in relation to social investigation and criminological issues</p> <p>9. Distinctive character of disciplines of criminology (sociology, psychology, media studies and social policy) in relation to other forms of understanding</p> <p>10. Application of criminological theory to real-world situations and problems</p>	<ul style="list-style-type: none"> <li>• Feedback on assessed coursework</li> <li>• Seminar presentations</li> <li>• Projects/dissertations.</li> </ul> <p>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p><b>Assessment:</b></p> <p>Testing of knowledge and understanding takes place through a range of assessments. These include:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Annotated bibliographies</li> <li>• Web-based assignments</li> <li>• Portfolios</li> <li>• Oral, written and visual presentations</li> <li>• Observational Reports</li> <li>• Book reviews</li> <li>• Tasks undertaken under examination conditions (closed or open-book)</li> </ul> <p>Assessments are not intended simply to 'objectify' or measure student understanding, but also to facilitate student knowledge and understanding. Written coursework assignments are designed to ensure that students critically explore and evaluate key issues and ideas ('deep' rather than 'surface' learning), and opportunity is provided for them to negotiate their own written assignments in accordance with their own interests.</p>
<b>B Intellectual Skills</b>	
<p><b>B Intellectual Skills</b></p> <p>1. Appreciate the complexity and diversity of criminological theory and understand the strengths and weaknesses of the different theories.</p> <p>2. Apply theoretical perspectives in criminology to the study of recent trends in criminal justice and law enforcement.</p> <p>3. Develop and apply research skills and methods in criminology</p> <p>4. Understand the advantages and limitations of a variety of data on crime and victimisation (media reports, political representations, official statistics, victimisation surveys, self-report surveys).</p> <p>5. Understand the advantages and limitations of a variety of criminal justice policies as well as practices.</p> <p>6. Explore the historical development and institutional dynamics of modern institutions of law and criminal justice and their likely future trajectories.</p>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Intellectual skills (1-13) are developed by the examples set by academic staff in lectures and seminars, and through the range of teaching and learning strategies outlined in section 3A above.</p> <p>In addition to those strategies outlined in 3A the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. The GDP programme (Levels 1-3) is designed to allow students to obtain a more holistic grasp of the relationship between theory, methods and practice.</p> <p><b>Assessment:</b></p> <p>As already noted, a variety of assessment methods</p>

<b>Part 3: Learning Outcomes of the Programme</b>	
<ol style="list-style-type: none"> <li>7. Appreciate how crime and criminal justice is politically and culturally constructed in different historical contexts.</li> <li>8. Demonstrate their knowledge and understanding of a wide range of criminological topics in essay form.</li> <li>9. Make an informed contribution to group discussions of criminological issues.</li> <li>10. Gather, retrieve and synthesise information.</li> <li>11. Review and assess empirical evidence and research data related to the social construction of crime and deviance.</li> <li>12. Evaluate theoretical perspectives as they apply to criminological issues.</li> <li>13. Orally and visually present information in support of an argument or thesis.</li> </ol>	<p>are employed. These include formal unseen written examinations, essays, individual oral/visual presentations, group presentations, data analysis, web-research and library-based projects. In combination, these assessment methods motivate students to develop intellectual skills (1-13) and hone these skills in the light of their preparatory reading and feedback from tutors.</p>
<b>C Subject, Professional and Practical Skills</b>	
<p>C Subject, Professional and Practical Skills</p> <ol style="list-style-type: none"> <li>1. Identify criminological problems, understand the nature of criminological questions and investigate them – in relation to victimisation, crime, responses to crime, and representations of these</li> <li>2. Demonstrate competence in utilizing criminological theory and concepts to understand crime, victimization, representations of crime, and responses to crime.</li> <li>3. Identify human rights issues in responses to crime and delinquency</li> <li>4. Apply and integrate multiple perspectives on criminological issues.</li> <li>5. Recognize distinctive criminological approaches to particular problems.</li> <li>6. Analyze, assess methodologically, and communicate information and empirical research findings in relation to criminological (and psychological) phenomena</li> <li>7. Identify and evaluate criminological patterns of thought, behavior, and experience</li> <li>8. Examine relevance of criminological work with regard to issues of social, public and civic policy</li> <li>9. Pose, operationalise and critique research questions.</li> <li>10. Identify and utilise a range of different research strategies and tools, and conduct empirical studies involving a variety of methods – including observation, questionnaires, interviews, case studies, data analysis (quantitative and qualitative), evaluation, etc</li> <li>11. Show awareness of ethical principles and approval procedures and act in accordance with these.</li> <li>12. Undertake and present scholarly work in criminological investigation</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p>Skills 1-12 are developed by the examples set by academic staff in lectures and seminars, and by means of the approaches identified in 3A.</p> <p>Skills 9-11 are additionally particularly fostered through practical classes and skills workshops, on both the GDP Programme Levels 1-3 and also the criminology research methods module at Level 2, together with the opportunities for designing and conducting an original piece of criminological research at Level 3.</p> <p>Assessment:</p> <p>These skills are assessed through the range of methods and strategies identified in section 3A. Also through GDP tasks.</p>

