

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	UWE, Frenchay Campus	
Faculty responsible for programme	Health and Applied Sciences	
Department responsible for programme	Health and Social Sciences	
Modular Scheme Title	Undergraduate Scheme	
Professional Statutory or Regulatory Body Links	None	
Highest Award Title	BA (Hons) Sociology with Criminology	
Default Award Title	None	
Fall-back Award Title	BA (Hons) Social Science	
Interim Award Titles	BA Sociology with Criminology Dip HE Sociology with Criminology Cert HE Sociology with Criminology	
UWE Progression Route		
Mode(s) of Delivery	Full Time, Part Time	
Codes	UCAS: ML9A	JACS:
	ISIS2: ML93 (ML9A)	HESA:
Relevant QAA Subject Benchmark Statements	2007 QAA Sociology (BA) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Sociology07.pdf	
	2007 QAA Criminology (BA) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Criminology.aspx	
CAP Approval Date	2 June 2015	
Valid from	September 2016	
Version	4	

Part 2: Educational Aims of the Programme

The Sociology with Criminology Undergraduate Programme has been designed to provide an intellectually stimulating and practically relevant learning experience.

Sociology: At Level 1, the Programme is designed to provide students with an introduction to the theoretical, methodological and practical aspects of the discipline with a particular focus on comparative analysis and contemporary social problems. Level 1 of the programme is also designed to develop critical thinking skills amongst students. At level 2, the programme is focussed on the further acquisition of conceptual, theoretical and methodological skills with a particular focus on social inequality, social diversity and social change. Level 2 of the programme is designed to develop research skills and employability skills amongst students. At level 3 the programme is focussed on the further acquisition of conceptual, theoretical and methodological skills and the application of these skills to specialized areas of sociological enquiry. This will be

Part 2: Educational Aims of the Programme

achieved through students taking a project or placement module alongside a range of specialized option modules.

The educational aims of the programme are as follows:

- To produce ready and able graduates. Graduates who are active citizens, making a real contribution to their communities, workplaces and society. Graduates with the skills, knowledge, attitude and confidence to create, critique, and make a difference to the world beyond university. Graduates who are prepared for lifelong learning, personal-development, excellence and success in whatever fields they choose to work and participate. The core curriculum of the programme, in particular, is designed with this objective in mind.
- Engaging students with core research and practice skills pertaining to Sociology academically and in society (e.g. Developing self and society and nature and uses of research modules)
- To provide a general educational experience through which students will acquire a range of cognitive and analytical skills and general transferable skills in relation to critical thinking, research and employability that will provide a foundation for independent sociological research, further graduate studies and career development across a broad range of professions and occupations. Examples of these skills include judging and evaluating evidence, data collection and interpretation, synthesizing information and formulating reasoned arguments.
- To foster critical study, collaborative, co-operative and, independent learning. This aim includes the encouragement of reflexive self-awareness in group oriented and individual research and writing tasks. Reflexive self-awareness is also encouraged in regard to the student's development as a competent and thoughtful social researcher.
- To provide a dedicated sociology programme enriched by research, scholarship and knowledge exchange and public engagement undertaken by members of the subject-group.
- To provide an educational experience that recognizes the importance of digital media and digital technology in the contemporary world and that involves the application and utilization of digital technology to teaching and learning across the programme.
- To provide students with the skills that will enable them to develop a practice-oriented approach to sociological enquiry including the ability to apply sociological theories and concepts to 'real world' issues, problems and processes.
- To provide an outward facing set of educational opportunities that include the opportunity to engage with and provide support to a range of partners and stakeholders in the Bristol area through placements, partnerships and community-focussed research.
- To provide an inclusive programme that acknowledges the wide diversity of student learning styles, experiences and interests through provision of a flexible and varied programme.

Criminology: Criminology at UWE capitalizes offers students placement opportunities across the criminal justice field, with research lead teaching clearly embedded into the course as well as practitioner/professional based guest lectures. At Level 1 the modules aim to provide students with a comprehensive introduction to the core discipline of Criminology, whereas at Levels 2 and 3 the modules aim to help students develop an in-depth and detailed understanding of Criminology. The Criminology part of the 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. The Criminology part of the programme focuses on,

- Developing a foundation in criminological knowledge that is relevant to a career in the criminal justice system.
- Developing an understanding of the relationships between criminological theory and its application to a range of experience and behaviour – including of offenders, victims, and agents of criminal justice.
- To clearly demonstrate how Criminology applies to and interacts with the real world, through a series of teaching innovations (TEL) and practical/practice based initiatives (placements, work based learning and invited speakers).

