

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	BSc (Hons) Criminology BSc (Hons) Criminology with Foundation Year
Awarding Body	Buckinghamshire New University
Teaching Institution / Delivery Location	Buckinghamshire New University / High Wycombe, UCAV & Uxbridge
Name of Final Award	Bachelor of Science with Honours, BSc (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Benchmark Statement(s)	Criminology (2007)
UCAS Code	M930
Course Code(s)	BJ1CRM1 / BJ1CRM4 / BJ1CRM2
Mode and Length of Study	3 years full-time delivery 4 years full-time delivery (with Foundation Year) 6 years part time delivery
Number of Intakes	2; September & January
Regime of Delivery	Attendance
Language of Study	English
Details of Accreditation	N/A
Publication Date	September 2014, Revised: July 2016, May 2017, January 2018, April 2018, July 2018, Sept 2018, May 2019, Oct 2019

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

BSc (Hons) Criminology is a subject that focuses on human theories and concepts. The programme emphasises the diversity and ambiguity of the 'real world' by drawing upon a variety of contexts in which both crime and social life are discussed. Crime, criminals, criminal behaviour, corrections, human social behaviour, origins, organisation, institutions and development of human society are discussed in a scientific framework that supports the students through appropriate levels of study. Criminological theories are applied throughout the degree.

The programme has been developed in accordance with the Framework for Higher Education Qualifications (FHEQ) and meets the requirements for Honours Level (Level 6). The programme has been mapped against the Subject Benchmarks for Criminology (QAA for HE 2007). These remain a valid reference point until February 2015, when they will be replaced (QAA for HE 2014). The programme is geared towards developing student knowledge, skills and attributes associated with employability and prepares students for progression to post-graduation study. Importantly the programme also develops generic and transferable knowledge and skills linked with personal and professional development planning and critical enquiry skills, essential in every job associated with the discipline of criminology.

Why students should choose this award:

Students should choose this award if they wish to develop their knowledge within the 'social human sciences' and who have a special interest in the discipline of criminology. The programme emphasises the diversity and ambiguity of the 'real world' by drawing upon a variety of contexts in which society, crime and social life are discussed. Crime, criminals, criminal behaviour, corrections, human social behaviour, origins, organisation, institutions and development of human society are discussed in a scientific framework that supports the students through appropriate levels of study. Criminological theories are applied throughout the degree. Student choose this programme of study if they wish to gain develop transferable and employability skills. The application of knowledge to real and contemporary social issues is a key aspect of this programme, and so it will suit students who wish to use their degree in careers which attempt to improve and find solutions to crime-related social problems.

Opportunities available for students after completion of the award:

The programme should be considered by potential applicants interested in working in a wide range of areas including: Youth Justice, Child and Youth Protection, Probation, Police or Prison Services, Research, Private Security, Home Office, Advocacy, Drugs Prevention, Criminological Research, Local Government and Civil Service. Successful completion of the programme will position students to undertake postgraduate studies in criminology, policing or other related subjects.

Expected knowledge and skills that the entrant will have on entry to the programme:

The award is aimed at those leaving school, Further Education or those who are returning to education after a break and who wish to study the social and human sciences from a criminological and sociological viewpoint.

For BSc (Hons) Criminology (3 years)

Entry requirements are detailed through UCAS and are typically:

- 80 UCAS points
- Two 'A' Levels
- Advanced GNVQ
- BTEC National Diploma
- Successful completion of an approved Access course
- Criminology is a subject that can lead directly on from both school and Further Education.
- Mature applicants (over 21) with a variety of educational backgrounds including those who may not have formal qualifications are welcome to apply and will have the opportunity to demonstrate that the skills and knowledge they have acquired from their life-experience have equipped them to succeed on this degree programme. This will typically involve demonstrating in a short piece of writing and an interview:
 - Enthusiasm and motivation to pursue a degree in this topic area
 - Curiosity
 - Reflectiveness
 - Initiative and the willingness to engage in independent learning
 - The ability to work in groups
 - Communication of thoughts and ideas orally and in writing
 - IELTS 6.0
 - The ability and willingness to read
 - Determination to succeed and to work through problems
 - Direct entry from the FDA route will be through the University APL processes

The University has an established process for prospective students who wish to transfer from a similar degree at another university directly into levels 5 or 6 and who have accumulated credits at the appropriate level or whose experiential learning has equipped them to join a degree programme at levels 5 / 6. Accrediting of Prior Experiential Learning (APEL) will be verified and subject to approval through the CATS committee process. Prospective students will be expected to provide a portfolio of evidence of their prior learning and credits. Each application will be considered individually by the CATS committee whether applying for advanced standing through credits or experiential learning.

