QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1.	**Programme Code**	TBC				
2.	**Programme Title**	BA (Hons) Criminology				
3.	**Target Award Title**	BA (Hons) Criminology				
4.	**Exit Award Title(s)**	Certificate of Higher Education Criminology (120 credits) Diploma of Higher Education Criminology (240 credits) BA Criminology (300 credits) BA (Hons) Criminology (360 credits)				
5.	**Subject area**	Criminology				
6.	**School**	School of Criminal Justice				
7.	**Programme Team Leader(s)**	TBC				
8.	**Programme Type**	Specialist				
9.	**Delivery Model**	DL F/T	x	BL F/T	x	Apprenticeship	
		DL P/T	x	BL P/T	x	Other	
	Where delivery model identified as 'Other' please provide details	N/A				
10.	**Location of delivery**	Online and Birmingham London Ealing, Holborn, and Tower Hill Manchester				
11.	**Proposed Start date**	April 2023				
12.	**Reference points**	QAA Subject Benchmark (2022), Criminology available [Here]().				

QAA Subject Benchmark (2022), Criminology available Here.

A graduate of an honours degree course covered by this Subject Benchmark Statement should be able to:

Subject specific skills
- Describe and examine a range of key concepts and theoretical approaches within criminology, and to evaluate their application
- assess political and social processes of victimisation and criminalisation in light of criminological theories
- provide an account of social diversity and inequality and their effects in relation to crime, harm, deviance and victimisation and responses to crime, harm, deviance, and victimisation
- evaluate criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations
- examine the values, practices and processes of governance, risk management and human rights that underpin the treatment of lawbreakers within UK criminal

	justice systems and allied agencies which administer sentencing and alternatives • apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety • use a range of research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems • evaluate strengths and weaknesses in the use of comparison in relation to crime, harm, deviance and victimisation and responses to crime, harm, deviance, and victimisation • summarise and analyse quantitative and qualitative empirical data about crime, harm, deviance and victimisation and responses to crime, harm, deviance, and victimisation, in order to evaluate competing criminological theories • explain and evaluate complex social problems in terms of criminological theories of crime, class, victimisation and responses to crime and deviance • analyse ways in which the subject of criminology can be distinguished from other forms of understanding.
13. Professional, Statutory & Regulatory Bodies (PSRB)	British Society of Criminology

14. Programme aims

The aims of the programme are to equip students with a concrete foundation in theoretical, policy and practical knowledge in criminology and its application to real word issues in the 21st century.

It aims to:
- Equip students with a historical overview of how Criminology has evolved. Drawing on case studies and empirical examples; furthermore, introducing students to the ethical and consensual policing in the UK and attempts to present a diverse range of policing issues and understand the procedures, protocols, and theoretical applications within the Criminal Justice System.
- Build evaluative and analytic skills from the first year; critically exploring the module content and learning about the methodological debates within research and identify their preferred research methodology to prepare them for their level 6 dissertation.
- Increase learners' knowledge of the types of roles and associated expectations for criminology graduates, whilst developing key skills and attributes; students will engage with the key terms, processes, and roles within the courts, exploring miscarriages of justice from socio-legal, sociological, and psychological perspectives. The criminology-related topic 'Research Project' is an essential part of the process of achieving a bachelor's degree and for students to demonstrate their learning.

15. Programme Entry Requirements

This degree has standard entry requirements. To be able to study this course, candidates need to have:
- Two subjects at GCE A-Level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent: OR
- Completed a recognised Access Programme or equivalent
- English Proficiency
- IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent. We also offer an internal English test for applicants.

Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience, and qualifications.

16. Learning, teaching and assessment methods and strategies

The programme is designed with Arden University's 'digital first' focus at the forefront, with a diverse array of learning, teaching, and assessment strategies, informed by AU's Learning, Teaching and Assessment Strategy (2022)

Online learning

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources and activities accessed through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from   the online materials they engage with, following the posing of questions or propositions, case studies or similar by either lecturer or students themselves
- Podcasts/online tutorials

Working Together

- Online webinars facilitated by staff and guest speakers where theory and practice are integrated
- Live chats
- Virtual drop in office hours
- Coffee mornings

Blended learning

For blended learning delivery lectures and seminars will be delivered that include group discussion, topic related activities, role-plays, case study analysis and reflective practice which is supported by student meetings and academic tutor support. This is supported with online activities outlined above. Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their personal circumstances.