Part 2: Educational Aims of the Programme

- 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.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Sociology and Criminology are critical and analytical subject areas that focus on developing an understanding of social institutions, social relations and social inequalities in a contemporary, historical and comparative perspective. Both Sociology and Criminology at UWE are taught as applied disciplines and across the Programme students are able to apply sociological ideas and concepts to 'real world' situations and everyday experiences. Throughout their degree students will experience a range of learning (online/offline), teaching (lectures, seminars, workshops and TEL) and assessment (essays, exams, case studies, presentations) techniques. Consequentially, a sociology with criminology degree opens graduates up to a range of graduate level positions, including work in social work, teaching, public administration, police service, probation service, prison service, personnel management, charities and Third Sector organizations, welfare and community organizations and the business, finance and information sectors.

Part 3: Learning Outcomes of the Programme

Learning Outcomes for Sociology Modules:	Module No: UZSNLF-30-1	Module No: UZQSTQ-15-1	Module No: UZSST3-15-1	Module No: UZSST4-30-2	Module No: UZSST5-30-2	Module No: UZSSTR-15-2	Module No: UZSSTA-15-2	Module No: USPSTS-30-3
A) Knowledge and understanding of:								
A.1. The key concepts and theoretical approaches that have developed and are developing within sociology.	x			x	x			
A.2. The social context of social diversity and inequality and their impact on the lives of individuals and groups.			x	x		x		
A.3. The value of comparative analysis, in both historical and contemporary contexts.				x	x			
A.4. The social nature of the relationship between individuals and groups.				x	x	x		
A.5. The social processes underpinning social change and social stability.	x				x			
A.6. The nature and appropriate use of research strategies and methods in gaining sociological knowledge.			x				x	x
A.7. The relationship between sociological argument and evidence.	x	x	x	x	x		x	x
A.8. The distinctive character of sociology in relation to other forms of understanding in everyday life.	x	x		x	x		x	x
(B) Intellectual Skills								
B.1. The ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations.	x	x		x	x	x	x	
B.2. The ability to gather, retrieve and synthesise information.	x		x	x	x	x	x	x
B.3. The ability to review and evaluate evidence.		x	x	x	x	x	x	x
B.4. The ability to develop a reasoned argument and critically interpret evidence.	x	x	x	x	x	x	x	x
(C) Subject/Professional/Practical Skills								
C.1. The ability to investigate sociologically informed questions	x	x	x	x	x		x	x

Part 3: Learning Outcomes of the Programme

C.2. The ability to report empirical sociological findings				x	x			x	x
C.3. The ability to use different methods of sociological enquiry				x				x	x
C.4. The ability to identify the ethical issues in social research				x			x	x	x
C.5. The ability to undertake and present scholarly work	x	x	x	x	x	x	x	x	x
C.6. The ability to examine the relevance and application of academic and practical sociological work to issues of social, public and civic policy		x	x	x	x		x		x
(D) Transferable skills and other attributes									
D.1. Learning and study skills			x	x			x	x	x
D.2. Written and oral communication skills in a variety of contexts and modes	x	x	x	x	x	x	x	x	x
D.3. Statistical and other quantitative techniques			x	x				x	
D.4. Information retrieval skills in relation to primary and secondary sources of information			x					x	x
D.5. Communication and information technology skills	x	x	x	x	x	x	x	x	x
Skills of time planning and management			x				x	x	x
Group work skills	x		x						

Learning Outcomes for Criminology Modules:

A) Knowledge and understanding of:

Major concepts and theoretical perspectives within social sciences - especially in relation to crime, victimisation, and responses to crime