For BSc (Hons) Criminology (4 years with Foundation Year)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims BSc (Hons) Criminology are to produce graduates with:

- A solid foundation in criminological knowledge and skills in terms of theories, research methods and specific topics
- Levels of skill that fit them for professional and/or academic postgraduate levels of study
- Levels of skill and knowledge that equip them for careers appropriate to Human Science graduates
- Generic key skills, knowledge and values that provide the foundations for life-long personal development

Programme Learning Outcomes

The following are the programme outcome for BSc (Hons) Criminology. They reflect the particular character of the award at Bucks but have been developed in line with Subject Benchmarks for Criminology (QAA for HE 2007). Bucks aims to develop well equipped students who will not only achieve subject specific skills, but transferable skills that are demanded by the current job market. To this end the programme outcomes have been divided into four areas of expectation as specified by those benchmarks:

A. *Knowledge and understanding*

On successful completion of the programme a graduate will be able to:

1. Understand, evaluate and apply criminological theories and concepts
2. Understand the nature, causes and effects of crimes and crime control in advanced societies
3. Gain a critical understanding of modern western criminal justice systems
4. Demonstrate awareness of social diversity and inequality and of their implications for understanding crime and the criminal justice system

B. *Intellectual/cognitive skills*

On successful completion of the programme a graduate will be able to:

1. Demonstrate a critical knowledge of social science research methods and theories and their application to criminology
2. Design and undertake research projects in a preliminary way using quantitative and qualitative social science methods
3. Undertake a sustained piece of independent written work based upon an analytical synthesis of criminological knowledge and skills

C. *Practical skills*

On successful completion of the programme a graduate will be able to:

1. Interpret and explain a range of complex human behaviours, situations and events
2. Review and use evidence systematically
3. Challenge and question social reality through reasoned arguments

D. *Key/Transferable Skills*

On successful completion of the programme a graduate will be able to:

1. Have the ability to devise and sustain arguments, and/or devise innovative solutions to problems, using a breadth of inventiveness, ideas and techniques
2. Have an appreciation of the uncertainty, ambiguity and limits of knowledge
3. Have the ability to manage self-learning and to make use of scholarly reviews and primary sources
4. Have an ability to orally communicate information, ideas, problems and solutions and justify own work convincingly to an audience
5. Exercise initiative and personal responsibility
6. Make decisions in complex and unpredictable contexts

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FY008	X			X	X				X	
FY026	X	X	X	X	X	X			X	
FY027	X	X		X	X	X	X	X		X
FY028	X	X		X	X	X	X	X		
LC471	X	X			X	X		X	X	X
LC474	X	X			X	X		X	X	
LC473	X	X		X	X				X	
LC470	X	X		X	X				X	
LC475	X	X		X	X	X		X	X	X
LC472	X	X		X	X	X		X	X	
LC454	X	X			X	X		X	X	
LC456	X	X			X	X			X	
LC571	X	X			X			X	X	
LC572	X	X			X	X	X	X	X	
LC573	X	X			X		X	X	X	
LC574	X	X			X	X	X	X	X	
LC558	X	X	X		X			X	X	
LC559	X	X			X	X		X	X	
LC555	X	X			X	X			X	
LC551	X	X	X	X	X	X		X	X	X
LC560	X	X			X	X		X	X	
LC561	X	X	X		X	X		X	X	
LC557	X	X	X	X	X			X	X	X
LC556	X	X	X	X	X			X	X	X

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
LC570	X	X	X						X	
LC661	X	X	X		X	X		X	X	
LC655	X	X			X			X	X	
LC656	X	X	X	X	X	X	X	X	X	
LC651	X	X			X	X		X		
LC652	X	X			X			X		
LC653	X	X	X	X	X	X			X	X
LC654	X	X			X	X		X	X	X
PS652	X	X		X	X			X		X
PS653	X	X		X	X			X		X
PS651	X	X		X	X	X	X	X		X
LC657	X	X		X	X	X		X	X	
LC662	X	X	X		X	X		X	X	X

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

The UK Quality Code for Higher Education (2012) Part B: Assuring and enhancing academic quality; Chapter B3 Learning and Teaching, provide nine indicators of sound practice, these have formed the basis of this learning, teaching and assessment strategy.

The learning, teaching and assessment methods that are profiled through this programme are driven by a premise and commitment that our staff will be appropriately qualified and developed, competent, capable role models, and who are supported in their role. Further, our staff will work with students, partners, 'experts by experience' and relevant professional and statutory bodies (PSRB) as appropriate to articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

Beyond the achievement of academic award the eclectic programme team is committed to promoting a transformational learning experience with and for students that facilitates the development of knowledge and understanding, skills, personal attributes and capability associated with employability and citizenship. This will be transacted alongside the development of discipline subject knowledge through

this learning, teaching and assessment strategy that is aligned to the University Learning and Teaching Strategy (2013). The strategy promotes self and social awareness, personal and professional development and the ability to work with ambiguity and challenging subject material and situations. The teaching, learning and assessment methods will directly influence the way students learn to become independent, self-managing, resilient, networked, effective as a team member and adaptable, so they can be prepared for the unpredictable future and the world of work and/or career development.

