



## Course Handbook

BA (Hons) Criminology and Sociology

2019-20

Dave Orr

Lancashire Law School

(Preston Campus and Burnley College)



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

## **Contents**

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
  - 8.1 Programme Specification: BA(Hons) Criminology and Sociology**

## 1. Welcome to the course

As you are reading this handbook it means you have just embarked on the BA (Hons) Criminology and Sociology degree. The programme team would like to extend a warm and friendly welcome and sincerely hope that you enjoy studying here with us at the University of Central Lancashire.

The subject of Criminology is located in Lancashire Law School. Lancashire Law School is housed in Harris Building, and the Criminology staff are also based in Harris Building. Sociology is based in Livesey House, within the School of Humanities and Social Science, and the Sociology staff are also based in Livesey House.

For your purposes, your immediate concern is to familiarise yourself with the places that will be of importance to you. An important point of contact throughout your time here is the CAS Hub in Harris Building room HB120. This office is responsible for all the courses and students that belong to Lancashire Law School and the School of Humanities and Social Science. You will find the administrative staff very helpful, but please remember that they are exceptionally busy and calling at the office opening hours published on the School Office door would be very much appreciated.

Whilst the administrative staff are knowledgeable and can generally point you in the right direction, it is important that you do as much as you can to help yourself. Taking responsibility for finding out information such as where your tutors are, where lecture and seminar rooms are, etc., will enable you to settle into your course and university life. Three very helpful points of reference for settling into your course are:

1) This handbook, which provides you with much of the essential information you need. It explains the structure of the degree programme and demonstrates what is compulsory and optional for you to complete in order to be considered for the award of BA (Hons) Criminology and Sociology. It is advisable to read all the sections of this handbook at the time you commence your course as it contains essential information and advice about how you successfully complete your degree programme.

2) Contact through email. (In the event that urgent information needs to be communicated – such as the cancellation of a lecture – emails will be used when possible. It is therefore essential that you check email regularly. We will also text you if we have contact details).

3) Teaching staff in Lancashire Law School and the School of Humanities and Social Science have 'Office Hours' i.e. published times when they are available posted on their office doors.

## 1.1 Rationale, aims and learning outcomes of the course



Students reading BA (Hons) Criminology and Sociology at UCLan will achieve general aims and objectives in accordance with other university programmes. Skills specific to this Award include:

The Programme objectives:

- Formulate, investigate, and evaluate the answers to, contemporary criminological and criminal justice issues using key concepts and theoretical approaches
- Evaluate complex social problems using criminological theories and methodologies of crime, class, victimisation and responses to crime and deviance
- Appraise political and social processes of criminalisation in light of criminological theories, human rights, justice, social diversity, and inequality
- Undertake independent research, produce summaries and evaluations of findings and conclusions, and evaluate the appropriateness (technically and ethically) of a range of quantitative and qualitative research methods for addressing research questions
- Summarise and analyse empirical data about crime, victimisation, and responses to crime using both quantitative and qualitative empirical data and statistical techniques
- Communicate ideas and arguments effectively, professionally, and responsibly in writing, orally, and within interpersonal contexts
- Demonstrate technical and generic transferable skills and attributes of relevance to post-graduate study and employability in a range of employment contexts relating to crime and the criminal justice system
- Articulate the value of learning in a supportive academic environment that develops intellectual potential, professional attitudes, and instils an ethic of life-long learning and responsible citizenship

Graduates in Criminology and Sociology are well placed in terms of employability. About two thirds of Criminology-Sociology graduates nationally obtain employment in the area of criminal justice and other related fields. In this sense the degree has a vocational character. But Criminology and Sociology are also recognised as a good 'general' degree with transferable skills in the wider field of employment. So, for example, Criminology is not a national curriculum subject yet a number of graduates enter the teaching profession on the basis of their degree and postgraduate teacher training.