UZSNLD-30-1

UZSNLE-30-1

x

x

Nature of and relationship between various forms of social diversity and social divisions – especially in relation to crime, victimisation, and criminal justice

x

x

Social nature of the relationship between individuals and groups and social processes underpinning social change and social stability

x

x

History, key institutions, cultural norms, and human rights issues of criminal justice system

x

x

How crime and victimisation are socially constructed (by media, public opinion and state agencies)

x

x

Relationship between theory, evidence, practice and methods in criminological research

x

x

Value of comparative analysis, in both historical and contemporary contexts

x

x

Nature and appropriate use of research strategies and methods in relation to social investigation and criminological issues

x

x

Distinctive character of disciplines of criminology (sociology, psychology, media studies and social policy) in relation to other forms of understanding

x

x

Application of criminological theory to real-world situations and problems, both in class (lectures, seminars, workshops and assessments) and outside of class (placement, TEL, work based learning)

x

x

(B) Intellectual Skills

Appreciate the complexity and diversity of criminological theory and understand the strengths and weaknesses of the different theories.

x

x

Apply theoretical perspectives in criminology to the study of recent trends in criminal justice and law enforcement.

x

x

Part 3: Learning Outcomes of the Programme

Understand, develop and apply research skills as well as methods in criminology	x	x
Understand the advantages and limitations of a variety of criminal justice policies as well as practices.	x	x
Explore the historical development and institutional dynamics of modern institutions of law and criminal justice and their likely future trajectories.	x	x
Appreciate how crime and criminal justice is politically and culturally constructed in different historical contexts.	x	x
Make an informed contribution to group discussions of criminological issues. Gather, retrieve and synthesise information	x	x
Review and assess empirical evidence and research data related to the social construction of crime and deviance.	x	x
Evaluate theoretical perspectives as they apply to criminological issues.	x	x
Orally and visually present information in support of an argument or thesis.	x	x
(C) Subject/Professional/Practical Skills		
Identify criminological problems, understand the nature of criminological questions and investigate them	x	x
Demonstrate competence in utilizing criminological theory and concepts to understand crime, victimization, representations of crime, and responses to crime.	x	x
Identify human rights issues in responses to crime and delinquency	x	x
Recognize distinctive criminological approaches to particular problems.	x	x
Analyze, assess methodologically, and communicate information and empirical research findings in relation to criminological (and related discipline) phenomena	x	x
Identify and evaluate criminological patterns of thought, behavior, and experience	x	x
Examine relevance of criminological work with regard to issues of social, public and civic policy	x	x
Pose, operationalise and critique research questions.		
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		
Show awareness of ethical principles and approval procedures and act in accordance with these.	x	x
(D) Transferable skills and other attributes		
Written, oral and visual communication skills, including clear presentation of research procedures, academic debates, and their own arguments	x	x
Computer literacy and ITC skills – competence and confidence in using a variety of software	x	x
Ability to use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.	x	x
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	x	x
Capacity to present and analyse data and evidence in an appropriate format for a variety of audiences	x	x
Ability to formulate researchable problems within a general area of concern, and to evaluate evidence of various kinds, and draw appropriate conclusions.	x	x
Research design, methodology, data collection skills – including surveys, experiments, case studies, sampling techniques, qualitative and quantitative methods, interview designs and strategies, evaluative techniques, etc	x	x

Part 4: Student Learning and Student Support

At UWE, Bristol there is a policy for a minimum average requirement of 12hours/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 Sociology with Criminology Programme teaching is a mix of scheduled, independent and placement learning. For the BA (Hons) Sociology with Criminology:

Scheduled learning includes lectures, seminars, tutorials, project supervision practical classes and workshops; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

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 practice placement, other placement, and year abroad. This constitutes an average per level as indicated below.

TEL: The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful. In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote contact and thus increase flexibility and accessibility for students. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<http://ro.uwe.ac.uk/>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and assessment of a portfolio of work.

Description of any Distinctive Features

- Induction Programme for orientation and study skills
- Research-led and research-informed teaching.
- Core social science curriculum designed to deliver key skills in critical thinking, employability and research methods and placement opportunities for students.
- 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.
- Gradation 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.
- Problem-based and Enquiry-Based Approach to Learning.