Assessments

There is a variety of assessments ranging from written work, including reports, essays, digital posters, development plans, portfolios of work, oral work such as group discussions, presentations, and podcasts etc., and our assessment policy informs how feedback is supplied by lecturers at the formative and summative assessment stage.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated

Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: *(No more than 10 programme learning outcomes are permitted per programme.)*		
1. Effectively gather, retrieve, and synthetise data and information from a variety of resources (e.g., journal articles, book chapters and websites) relevant to their degree course and professional development.	Transferable skills are developed through level four to six of study via face to face and online study and independent work. You will learn to develop critical skills in effectively gathering, retrieving, and synthetising data and information via in-course participation, online study, reflexive exercises, activities and formative feedback and summative feedback.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required. |
| 2. Evaluate the relationship between class, gender, race, age and crime and deviance, within political, media and historical contexts. Examine the relationship of victim/offender nexus, critically linking | At level 4 you will study an introduction to criminology that will set the foundation for developing your academic skills including literature reviewing and analysis; this will allow an understanding that is fed through and developed throughout the programme of study. Conceptual, philosophical, historical, socio political, legal and/ or ethical, considerations are considered throughout module at each | Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is |

vulnerability and abuse and contact with the criminal justice system.	level.	directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
3. Understand the wider socio, economic and political impacts of the nature and scope of state structures and corporations; the scale and type of crimes committed by state agents and agencies as well as corporations; the definitional processes involved in state's/corporation's labelling acts as criminal and the study of social harm.	At level 4 you will engage in face to face and online learning and experience critical reflection in interactive discussion areas on the Virtual Learning Environment. Support is provided for you to enable you to understand the full range of career and work experience options available and to prepare you for employability beyond university. Your learning will be monitored and evaluated during class activities and contributions to discussion forums.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
4. Demonstrate knowledge and understanding of the discipline of Criminology set within the broader context of the social sciences, the	At level 4 you will study an introduction to criminology that will set the foundation for developing your academic skills including literature reviewing and analysis; this will allow you an understanding that is fed	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes

effects of social diversity and inequality and responses to crime and deviance.	through and developed throughout your programme of study. Ethical considerations are considered throughout each module.	that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
5. Gain an understanding of the challenges and opportunities of working in the criminal justice sector.	You will begin to understand the different agencies, roles, and employment routes into the criminal justice sector through participation in professional seminars hosted by practitioners from government and NGO sectors, industry visits off campus and professional skills tests. You will explore theoretical and research knowledge and how this is translated on the ground impacting policy and professional practice through the analysis of case studies. You will be able to identify the characteristics of report writing style focusing on identifying contemporary debates, critical evaluation, problem-solving, and producing evidence-based recommendations.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.

		Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
6.Use case studies, reports, media articles, official documents acquired from independent research and the consultation of secondary and primary literature, whilst encouraging you to develop critical thinking skills and reflect critically on data, case studies and contemporary challenges for criminological research.	Criminological theories will be analysed and applied to real life documentation and policies. You will examine the ways in which state agencies and NGO's work in tandem to prevent crime, how offenders have been portrayed and presented within mainstream culture, and to critically examine the social construction of crime. Students will draw upon criminological theories to understand the broader social, economic, and political contexts in which perpetrators operate and choose their victims and how states sanction actions by offender and support victims and those offenders and victims deemed to be at risk.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required. |
| 7.Apply theoretical knowledge to case studies to generate practical solutions to current problems, which will enable you to engage with problem-based learning activities using realistic scenarios from various professions within the field. | A knowledge of the types of roles and associated expectations for criminology graduates, will be developed whilst using key skills and attributes, such as problem solving, demonstrating initiative, working under pressure, and remaining resilient. Furthermore, you will be given the opportunity to explore the unique challenges of working within the criminal justice field and this will equip you with the relevant awareness and tools needed to be an employable graduate. | Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, |

		portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
8. Demonstrate a systematic knowledge of a range of research paradigms, research methods, and analysis and be aware of their strengths and limitations.	Research paradigms and research methods are discussed in class and online in terms of academic research studies within each module as well as assessed within introduction to research methods, quantitative research methods, qualitative research methods and the dissertation project.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
9.Communicate criminological findings in written, visual, and oral form using numerical, textual, and other forms of data.	You will be required to contribute to group in class and online discussions, forums, and complete activities that will develop your communication skills. You will also develop communication skills in your assessments through writing (reports, essays, portfolios, posters) as well as oral presentations (voice over presentations).	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is

		directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
10. Formulate research questions, deploy appropriate research methodologies and data collection methods, and evaluate research findings examining practical, ethical and theoretical constraints associated with the chosen methodology and paradigm.	Practical skills are further developed and integrated through a series of in-course and online activities, projects from level 4 to 5 and workshops at level 6, intended to test skills acquired. Group discussion forums provide opportunities for peer-to-peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented, and particularly support the development of flexibility and adaptation. Activities are provided so that you can work independently to consolidate your knowledge and grasp of practical skills.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.