### **1.2 Course Team**

Sue Uttley-Evans: Course Leader/Senior Lecturer in Criminology [smuttley@uclan.ac.uk](mailto:smuttley@uclan.ac.uk)

Dave Orr: Course Leader/Senior Lecturer in Criminology/Sociology [dorr@uclan.ac.uk](mailto:dorr@uclan.ac.uk)

Deborah Conroy: Lecturer in Criminology [dconroy@uclan.ac.uk](mailto:dconroy@uclan.ac.uk)

Tara Styles-Lightowers: Lecturer in Criminology [TStyles1@uclan.ac.uk](mailto:TStyles1@uclan.ac.uk)

Dr Tim Owen: Senior Lecturer in Criminology [towen1@uclan.ac.uk](mailto:towen1@uclan.ac.uk)

Dr Megan Todd: [Senior Lecturer in Sociology mtodd2@uclan.ac.uk](mailto:mtodd2@uclan.ac.uk)

Dr Laura Kelly: Lecturer in Criminology [LKell13@uclan.ac.uk](mailto:LKell13@uclan.ac.uk)

Dr Caroline Blunt [cblunt1@uclan.ac.uk](mailto:cblunt1@uclan.ac.uk)

Jessica Marshall: Senior [Lecturer in Sociology jmarshall@uclan.ac.uk](mailto:jmarshall@uclan.ac.uk)

Dr Kate Bacon Senior Lecturer in Childhood Studies [kvbaco@uclan.ac.uk](mailto:kvbaco@uclan.ac.uk)

### **1.3 Expertise of staff**

The Staff team have a wide variety of experience and research interests that feed directly into the course and specific module content. Current research activity covers Criminal Justice History, Contemporary Prisons, Policing, Human Trafficking, Male Violence against Women, Young people and Youth Justice Cybercrime and Contemporary theory. This expertise forms the backbone of your degree, and informs other areas taught on the syllabus

### **1.4 Academic Advisor**

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Harris hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### **Harris Building**

Lancashire Law School  
Humanities and the Social Sciences  
Centre for Excellence in Learning and Teaching  
telephone: 01772 893090  
email: [Harrishub@uclan.ac.uk](mailto:Harrishub@uclan.ac.uk)

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We also have the Starfish system, which allows you to book appointments at designated office hours. Finally, ensure you check Blackboard on a regular basis for specific modular information, updates and communications.

### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The current External Examiner for Criminology and Sociology is Professor Julie Scott Jones, Manchester Metropolitan University.

## 2. Structure of the course



### 2.1 Overall structure

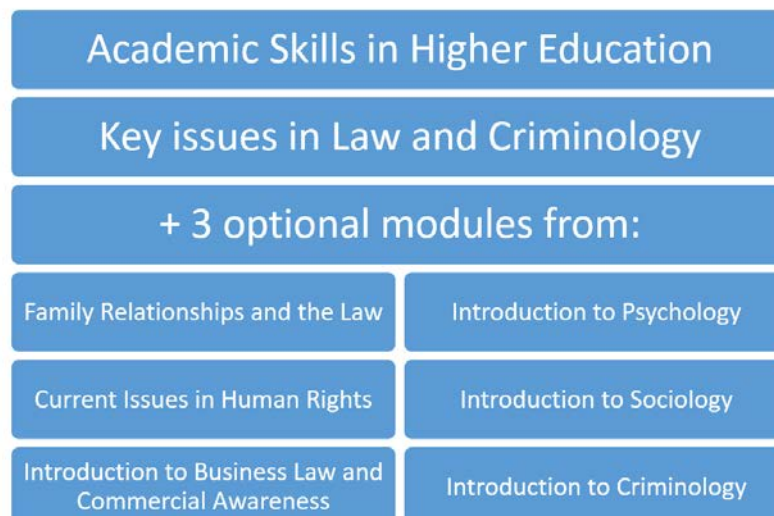
#### Foundation entry route to the BA (Hons) programme

Some students will undertake a Foundation Entry programme – this is a one year course to prepare students for entry onto the full-time BA (Hons) Criminology and Sociology programme

There are no formal educational or special knowledge requirements for entry onto the Foundation Year. Students are expected to show a strong desire and ability to study and be prepared to make a commitment to four years of undergraduate study.

The normal workload for a full time-student is two 30 credit modules plus three 20 credit modules during the academic year, as successful completion of the Foundation Entry programme requires 120 credits.

Successful completion of the course leads to progression onto the full-time BA (Hons) Criminology and Sociology programme.



## **BA (Hons) Degree**

The BA (Hons) degree course is 3 years. The normal workload for a full-time student is 200 hours per 20 credits, of which up to approximately 25% of the time is spent on campus in timetabled classes and engaging with activities on the virtual learning environment (VLE) with the remaining time spent in self-directed study activities such as reading, researching, thinking, note taking, writing, preparation for class activities, preparation, production, and participation in assessments.