Part 4: Student Learning and Student Support

- The Sociology team contributes to a wide range of scholarship and professional activities which feed into teaching activities. Many operate within the research centers including the Centre for Employment Studies Research, the Centre for Health & Clinical Research and the Centre for Understanding Social Practices.
- Research is integrated into teaching throughout this programme. Sessions are informed by activities of relevant staff research, and the departmental research strengths are reflected in the design of the curriculum.
- Students are able to engage with research active staff through diverse means which may include, for example, supervision of final year projects, volunteer research placements and support in attendance at relevant undergraduate conferences. Extra-curricular activities organized outside formal teaching sessions support the strengthening of associations between departmental research activity and student learning

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

A range of assessment methods are employed to monitor student attainment of the full range of Learning Outcomes. Assessment incorporates the Department's assessment strategy and The QAA Code of Practice on Assessment of Students. The principles, procedures and processes of assessment for each module are described in each module handbook, which is provided to each student (online) at the start of the module. All 30 credit modules will have assessments spread across the academic year whereas the optional 15 credit will typically have semester based delivery as well as assessments.

Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognize differential approaches to learning. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students. These assessments include:

- Essays
- Annotated bibliographies
- Web-based assignments
- Portfolios
- Oral, written and visual presentations
- Observational Reports
- Book reviews
- Tasks undertaken under examination conditions (closed or open-book)

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.

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

Part 5: Assessment

coursework assessments, and in the independence required to manage self-selected essay and project assignments.

The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures (student representatives, module feedback questionnaires and focus groups), standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, and a series of strategic management meetings throughout the year to synthesize programme data/feedback and formulate/review action plans.

Assessment Map

		Type of Assessment*									
		Seen Written Exam	Open Book Written Exam	In-class Written Test	Oral Examination	Practical Skills Assessment	Presentation	Written Assignment	Report / Project/Blog	Dissertation	Portfolio
Compulsory Modules Level 1	UZSNLF-30-1	A(50)						B (35)	B (15)		
	UZQSTQ-15-1										A (100)
	UZSST3-15-1						A (80)	B (20)			
Compulsory Modules Level 2	UZSST4-30-2	A (40)						B (60)			
	UZSST5-30-2	A (40)						B (60)			
	UZSSTR-15-2										A (100)
Compulsory Modules Level 3	UZSSTA-15-2						A (25)	B (75)			
	USPSTS-30-3										A (100)
Optional Modules Level 2	UZSNMD-30-2	A (50)					B (50)				
	UZSNNU-30-2							A (50)	B (50)		
	UZSNR8-30-2				A(30)			B (70)			
	UZSNRC-30-2						A (30)	B (53)	B (17)		
	UZSNMB-30-2	A (50)						B (50)			
Optional Modules Level 3	UZSNQH-30-3						A (50)		B (50)		
	UZSSJN-30-3	A (50)						B (25)	B (25)		
	UZSNQU-30-3										
	UZSNQP-30-3	A (30)						B (70)			
	UZSNPK-30-3	A (60)						B (40)			
	UZSSJQ-30-3	A (50)							B (50)		
	UZSSSQ-30-3						A (20)	B (80)			
	UZSST8-30-3							A (50)	B (50)		
	UZSNQN-30-3						B (16)	A (60)		B(24)	
	UZSST7-30-3							A (50)	B (50)		
UZSST6-30-3							A (30)	B (53)	B (17)		
UZSNPA-30-3	A (50)							B (25)	B (25)		

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UZSNLD-30-1	A (50)			B (25)			B (25)			
	UZSNLE-30-1	A (50)						B (25)	B (25)		
Optional Modules Level 2	UZSNNC-30-2						A (30)	B (70)			
	UZSSMU-30-2	A (100)									
	UZSNMX-30-2	A (50)					B (25)	B (25)			
	UZSNR8-30-2 UZSNNU-30-2				A (30)			B (70) A (50)	B (50)		
Optional Modules Level 3	UZNQG-15-3	A (50)						B (50)			
	UZSNQK-30-2	A (50)						B (50)			
	UZSNQV-15-3	A (50)						B (50)			
	UZSSJN-30-3		A (50)					B (25)	B (25)		
	UZSSJQ-30-3	A (50)							B (50)		
	UZSNQN-30-3					B (16)	A (60)		B(24)		
	UZSNQP-30-3	A (30)						B (70)			
UZSNQA-30-3	A (50)						B (50)				

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements; and module diet, including compulsory and optional modules.