Opportunities for sharing effective and innovative approaches to learning, teaching and assessment draw on discipline specific, pedagogic research, best practice and policy exist at Bucks at Programme, School, Faculty and University levels.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

This programme provides a developmental approach for students from level 4 through to level 6. At level 4 the emphasis is on foundation subject knowledge and understanding, and techniques and resources for 'learning to learn' thus provide every student with an equal and effective opportunity to build their competence in exploring, analysing and making sense of the materials they read, and achieve the intended learning outcomes. The module 'Making Sense of Society' core to the suite of CJSS programmes (except joint honours Police Studies with Criminological Psychology) enables students to develop skills of enquiry within key themes and through the use of various literature searching methods, as well as developing skills of analysis, reasoning and reflection as they develop self and social awareness.

At Level 4 modules are core to the programme with no options, thus enabling students to have a solid grounding and become immersed in subject material that forms the foundation to their chosen award, career pathway and learning experience. Modules are delivered through a blended learning approach, using interactive seminars, small group learning, workshops, simulation, lectures, peer learning, enquiry based learning including student prepared presentations, and are supported by the adaptive release of e-learning material through the VLE.

Guidance in the acquisition of information is initially provided and emphasised in core programme materials with signposts to learning support services, eg. LDU and Library; including for the use of search engines and e-journals and books. Seminars provide the opportunity for students to discuss their learning needs with academic staff. There is an emphasis on the development of literacy and numeracy and enquiry skills as students read to understand qualitative as well as quantitative research papers then produce annotated bibliographies or summaries based on various authors or theories relevant to their subject. There are opportunities for bringing learning to life through the use of scenarios and reflection, and evaluation of personal and observed experiences or subject specific practice. There is emphasis on guided learning with an aim for students to learn the skill of being self-directed through recommended reading and later independent research as they journey through their programme at level 5 and 6. Formative feedback is integral to students' understanding their strengths and areas for ongoing and future development. This is provided through a variety of methods eg. on 'first draft' work, group or individual presentations, a scheme of work; either through the lecturer or peer review against clear criteria.

At level 5 students further develop their ability in drawing from a wider range of literature sources and apply theoretical knowledge to practical problems or cases, showing deeper understanding as the complexity of the subject and issues covered in the modules increase. Students are supported to make module choices based on their interests, development needs, potential career paths and preferences in relation to their preferred learning style and assessment methods at level 5. The development of analytical and evaluative skills is promoted through participatory seminar based methods and through blogs and the VLE discussion forum. Skills of problem solving and decision-making are refined through enquiry based learning by use of case scenarios and studies, with examples drawn from national incidents and events gathered through the press, commentary and case reports. Further development of skills in reflection on their learning and personal development experiences and challenges is enabled at module level as well as through the role of the personal tutor. At this stage students further develop their knowledge and understanding of research, epistemology, research methodology and practical

research methods relevant to their subject discipline(s). The methods of learning include explorations of theories, as well as engaging in practical and simulated experiences for developing their competence in dealing with planning a project, knowledge and application of ethical issues, gathering and analysing data with workshops that will hone their skills in either qualitative or quantitative research methods in readiness for undertaking their final extended work-related project/dissertation at level 6. Formative feedback remains a key feature for supporting students in their ongoing reflection on self and areas for development.

At level 6 students will be seen to develop an abundance of independent learning skills, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking. Whilst presenting key theories, policies and concepts through lectures, lecturers increasingly take a facilitative approach to enable students to critically analyse theory, arguments and ambiguities, data, policy and practice within the discipline area(s), interpreting, synthesising and evaluating information from a wide range of sources. These skills are used to plan and undertake a dissertation. Blended learning, teaching and assessment approaches are continued, to achieve the higher cognitive development and move the student beyond reflection to reflexivity. The significance of promoting reflection and reflexivity is not under-estimated as students increase in self and social awareness in preparation for employment and future. Students are facilitated through professional conversation and self-reflection to consider optional modules during level 6 based on their future career choices/preferences. Work-related learning remains a critical theme of opportunity of students learning experience such as building external networks through volunteer work, eg. in schools as mentors to final year children in secondary education, as specials with Thames Valley Police, or in local industry, authorities or organisations. Many of the team have excellent external networks through formal or informal Partnerships and Organisations and also hold a number of important volunteer roles or responsibilities in the local community that enables the effective links between theory and practice in the programme at all levels. Guest speakers enhance the programme through their contributions on real live subject relevant matters and meaningfully translate policy or research for student learning, which is conducive to understanding how theory and evidence is applied to or arises from practice.