Normally a student must pass all modules each year in order to proceed to the next year. *In exceptional circumstances* you may carry over one module, either because you have failed the module and are required to re-register it, or you have been unable to 'sit' the module due to Extenuating Circumstances. There is no provision in the Academic Regulations to carry more than one module into the following year (see the [Academic Regulations](#)).

The structure of the course is designed to enable students to study a wide range of modules according to individual interest. There are three elements to the course.

- i) There are a wide range of modules offered throughout the course considering issues relating to Criminology and Sociology. The multi-disciplinary nature of these modules provides the basis for a systematic study of issues relating to both subjects. Issues such as diversity, equality and identity are discussed within compulsory modules and provide the foundations for further study, leading students to pursue module options according to their individual interest.
- ii) Criminology and Sociology are studied at each level throughout the course. It is assumed that students will arrive at the university with no prior knowledge of these subjects, and therefore all modules are designed to introduce students to the subjects.
- iii) A compulsory dissertation at level 6 allows students to gain a classified honours award. The focus of the dissertation can be in sociology (with a theme/issue derived from criminology broadly conceived or in criminology (with sociological themes/issues or theories framing the questions or analysis)

### **Pathways in Criminology and Sociology:**

This programme contains a number of pathways of options and compulsory modules which allows you to tailor your focus either to criminology or sociology focused issues and themes or a combination of the two. For example, you may decide to focus upon male violence against women, in which case your optional modules will include modules with both a CJ and SO code. Alternatively, you may decide to explore a more varied optional path within the Criminology and Sociology subject areas. Your Academic Advisor and Course Leader will guide you on the most suitable pathway to suit your goals and needs.

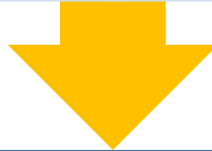


## BA (Hons) Criminology and Sociology: Programme Structure

### YEAR 1

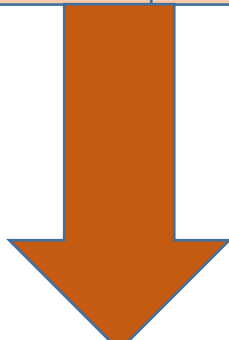
4 x **COMPULSORY** 30 credit modules

<b>CJ1010</b> Crime and Justice in Society	<b>CJ1011</b> Morality and Criminal Justice	<b>CJ1012</b> Key Approaches in Criminology: Socio-Cultural Perspectives	<b>CJ1013</b> Criminal Justice in Action
---	--	---	---



### YEAR 2

2 x **COMPULSORY** 30 credit (criminology) modules + 2 x **COMPULSORY** 20 credit (sociology) modules + 1 x **OPTIONAL** 20 credit (sociology) module

<b>CJ2030</b> Theory and Research Methods in Criminology	<b>SO2214</b> Contemporary Thinkers	<b>SO1116</b> Sociological Ways of Thinking	<b>CJ2031</b> Understanding Policing and Security <b>OR</b> <b>CJ2032</b> Perspectives on Prisons and Society <b>OR</b> <b>CJ2033</b> Youth Justice
<b>OPTIONS</b> <b>SO2002</b> Sociology of Religion <b>OR</b> <b>SO2103</b> Sociology of Social Movements			

### YEAR 3

1 x **COMPULSORY** 30 credit (criminology) module + 1 x **OPTIONAL** 30 credit (criminology) module + 3 x **OPTIONAL** 20 credit (sociology) modules

<b>OPTIONS</b>	<p>Choose <b>ONE</b> of the following options:</p> <p><b>CJ3001</b> Perspectives on Cybercrime</p> <p><b>CJ3002</b> Crimes of the Powerful</p> <p><b>CJ3004</b> Diversities, Discrimination and Justice in the UK</p> <p><b>CJ3005</b> Gendered Violence, Crime and Justice</p> <p><b>CJ3006</b> Trafficking in Vulnerable Persons</p> <p><b>CJ3008</b> Youth Justice and Crime</p> <p><b>CJ3009</b> Policing and Security</p> <p><b>CJ3011</b> Prisons and Society</p>	<b>OPTIONS</b>	<p>Choose <b>THREE</b> of the following options:</p> <p><b>SO3004</b> Sexy Bodies: Sexuality and the Body</p> <p><b>SO3020</b> The sociology of Childhood</p> <p><b>SO3108</b> Global Social Divisions</p> <p><b>SO3114</b> Sociology of Disability</p>	<b>CJ3003</b> Dissertation
----------------	---	----------------	---	-------------------------------



### 2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. It is also recommended that you discuss your options with your academic advisor, as they may be able to suggest a different progression route or activity to enhance employability in your chosen area

### 2.4 Study Time

The normal amount of work involved in achieving a successful outcome to your studies is to study for 100 hours per 10 credits of study - which includes attendance at UCLan and time spent in private, self-directed study. Up to approximately 25% of this time may be spent in class or class related activities on the virtual learning environment with the remainder spent in self-directed study, preparation, reading, researching and writing.