18.Graduate Attributes and the means by which they are achieved and demonstrated		
Attributes must be covered and assessed in every level of study on a programme.		
Graduate Attribute	**The means by which these attributes are achieved**	**The means by which these attributes are assessed**
1. Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaborations competencies.	Students will be encouraged to develop their understanding and knowledge in conjunction with the skills required in the workplace through: • Engaging with virtual learning environment • Approach to studies, assessment, and dissertation • Use of subject specific and general digital tools (e.g., excel, statistical models) • Use of appropriate software across contexts • Remote work experience and extra-curricular activities, workshops, networks • Access to online resources and other digital platforms	This graduate attribute may be assessed through a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills within the digital field. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods. Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas where support may be required to ensure GA's are achieved.
2. Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.	These attributes will be achieved by encouraging students to develop and apply their existing skills, as well as learning new skills through their formative and summative assessments through: • Approach to studies, assessment, dissertation, and academic and career planning • Problem-based learning • Discussions and reflections within and outside modules • Personal and professional reflection • Discussion forums • Work experience and extra-curricular activities • Societies and special interest groups	Our assessment strategy encourages a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills within the digital field. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods that might include case study analysis, written essay, self-reflection, portfolios, sector report production, among others. Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas

		where support may be required to ensure GA's are achieved.
3. Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.	These attributes will be achieved by encouraging students to engage with, and address these wider skills in their: • Approach to studies, assessment, and dissertation • Discussion forums and virtual learning environment • Peer activities • Societies, work experience, extra-curricular activities, special interest groups • Personal reflection	This graduate attribute may be assessed through a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods that might include, for example, case study analysis, written essay, self-reflection, portfolios, sector report production, among others. Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas where support may be required to ensure GA's are achieved.
4. Professionally knowledgeable in their subject area, with the in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).	Throughout this module, students will have the opportunity to engage with others or work independently using methods such as: • Teaching and learning activities • Self-directed learning, reading, practice, and event attendance • Engagement with workshops • Engaging with library and academic skills resources • Special interest groups and networking • Engaging in extra-curricular activities	This graduate attribute may be assessed through a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills within the student's subject area/field of discipline. These are contextualised so that the assessment is directly relevant to each subject area. Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas where support may be required to ensure GA's are achieved.

19. Summary of modules and mapped programme learning outcomes

List modules in order of delivery

Level	Module title	Module type Compulsory (C) or Optional (O)	Pinned Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
L4	Becoming a Criminologist	C	X	X	X		X		X			X		x			
L4	A History of Crime and Punishment	C	X	X	X	X	X		X			X				x	
L4	Crime, Media, Culture	C		X	X	X	X		X			X					X
L4	Cybercrime: the essentials	C		X	X				X			X			x		
L4	Working within the CJS	C		X	X		X	X	X			X		x			
L4	Policing Priorities	C		X	X		X		X			X					X
L5	Researching the Field	C		X	X				X	X		X					X
L5	Defending the Realm	C		X	X	X	X	X	X	X		X					X
L5	Youth Crime and Justice	C		X	X		X		X			X			x		
L5	Crimes of the Powerful	C		X	X	X	X					X				x	
L5	The Prison	C		X	X		X	X	X	X		X				X	
L5	Green Criminology	C		X	X	X	X					X			x		
L6	Research Project	C		X	X		X		X	X	X	X	X	x			
L6	Victimology	C		X	X	X	X		X			X					x

Level	Module	Core/Option														
L6	Miscarriages of Justice	C		X	X		X		X			X				x	
L6	Professional Practice: A Case Study	C		X	X		X	X	X	X		X			X		
L6	Serial Killers	C		X	X		X		X			X					X

Certificate in Higher Education (CertHE)
To be awarded the CertHE, students must complete a total of 120 credits at Level 4.

Diploma in Higher Education (DipHE)
To be awarded the DipHE, students must complete a total of 120 credits at Level 5.

BA or BSc (Hons) degree (Top-up)
To be awarded the Top-up degree, students must successfully complete 120 credits at Level 6 including credits from the final project/dissertation