Students are regularly invited to evaluate their learning at session, module level and programme level through the NSS, and ongoing representation of the student voice is present where they contribute to a number of committees including, for example: Programme committees, Faculty student experience committee, etc. with representatives prepared for their role contributing to ongoing programme review and enhancement. Bucks have a highly active Students Union who engage constructively with the programme team. An institutional strategy for collecting data, reviewing and ensuring effectiveness and enhancement of learning opportunities and practices within programmes is *in situ*.

The programme team are supported in a number of ways, starting from the selection of staff, their induction that includes mentoring/buddying system, development through the PG Cert Education if they do not possess the qualification on appointment by Institutional development, staff development through HR and people strategy, amongst others.

The team are mindful that the material and scenarios used as part of the indicative content is potentially sensitive, challenging and difficult for some of their students. Whilst they exercise care in approaching certain highly emotive, sensitive or challenging subjects, they are also mindful of Bucks services that students can be signposted to should they show signs of distress or require additional support. Staff and students work within a Bucks 'learning agreement' promoting mutual dignity, courtesy and respect.

The team members take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience, including through the role of the personal tutor. Signposts to other Bucks Services is set out in the programme handbook and through verbal reminders.

Assessment of Students

In the design of the programme the aims, outcomes and assessment methods are constructively aligned and are those considered most appropriate to the nature of the programme, the award title, the knowledge, skills and attributes associated with employability and those that employers are looking for in graduates for their future workforce.

The assessment strategy aims to facilitate the development of subject knowledge and skills as well as personal and social awareness and reflexive, such that students become graduates who manifest attributes of professionalism; who have become independent, self-managing, resilient, networked, effective as a team member and adaptable, so they can be prepared for the unpredictable future and the world of work and/or career development.

The assessment methods therefore include formative and summative approaches. Formative assessment is used for purposes of building insight on areas of strength and development needs whether in respect of literacy, reflection, writing skills, (critical) analysis, synthesis, evaluation, numeracy, or reflexivity. The provision of early and responsive feedback with and to students on their contributions in group work and on their individual written, verbal presentations, simulation, engagement, etc. aim to promote personal and professional development and prepare them for their next assignment throughout the programme. Summative assessments confirm the level the student achievement against clear assessment requirements and marking criteria. Internal and external moderation processes are implemented for quality assurance.

Assessment Strategy and Methods

Holistically, the module learning outcomes complement the programme outcomes; these are, in turn, aligned to the QAA benchmarks for criminology at honours level. Assessments are designed specifically to test the learning outcomes outlined in each module descriptor. Some modules include formative assessments and whilst these do not contribute marks towards the final module grade they do offer students valuable feedback for improved performance.

Students receive an assignment brief outlining the task including the assessment criteria. They receive written feedback on all assessments in the programme which gives them the opportunity to see how they have performed in each criterion of assessment. This feedback can then be used to improve future work.

Across the programme a varied menu of assessment methods is provided, including:

- **Annotated bibliographies** allow students to research, identify, summarise and briefly analyse relevant literature which will form the basis of a follow up assignment.
- **Case Study** allows students to solve a puzzle. A case study will have enough information in it so that students understand what the problem is and, after critical analysis of the information the students are expected to come up with a proposed solution.
- **Dissertation:** this represents a major piece of independent research activity chosen by the student and undertaken with supervision in level 6. This may be either empirically based or library based
- **Essays** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.
- **Evaluative summaries** are used at Level 4 to develop students' paraphrasing and summarising skills as well as introduce them to the concept of critical thinking and analysis.
- **Examinations/Time Constrained Assessments** allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. Most examinations are unseen; however, some modules utilise a 'seen' examination, where the questions are released to the students prior to the examination date. These foster a higher level of analysis and evaluation than is possible in an unseen situation.

- **Online interactive assessments** (blended learning)
- **Oral Presentations** permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Portfolio**: in some modules students are asked to create a portfolio which examines in depth a topic of interest to them. Material on the topic is gathered together and can take the form of journal articles, current affairs articles, wider media items as well as literature, art and other visual sources. Alongside these different sources there is a written account of the portfolio explaining and analysing why the sources have been included and linking the issues raised by the sources to wider theoretical work on the topic.
- **Poster presentation** enables the students to demonstrate the skills to present a complex piece of research in a brief, concise and visual format. Students may be required to work independently or in groups to coordinate a presentation to a professional standard.
- **Reflective diaries** are used as part of the employability focus of the programme. Whilst participating in work-related learning students are asked to keep a reflective diary in order to facilitate their understanding of the workplace, develop their professional identity and highlight the development of their transferable skills and enhanced CV.
- **Reports** will be required in some modules. It will enable students to demonstrate their ability to: define an area of research, critically review relevant academic literature, carry out empirical research if relevant, analyse data and analyse findings in relation to the literature, evaluate the contribution of the study to the knowledge area, and write the report in a formal social scientific style.