#### 2.4.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal

#### 2.4.2 Expected hours of study

Teaching semesters are 12 weeks long. You will study modules in criminology of 30 credits and modules in sociology of 20 credits. These modules will be completed in one semester of 12 weeks.

#### 2.4.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Dave Orr

If you are an International student you have responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Your attendance for each and every class is monitored through Student Attendance Monitoring (SAM) system. You can check your attendance record through myUCLan.

## 3. Approaches to teaching and learning

### 3.1 Expertise of staff

Members of the CCJ and Sociology team have made a significant contribution to research, and will continue to pursue further research opportunities in future years. CCJ and Sociology study at UCLan is therefore part of an expanding teaching and research culture that has international status and recognition. Sue Uttley-Evans is an Advisory Board Member for Home Office and Foreign Commonwealth Office Forced Marriage Unit [FMU]; Board of Trustees of Practical Solutions, specialist Advisors on 'honour'-based violence & forced marriage.

For you as students, this means you have access to tutors who are acknowledged experts in their field and who are involved in cutting edge research in a range of topics.

As you will learn – if you aren't already aware of it – CCJ and Sociology are interdisciplinary academic fields, meaning that it draws upon a huge range of other subject areas for parts of its underpinning theoretical knowledge (For example, History, Political Theory, Jurisprudence, Law, Social Policy). Brief examples of the teams research output include:

Hudson, B. (2013) edited by Uttley-Evans, S. (2014) 'Moral communities across the border: the particularism of law meets the universalism of ethics', in Weber, L (ed.) (2015) *Rethinking Border Control for a Globalizing World: A preferred future*, London: Routledge

Orr, D. (2012) 'Lehman Brothers, Obama and the Case for Corporate Regulation', in Stratos Georgoulas (Ed. 2012) *The Politics of Criminology*, Zurich and Berlin: LIT, 95-102

Owen, T. (2013) 'Towards a New Sociology of Genetics and Human Identity', *International Journal of Criminology and Sociological Theory*, 6 [3]: 68-80

### **3.2 Learning and teaching methods**

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptors.

CCJ and Sociology modules are taught primarily through a combination of lecture and workshop sessions. Lectures and workshops are interactive and are supported by Blackboard (the University's Virtual Learning Environment (VLE)). Learning is student centred and assessment will be based on coursework, academic essays, individual and group presentations, individual projects. Formative assessment will be a major focus throughout the programme facilitated through discussions and/or debates, self-reflection, peer interactive work, ICT chat/discussion boards and Personal Development Planning (PDP). There will also be opportunities for students to participate in field trips relating to the specifications of individual modules.

Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notational and synthesising skills. In the workshop sessions emphasis is placed on student activity, both as presenters and as participants in feedback. Workshop discussion and, in some modules formal presentations, enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills and pursue research projects whether independently or in teams.

There is also an opportunity for students to participate in field trips to various places relevant to their course. For example, CCJ runs an annual Trip to Auschwitz that relates to material covered in the *Crime and Justice in Society* 1st year compulsory module and *Crimes of the Powerful*, a 3<sup>rd</sup> year option. NOTE, the cost of this trip will not be included in the course fees.