Entry		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	<ul style="list-style-type: none"> • UZSNLF-30-1 Foundations in Social Theory • UZSNLD-30-1 Introduction to Criminological Theory • UZSNLE-30-1 Introduction to Criminal Justice • UZSST3-15-1 Sociological Practice • UZRSTQ-15-1 Critical Thinking 	None	<p>Certificate in Higher Education – Sociology with Criminology</p> <p>Other requirements:</p> <p>120 credits of which not less than 100 credits are at Level 1 or above</p>
	Year 2	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UZSST5-30-2 Social Transformations • UZSST4-30-2 Social Inequalities and Diversity • UZQSTA-15-2 Nature and Use of Research • UZSSTR-15-2 Developing Self and Society 	<p>Optional Modules</p> <p>Students must take 30 credits of Level 2 (or above) criminology modules from the approved list below:</p> <ul style="list-style-type: none"> • UZSNNU-30-2 Transgression • UZSNR8-30-2 Drugs, Crime and Society • UZSNNC-30-2 Criminal Psychology • UZSSMU-30-2 Policing and Prisons • UZSNMX-30-2 Youth Crime, Youth Justice. 	<p>Diploma in Higher Education – Sociology with Criminology</p> <p>Other requirements:</p> <p>240 of which not less than 220 credits are at Level 1 or above and not less than 100 credits are at Level 2 or above</p>
	Year 3	<p>Compulsory Modules</p> <p>USPSTS-30-3 Social Sciences Project and Placement Module</p>	<p>Optional Modules</p> <p>Students must take 60 credits from the following list:</p> <ul style="list-style-type: none"> • UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture • UZSNQP-30-3 Childhood Disorder and Disordered Childhood. • UZSNPK-30-3 Psychoanalysis, Society and the Irrational • UZSSJQ-30-3 Digital Media and Society. • UZSNQN-30-3 Representations of Crime and Deviance • UZSSSQ-30-3 Bodies, Technology and Society • UZSST8-30-3 The Sociology of Madness and Mental Disorders • UZSST7-30-3 Religion and Society • UZSST6-30-3 Politics and Society in the Global Age • UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life • UZSNPA-30-3 Contemporary Critiques of Modern Society <p>AND</p> <p>Students must take 30 credits from the following list:</p>	<p>BA Sociology with Criminology</p> <p>Other requirements 300 credits of which not less than 280 credits are at Level 1 or above, not less than 100 credits are at Level 2 or above and not less than 60 credits at Level 3 or above</p> <p>Target/Highest: BA (Hons) Sociology with Criminology</p> <p>Credit requirements 360 credits of which not less than 340 are at Level 1 or above, not less than 200 credits are at Level 2 or above and not less than 100 credits are at Level 3 or above</p>

		<ul style="list-style-type: none"> • UZSNQK-30-3 Comparative and Transnational Criminology • UZSNQV-15-3 Terrorism • UZSNQG-15-3 Victims and Victimology • UZSNQA-30-3 Critical Criminology • UZSSJN-30-3 Protest, Policing and Public Order. 	
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Graduation

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

Entry	Compulsory Modules	Optional Modules	Interim Awards
1.1	<ul style="list-style-type: none"> • UZSNLF-30-1 Foundations in Social Theory • UZSST3-15-1 Sociological Practice • UZRSTQ-15-1 Critical Thinking 	None	
1.2	<ul style="list-style-type: none"> • UZSNLD-30-1 Introduction to Criminological Theory • UZSNLE-30-1 Introduction to Criminal Justice 	None	<p>Certificate in Higher Education – Sociology with Criminology</p> <p>Other requirements: 120 credits of which not less than 100 credits are at Level 1 or above</p>
2.1	Compulsory Modules	Optional Modules	Interim Awards
2.1	<ul style="list-style-type: none"> • UZSST4-30-2 Social Inequalities and Diversity • UZSST5-30-2 Social Transformations 	None	
2.2	<ul style="list-style-type: none"> • UZQSTA-15-2 Nature and Use of Research • UZSSTR-15-2 Developing Self and Society 	<p>Students must take 30 credits of Level 2 (or above) criminology modules from the list below:</p> <ul style="list-style-type: none"> • UZSNNU-30-2 Transgression • UZSNR8-30-2 Drugs, Crime and Society • UZSNNC-30-2 Criminal Psychology • UZSSMU-30-2 Policing and Prisons • UZSNMX-30-2 Youth Crime, Youth Justice. 	<p>Diploma in Higher Education – Sociology with Criminology</p> <p>Other requirements: 240 of which not less than 220 credits are at Level 1 or above and not less than 100 credits are at Level 2 or above</p>
3	Compulsory Modules	Optional Modules	Interim Awards