Throughout the learning journey students are prepared for the assignments in seminars and workshops. Assistance may also be sought from the Learning Development Unit (LDU) which supports students in terms of the development of their academic and report-writing skills, presentation skills, critical reflection, and analytical skills.

Work-Based / Placement Learning

A key part of this programme is the opportunity for students to engage in work based learning/placement learning through a range of optional module choices and / or volunteer work, which will play a key part in enhancing their employability. Students can take part in voluntary work during level 5/ level 6 studies alongside their academic learning such that they can draw on their experiences in the classroom where they will describe, reflect on and analyse this experience. Whilst on work based learning students will stay in touch with the teaching team through our VLE and through the completion of their online reflective diary and /or the development of their portfolio. The optional module LC570 will enable students to undertake volunteering in a way that is built into their programme of study.

The Department team have worked with the Students' Union and other colleagues in the University and local employers and organisations, including Thames Valley Police, local Schools, etc in the development of volunteer opportunities. Students participating work related learning will be covered by the University's public liability insurance. If the student partakes in either of the two optional modules, LC556 or LC557, then Policies and procedures are in place, which clarify the respective responsibilities of the university and the placement partner to guide and inform the students. These are all set out in the placement practice curriculum which is provided for students and partner placement agencies. The policies and procedures are referred to explicitly in each individual student learning agreement which is completed near the beginning of the placement. Whilst participating in Special Constabulary placements or working as a PCSO, undergraduate students will be bound by the standards, rules and regulations that apply to any member of the Special Constabulary or PCSOs. In this regard they will be responsible and accountable to TVP, and in the event of discrepancy or interpretation such rules and regulations shall prevail. This will be in consultation with the University and a Memorandum of Understanding between the Universities and TVP defines this and other salient points. In order to ensure active communication TVP will designate a member of its staff to act as a single point of contact

for all matters pertaining to the running of the course and this liaison officer will deal directly with the module leader.

For the duration of the Special Constabulary placement, TVP will accept responsibility for the health and safety of undergraduate students limited to such issues as pertain to their Special Constabulary work and in compliance with statutory rules and regulations as may apply. This includes the provision by TVP of appropriate Personal Protective Equipment (PPE). TVP will routinely provide an assessment of each student's performance as a Special Constable during the attachment, which the Consortium will incorporate into its academic assessment procedures (that of FAP and FIP). During their time on placements students will be supported in the workplace by a Tutor Constable (typically on a one to one basis, subject to operational demands) who will coach and develop them in how to apply their learning in practical situations. Once they have achieved a satisfactory standard students will then be able to undertake voluntary work as a Special Constable or PCSO. Students who are unable to undertake the special constabulary placement (e.g. late applicants who are unsuccessful in their application to be a special constable) will normally be offered an alternative four week placement. This placement is managed by Thames Valley Police and will place students into an agency that will help develop their understanding of policing within a wider context. These students will also not undertake any delivery by Thames Valley Police (e.g. officer safety training) but will be provided with additional tutorials to help support and guide them during this period whilst also undertaking an alternative assessment at this time.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title		BSc (Hons) Criminology							
Course Code		BJ1CRM1							
Mode of Study		Full-time							
Credit Value		UK		360		ECTS		180	
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (Core / Optional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical Exam %	
Level 4									
LC474	Introduction to Criminology: The Concept of Crime	4	1	C	15		100		1
LC471	Introduction to Criminology: The History of Punishment	4	1	C	15			100	2
LC454	Police Crime and the Media	4	1	C	15		100		2
LC456	Criminal Justice Process	4	1	C	15	30	70		1
LC473	Making Sense of Society: The Sociological Imagination	4	1	C	15		100		1
LC470	Making Sense of Society: Understanding the Social World	4	1	C	15	100			2
LC472	Policy and Society	4	1	C	15		100		2