### Part 3: Learning Outcomes of the Programme

#### D Transferable Skills and other attributes

##### D Transferable Skills and other attributes

1. Written, oral and visual communication skills, including clear presentation of research procedures, academic debates, and their own arguments
2. Time-management and planning skills – be able to deliver reports and assignments and projects to deadline.
3. Note-taking, summarising, reading, bibliographic and referencing skills
4. Computer literacy and ITC skills – competence and confidence in using a variety of software
5. Ability to use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
6. Ability to work productively in a group and as part of a team – including ability to engage in academic debate in a professional and collegiate manner
7. Capacity to present and analyse data and evidence in an appropriate format for a variety of audiences
8. Search for, retrieve, and organise information from the full range of printed and online sources.
9. Ability to formulate researchable problems within a general area of concern, and to evaluate evidence of various kinds, and draw appropriate conclusions.
10. Research design, methodology, data collection skills – including surveys, experiments, case studies, sampling techniques, qualitative and quantitative methods, interview designs and strategies, evaluative techniques, etc
11. Ability to solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
12. Capacity to undertake self-directed study and project management, in order to meet desired objectives.
13. Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development.
14. Enjoy the opportunity to develop and apply academic knowledge and research skills to the world of work
15. Enjoy the opportunity to self-develop by acquiring practical experience of a relevant workplace environment.

##### Teaching/learning methods and strategies:

Skills 1-14 are developed by the examples set by academic staff in lectures and seminars, and by the range of approaches outlined in 3A.

Skills 2, 3, 4, 6, 11,13 and 14 are also addressed especially through the GDP programme, which is concerned with helping students reflect on their learning and problem-solve independently, as well as acquire both study and employability skills.

Skills 1, 6, 9 and 11 are particular fostered by means of seminar exercises, group discussions, and collaborative debates and exercises.

Skills 5, 7, 8, 9, 10 and 12 are especially developed by means of the independent research opportunities provided by the Criminology Project module.

Skills 5, 7, 8, 9, 10 and 12 are also fostered by means of the methodological and research training and practical exercises and workshops provided in the core Level 2 module.

Skills 9, 10, 12 and 13 are especially fostered by means of students conducting their own independent and original piece of research in the Level 3 Criminology Project or the Criminal Justice Placement module.

Students have the opportunity to develop and test skills 13, 14 and 15 by means of the Criminology Placement Module at Level 3

##### Assessment:

All modules involve written assessments.

All assessed written coursework has to be word-processed.

Students become progressively independent and reflective as they move through ascending levels of the programme.

Teamwork is monitored and evaluated especially by means of group presentations.

Self-management and self-motivation is required through the enforcement of deadlines for all coursework assessments, and in the independence required to manage self-selected essay and project assignments.



## Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

Please follow this link to view the university's basic minimum entry requirements:

<http://www.uwe.ac.uk/study/entryReqs.shtml>

For admission to the BA (Hons) Criminology the following criteria must also be met:

- Achievement of the advertised UCAS points tariff
- GCSE grade C or above in Mathematics/Statistics and English Language
- Pass in a recognised Foundation or Access course

Additionally applicants may be admitted to the programme provided they meet one of the following criteria and can demonstrate that they have achieved to an appropriate level in Maths, Science and English Language:

- The Advanced General National Vocational Qualification (AGNVQ) or Advanced General Scottish Vocational Qualification (AGSVQ). A twelve unit or full AGNVQ award being equivalent to two GCE A levels, a six unit or single AGNVQ award being equivalent to one GCE A level and a three unit award or part AGNVQ award being equivalent to one GCE AS level.
- The Irish Leaving Certificate (See UCAS website for tariff equivalences) - Passes with grades within the following range: BBB – BBBB.
- The Scottish Leaving Certificate of Education (See UCAS website as above)  
[http://wwwucas.ac.uk/students/ucas\\_tariff/qualifications](http://wwwucas.ac.uk/students/ucas_tariff/qualifications)
- National Vocational Qualifications or Scottish Vocational Qualifications at level III.
- The European Baccalaureate with between 66% and 70%. International with between 24 and 28 points.
- The International Baccalaureate.
- Other European or International qualifications which the University considers to be of equivalence to the above.
- BTEC – An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 2 Distinctions and 4 Merits.

## Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

## Assessment Map

The programme encompasses a range of **assessment methods** including; Essays, Reports, Exams, Oral Presentations. These are detailed in the following assessment map:

### Assessment Map for Criminology

		Unseen Written Exam	seen Written Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation
<b>Compulsory Modules Level 1</b>	UZSNLD-30-1	A (50)		B (25)		B (25)		
	UZSNLE-30-1	A (50)				B (25)	B (25)	
	UZSNLF-30-1		A (40)		B (60)			
	UZSSLG-30-1				A (50)		B (50)	
<b>Compulsory Modules Level 2</b>	UZSNMW-30-2						B (100)	
<b>Compulsory Modules Level 3</b>	UZSNQA-30-3	A (50)				B (50)		
	UZSNPW-30-3) OR					B (20)		B (80)
	UZSNQB-30-3				A (25)			B (75)

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the **BA Criminology** programme teaching is a mix of scheduled, independent and placement learning.

**Scheduled learning** includes: lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.



## Part 7: Student Learning

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** may include a placement, or year abroad.

### Description of Distinctive Features and Support

- Induction Programme for orientation and study skills
- Detailed student handbooks and module guides.
- Extensive specialist library.
- On-line learning resources, internet, intranet and email access.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Graduation development planning & Personal Academic Tutors
- Specialist equipment, resources, and technical and instructing staff for media production.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- Early Assessment to encourage retention and progression
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice.
- Access to academic tutors and student advisors.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

The Criminology benchmarks have informed the curricular content of the programme from the start. The spine of the programme is therefore in conformity with the benchmarks. These were consulted during the planning process and at each stage of the development of the programme. They are embedded in the educational aims and learning outcomes (cognitive, subject, professional and transferable) of the compulsory elements.

Please note: Criminology awards differ (mainly in terms of tone and options) depending on where they are located in their institution (i.e., Sociology, Law, Psychology, etc) the current programme adheres to the core provision of similar criminology degrees and the subject benchmarks. Therefore meaning that it is appropriate and comparable.

University teaching and learning policies are embedded in the educational aims and learning outcomes of the programme. The university's commitment to promoting a diverse, integrated and flexible learning educational experience and environment is reflected in the rich range of teaching, learning and assessment methods and strategies that are in evidence on the programme.

The research and scholarly interests of staff have shaped, in particular, the wide variety of optional module provision at Levels 2 and 3. Option provisions are based on both the coherence and integrity of the programme and the diversity of research interests of staff.

This specification 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. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.