		None	<p>Students must take 30 credits from the following list sociology modules:</p> <ul style="list-style-type: none"> • UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture • UZSNQP-30-3 Childhood Disorder and Disordered Childhood. • UZSNPK-30-3 Psychoanalysis, Society and the Irrational • UZSSJQ-30-3 Digital Media and Society. • UZSSSQ-30-3 Bodies, Technology and Society • UZSST8-30-3 The Sociology of Madness and Mental Disorders • UZSST7-30-3 Religion and Society • UZSST6-30-3 Politics and Society in the Global Age • UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life • UZSNPA-30-3 Contemporary Critiques of Modern Society <p>AND</p> <p>Students must take 30 credits from the following list of criminology modules:</p> <ul style="list-style-type: none"> • UZSSJN-30-3 Protest, Policing and Public Order. • UZSNQN-30-3 Representations of Crime and Deviance • UZSNQK-30-3 Comparative and Transnational Criminology • UZSNQV-15-3 Terrorism • UZSNQG-15-3 Victims and Victimology • UZSNQA-30-3 Critical Criminology • UZSSJN-30-3 Protest, Policing and Public Order. 	

	3.2	<ul style="list-style-type: none"> USPSTS-30-3 Social Sciences Project and Placement Module 	<p>Students must take 30 credits from the following list of Sociology modules:</p> <ul style="list-style-type: none"> UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture UZSSJN-30-3 Protest, Policing and Public Order. UZSNQP-30-3 Childhood Disorder and Disordered Childhood. UZSNPK-30-3 Psychoanalysis, Society and the Irrational UZSSJQ-30-3 Digital Media and Society UZSSSQ-30-3 Bodies, Technology and Society UZSNQN-30-3 Representations of Crime and Deviance UZSST8-30-3 The Sociology of Madness and Mental Disorders UZSST7-30-3 Religion and Society UZSST6-30-3 Politics and Society in the Global Age UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life 	<p>BA Sociology with Criminology</p> <p>Other requirements 300 credits of which not less than 280 credits are at Level 1 or above, not less than 100 credits are at Level 2 or above and not less than 60 credits at Level 3 or above</p> <p>Target/Highest: BA (Hons) Sociology with Criminology</p> <p>Credit requirements 360 credits of which not less than 340 are at Level 1 or above, not less than 200 credits are at Level 2 or above and not less than 100 credits are at Level 3 or above</p>
Graduation				

Part 7: Entry Requirements

For entry requirements as of year and point of entry see UWE website:

Part 8: Reference Points and Benchmarks

The QAA subject benchmark statements for Sociology and Criminology have informed the design of the Programme. The benchmarks were consulted during the planning process and at each stage of the design and development of the programme. They have influenced the selection of the educational aims and learning outcomes against which the teaching, learning and assessment processes have been specified.

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 experience is reflected in the rich range of teaching, learning and assessment methods and strategies in evidence on the programme. The Programme aims to produce graduates ready and able to realize their full potential, make a positive contribution to society and their chosen field of employment or further study and play their full part in the development of a sustainable global society and knowledge economy.

The research, scholarly and knowledge exchange activities and interests of staff have shaped the wide ranging sociological provision at all levels of the programme. In particular the influence is evidenced by the varied and stimulating choice of option modules at level 3.

Part 8: Reference Points and Benchmarks

Feedback from student surveys and feedback from student representatives in a variety of deliberative fora have contributed to the design of the Programme and this is reflected in the assessment, delivery and content of modules.

Through consultation with careers and related services, this Programme has been designed to incorporate key skills and attributes identified by employers. Further opportunities to develop engagement with employers views will derive from growing networks established through core features of the curriculum; notably work-based and community learning activities aimed at developing students transferable skills, professionalism, self-confidence, civic leadership and other attributes described under our core educational aims.

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](#).