LC475	Policy in Context	4	1	C	15			100	1
Level 5									
LC571	Qualitative Research Methods for Social Scientists	5	2	C	15			100	1
LC572	Quantitative Research Methods for Social Scientists	5	2	C	15	20		80	2
LC558	Issues in Criminology: Discrimination	5	2	C	15			100	1
LC559	Contemporary Criminology	5	2	C	15	100			2
LC573	Forms of Crime: Crimes of the Powerful	5	2	C	15			100	1
LC574	Forms of Crime: Crime in Late Modernity	5	2	C	15	100			2
Please chose 30 credits from the list below:									
LC555	Knowledge of Policing	5	2	O	30			100	SB
LC551	Human Rights and Crimes Against Humanity	5	2	O	30	50		50	SB
LC560	Gender and Sexuality in Society	5	2	O	15			100	1
LC561	Race Ethnicity and Migration	5	2	O	15			100	2
LC570	Employment and Volunteering	5	2	O	15			40	60
Level 6									
LC661	Dissertation	6	3	C	30			100	SB
LC655	Comparative Criminal Justice	6	3	C	15			100	1
LC656	Criminal Justice Policy	6	3	C	15	70		30	2
Please select 60 credits from the list below									
LC651	Communication, Interaction and the Criminal Justice System	6	3	O	15			100	1 / 2
LC652	Cybercrime	6	3	O	15			100	2
LC653	Radicalisation and Terrorism	6	3	O	15			100	1 / 2
LC654	Disability & Mental Health in CJS	6	3	O	15			100	2
PS652	Victimology	6	3	O	15	50		25	25
PS653	Interpersonal Violence	6	3	O	15			60	40
PS651	Investigative and Forensic Psychology	6	3	O	15			50	50
LC657	Globalisation and Social Change	6	3	O	30			50	50
LC662	Personal and Professional Development	6	3	O	30			100	SB

Course Title	BSc (Hons) Criminology with Foundation Year
Course Code	BJ1CRM4
Mode of Study	Full-time

Credit Value		UK	360		ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (Core / Optional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
Foundation Year									
FY008	Ways of Learning about the Social World	0	1	C	30		70	30	1
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100		1/2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60	40	1/2
FY028	Inquiry Based Learning	0	1	C	n/a		100		1/2
Level 4									
LC471	Introduction to Criminology: The History of Punishment	4	2	C	15			100	2
LC474	Introduction to Criminology: The Concept of Crime	4	2	C	15		100		1
LC454	Police Crime and the Media	4	2	C	15		100		2
LC456	Criminal Justice Process	4	2	C	15	30	70		1
LC473	Making Sense of Society: The Sociological Imagination	4	2	C	15		100		1
LC470	Making Sense of Society: Understanding the Social World	4	2	C	15	100			2
LC472	Policy and Society	4	2	C	15		100		2
LC475	Policy in Context	4	2	C	15			100	1
Level 5									
LC571	Qualitative Research Methods for Social Scientists	5	2	C	15		100		1
LC572	Quantitative Research Methods for Social Scientists	5	2	C	15	20	80		2
LC558	Issues in Criminology: Discrimination	5	3	C	15		100		1
LC559	Contemporary Criminology	5	3	C	15	100			2
LC573	Forms of Crime: Crimes of the Powerful	5	2	C	15		100		1
LC574	Forms of Crime: Crime in Late Modernity	5	2	C	15	100			2
Please chose 30 credits from the list below:									
LC555	Knowledge of Policing	5	3	O	30		100		SB
LC570	Employability and Volunteering	5	3	O	15		60	40	2

LC551	Human Rights and Crimes Against Humanity	5	3	O	30	50		50	SB
LC560	Gender and Sexuality in Society	5	3	O	15		100		1
LC561	Race Ethnicity and Migration	5	3	O	15		100		2
Level 6									
LC661	Dissertation	6	4	C	30		100		SB
LC655	Comparative Criminal Justice	6	4	C	15		100		1
LC656	Criminal Justice Policy	6	4	C	15	70		30	2
Please select 60 credits from the list below									
LC651	Communication, Interaction and the Criminal Justice System	6	4	O	15		100		1 / 2
LC652	Cybercrime	6	4	O	15		100		2
LC653	Radicalisation and Terrorism	6	4	O	15		100		1 / 2
LC654	Disability & Mental Health in CJS	6	4	O	15		100		2
PS652	Victimology	6	4	O	15	50	25	25	1
PS653	Interpersonal Violence	6	4	O	15		60	40	2
LC657	Globalisation and Social Change	6	4	O	30		50	50	SB
PS651	Investigative and Forensic Psychology	6	4	O	15		50	50	2
LC662	Personal and Professional Development	6	4	O	30		100		SB

Course Title		BSc (Hons) Criminology								
Course Code		BJ1CRM2								
Mode of Study		Part-time (6 years)								
Credit Value		UK	360			ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (Core / Optional)	Credit Value	Assessment Regime			Semester Taught	
						Written Exam %	Coursework %	Practical Exam %		
Level 4 Year 1										
LC474	Introduction to Criminology: The Concept of Crime	4	1	C	15		100		1	
LC471	Introduction to Criminology: The History of Punishment	4	1	C	15			100	2	
LC473	Making Sense of Society: The Sociological Imagination	4	1	C	15		100		1	
LC470	Making Sense of Society: Understanding the Social World	4	1	C	15	100			2	
Level 4 Year 2										
LC454	Police Crime and the Media	4	1	C	15		100		2	
LC456	Criminal Justice Process	4	1	C	15	30	70		1	
LC472	Policy and Society	4	1	C	15		100		2	
LC475	Policy in Context	4	1	C	15			100	1	
Level 5 Year 3										
LC573	Forms of Crime: Crimes of the Powerful	5	2	C	15		100		1	
LC574	Forms of Crime: Crime in Late Modernity	5	2	C	15	100			2	
Please chose 30 credits from the list below:										
LC551	Human Rights and Crimes Against Humanity	5	2	O	30	50		50	SB	
LC560	Gender and Sexuality in Society	5	2	O	15		100		1	
LC561	Race Ethnicity and Migration	5	2	O	15		100		2	
LC555	Knowledge of Policing	5	2	O	30		100		SB	
LC570	Employment and Volunteering	5	2	O	15		40	60	2	
Level 5 Year 4										

LC571	Qualitative Research Methods for Social Scientists	5	2	C	15		100		1
LC572	Quantitative Research Methods for Social Scientists	5	2	C	15	20	80		2
LC558	Issues in Criminology: Discrimination	5	3	C	15		100		1
LC559	Contemporary Criminology	5	3	C	15	100			2
Level 6 Year 5									
LC655	Comparative Criminal Justice	6	3	C	15		100		1
LC656	Criminal Justice Policy	6	3	C	15	70		30	2
Please select 30 credits from the list below									
LC651	Communication, Interaction and the Criminal Justice System	6	4	O	15		100		1 / 2
LC652	Cybercrime	6	3	O	15		100		2
LC653	Radicalisation and Terrorism	6	3	O	15		100		1 / 2
LC654	Disability & Mental Health in CJS	6	3	O	15		100		2
Level 6 Year 6									
LC661	Dissertation	6	4	C	30		100		SB
Please select 30 credits from the list below									
PS652	Victimology	6	4	O	15	50	25	25	1
PS653	Interpersonal Violence	6	4	O	15		60	40	2
LC657	Globalisation and Social Change	6	4	O	30		50	50	SB
PS651	Investigative and Forensic Psychology	6	4	O	15		50	50	2
LC662	Personal and Professional Development	6	4	O	30		100		SB

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4	Level 5	Level 6
A. Knowledge and Understanding			
A1	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, PS651
A2	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, PS651
A3	LC474, LC454, LC456, LC473, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, PS651,
A4	LC474, LC454, LC456, LC473, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, PS651
B. Intellectual / Cognitive Skills			
B1	LC475, LC472	LC571, LC572, LC558, LC559, LC560, LC561, LC570	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, PS651
B2	LC474, LC454, LC456, LC473, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC551, LC560, LC561, LC570,	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
B3	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, PS651
C. Cognitive Abilities			
C1	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
C2	LC474, LC454, LC456, LC473, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC570	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662 PS651,
C3	LC474, LC454, LC456, LC473, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
D. Key / Transferable Skills			
D1		LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
D2	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
D3	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570, LC573, LC574	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
D4	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
D5	LC474, LC454, LC456, LC473, LC475, LC471, LC472, LC470	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651
D6	LC475, LC472	LC571, LC572, LC558, LC559, LC555, LC551, LC560, LC561, LC570	LC661, LC655, LC656, LC651, LC652, LC653, LC654, LC657, LC662, PS651

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours: typically

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	360	840	0	1200
Year Two	360	840	0(option)	1200
Year Three	295	905	0(option)	1200
Total	1015	2585	0	3600

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website.

The calculation of this award will be as follows:

Level 5 credits 33%

Level 6 credits 67%

The following modules may not be condoned:

Dissertation module LC661

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Social Science Sub Committee

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APPENDIX 1: MAPPING TO THE UK QUALITY CODE OF HIGHER EDUCATION – CHAPTER B3

Chapter B3: Learning and Teaching (December 2011): Section 2 – Work-based and placement learning

Indicator	Indicator Explanation	Course Response
1	Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its learning outcomes are: <ul style="list-style-type: none"> clearly identified contribute to the overall and coherent aims of their programme assessed appropriately. 	The optional modules within the programme underpin this learning in a wider context applying theoretical frameworks to practice. Where students gain alternative placements or work-based learning experiences the criteria for their achievement will be set within the learning outcomes of the relevant optional modules. Thames Valley Police will deliver and monitor all Occupational Standards in line with the learning descriptors as defined by the College of Policing.
2	Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.	The course will use the University's Placement Learning Policy and volunteering policy Learning outcomes for optional modules Specials or PCSO or other volunteer work where work based learning will take place are clearly identified in the module descriptor.
3	Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.	The module leader will discuss these issues with each placement provider /employer in respect of placement / work-based volunteer work.
4	Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.	Before spending time on work based learning students will have been prepared for this learning opportunity: they will be made aware of their responsibilities and entitlements that will be clearly written within their programme and module handbooks.
5	Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.	This will be done by the module leader through the VLE whilst students on work based learning weeks and in the classroom in the usual way during taught weeks. Module evaluation includes work-based/ placement learning evaluation.

Indicator	Indicator Explanation	Course Response
6	Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.	Many volunteering opportunities will be negotiated through existing SU contacts, the University careers service and local organisations including Thames Valley Police, who are well known to the teaching team. In addition, many of our existing students participate in voluntary work during their degree programmes and they may wish to build such existing work into this programme.
7	Awarding institutions ensure that: <ul style="list-style-type: none"> • their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s) • where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning. 	This course will follow the University's Placement Learning Policy when ensuring that volunteering opportunities taken up by students meet the module learning outcomes. These will be explicit in the module and programme handbook and discussed with students and placement providers/employers/organisations.
8	Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effectively and reviewed regularly.	The University's Placement Learning Policy will be the basis of the volunteering opportunities linked to this course through the relevant optional modules. The modules will be reviewed annually through the end of year exam board procedures and course committees. The Placement Learning Policy is regularly reviewed within the University.

APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Bachelor of Science (Ordinary degree)

Exit Award Programme Learning Outcomes

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Demonstrate understanding of key concepts and theoretical approaches in criminology.
- Demonstrate an ability to prepare a reasoned argument and present appropriate conclusions.
- Frame questions and appraise possible solutions to problems commonly found in the area of criminology.
- Demonstrate an ability to produce written, oral and visual material drawing out key points.

A Certificate of Higher Education (CertHE) will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

- LC474 Introduction to Criminology: The Concept of Crime
- LC471 Introduction to Criminology: The History of Punishment
- LC454 Police, Crime and the Media
- LC456 Criminal Justice Process
- LC473 Making Sense of Society: The Sociological Imagination
- LC470 Making Sense of Society: Understanding the Social World
- LC475 Policy in Context
- LC472 Policy and Society

Diploma of Higher Education

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Analyse the nature of the relationships between individuals, groups, social institutions and societies
- Demonstrate an appreciation of the uncertainty, ambiguity and limits of varied types of knowledge.
- Develop and present arguments drawing on key concepts and frameworks.
- Gather and evaluate information and evidence to determine the appropriateness of different approaches to solving problems in criminology.
- Select and use appropriate qualitative and quantitative data to develop lines of argument.
- Effectively communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

A **Diploma of Higher Education (DipHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 240 Credits comprising 120 credits at Level 4 **and** 120 Credits at Level 5. All modules at Level 4 and the following modules at Level 5 will count towards achievement of this award:

- LC571 Qualitative Research Methods for Social Scientists
 - LC572 Quantitative Research Methods for Social Scientists
 - LC573 Forms of Crime: Crimes of the Powerful
 - LC574 Forms of Crime: Crime in the Late Modernity
 - LC558 issues in Criminology: Discrimination
 - LC559 Contemporary Criminology
- And 30 credits from the option modules below:
- LC560 Gender and Sexuality in Society

- LC561 Race, Ethnicity and Migration
- LC570 Employability and Volunteering
- LC551 Human Rights and Crimes Against Humanity
- LC555 Knowledge of Policing

Ordinary degree

On successful completion of a **Bachelor of Science (Ordinary degree)**, a graduate will be able to:

- Critically analyse accounts of social diversity, inequality and their effects
- Provide analytical accounts of crime, deviance, victimisation, responses to these and their impact on contemporary society
- Demonstrate a critical understanding of the criminal justice processes
- Demonstrate a reflexive approach and critical awareness of their own and others values, biographies and cultures and the impact of these on their understanding
- Critically appraise the value of sociological and criminological work with regard to social, public, civic and crime related policy issues

An **Ordinary degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits comprising 120 credits at Level 4, 120 Credits at Level 5, **and** 60 Credits at Level 6. All modules at Levels 4 and 5 and 60 credits from the following modules at Level 6 will count towards achievement of this award:

- LC655 Comparative Criminal Justice
- LC656 Criminal Justice Policy
- LC651 Communication, interaction and the Criminal Justice System
- LC652 Cyber Crime
- LC653 Radicalisation and Terrorism
- LC654 Disability & mental Health in the Criminal Justice System
- PS652 Victimology
- PS653 Interpersonal Violence
- LC657 Globalisation and Social Change
- LC662 Personal and professional Development