**For more detailed information on teaching and learning strategies students should read the specific CCJ and Sociology module outlines.**

### 3.3 Study skills

Criminology and Sociology (BA Hons) students are drawn from a variety of academic backgrounds, and bring a range of skills and needs to their studies. For those who feel they need or want some additional support to study more efficiently and effectively, the university offers a number of Study Skills packages. For those students requiring additional support, a series of workshops will be organised by the university on topics such as note-taking, reading skills, oral presentations, essay writing and revision and examination techniques. For more information, visit WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

#### 3.4.1 Learning Information Services (LIS)

Make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. Make sure you participate in any induction sessions that are offered. A full range of '**Getting Started**' instruction sheets relating to all aspects of services provided by the LIS can be downloaded from: <http://www.uclan.ac.uk/library/index.htm>

It is particularly important that you locate the Criminology and Sociology resources, which because of their multi-disciplinary nature, are distributed throughout the library rather than in one easy location. There is a library leaflet to help you, which is also available as a downloadable file from:

<http://www.uclan.ac.uk/library/usersupport/lrs/gsguides/index.htm>

Help and advice can also be obtained from the librarians, who have a wealth of information at their fingertips, and **Louise Guilfoyle** is the College Librarian for Criminology and Criminal Justice and Sociology: [aramsden@uclan.ac.uk](mailto:aramsden@uclan.ac.uk) ☎ 01772 89 2494

Specific references to journal articles are included in module bibliographies, and further help in identifying useful journals can be obtained from individual module tutors. Abstracts of articles from some journals can also be found online through electronic journal holdings directories such as Athens; further information on how to obtain passwords and access these resources is available from the library Helpdesk, or from the LLRS web pages at

<http://www.uclan.ac.uk/library/usersupport/lrs/eresources/index.htm>

A full list of current electronic journal holdings can be found at:

<http://atoz.ebsco.com/home.asp?ld=zpucl>

The **Lancashire Law School and Humanities and Social Sciences** websites have a range of useful advice relating to the courses offered by the School, study skills, careers and other general information:

#### 3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. For examples of what is available please go to:

[http://www.uclan.ac.uk/students/study/library/e\\_databases.php](http://www.uclan.ac.uk/students/study/library/e_databases.php)

### **3.5 Personal development planning**

Personal Development Planning is an important aspect of every student's learning experience at University. It has been defined (by the Quality Assurance Agency) as:

"A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development".

As this implies, it is something you are ultimately expected to take responsibility for yourself. The basic idea is that from time to time you should lift your thoughts above the particular assignments or modules you are doing at that moment, and think about where your education is leading you, where you want to be in the future, and what you need to do in order to get there (such as developing particular skills or acquiring new knowledge).

We aim to support you in this process. Through course documentation, including assess feedback, we will try to encourage reflection on your experience of study and your continuing personal development. At the beginning and end of each year, course leaders will facilitate group sessions around PDP. During the course of the year, your personal tutor will be available to advise you on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities.

We will ask you to complete a PDP record as you progress through your programme. Though this will not form part of the assessment for the programme, it will be retained on your personal file and will help us in, for example, writing references on your behalf for potential employers. Further details of the recording procedure and guidance in completing this will be given throughout your time as a student.

Lancashire Law School have incorporated Personal Development Planning (PDP) into a centralised provision which will be facilitated via Blackboard. PDP handbooks will be disseminated to students by their personal tutors, who will discuss the relevance of PDP and explain the procedure adopted by Lancashire Law School. Reflective activities will be released via Blackboard, and students will be notified of the release date via email by the CAS Hub. The first activity will be followed by four subsequent activities/tasks throughout the year. PDP activities/tasks will be released on specific dates to coincide with key times within the academic calendar e.g. enrolment, progression, assessment etc. You are advised to discuss PDP with your Personal Tutors at least once a semester.

Lancashire Law School has facilitated the development of practical intelligence and generic skill building; personal reflection and evaluation into PDP. Employability enhancement has been integrated into personal reflection on learning, teaching and assessment, which are essential components for encouraging employability skills. Lancashire Law School has included elements of employability within PDP to ensure you have been given an opportunity to develop core skills, process skills, transferable skills and personal qualities. There is also a separate PDP handbook as additional support.



### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:

- Career and employability advice and guidance
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

For more information visit [The 'i'](#)

CCJ and Sociology seek to develop skills and expertise which will serve and benefit local and national communities. The multi-disciplinary nature of CCJ and Sociology will enable students to gain knowledge and experience which will be valuable to them if they wish to work professionally within the local, national or international community both in the private and/or public sector.

Graduate CCJ and Sociology are well placed in terms of employability. About two thirds of Criminology graduates nationally obtain employment in the area of criminal justice (nationally and internationally) and related fields. In this sense the degree has a vocational character. But Criminology and Sociology are also recognised as a good 'general' degree with transferable skills in the wider field of employment. So, for example, Criminology is not a national curriculum subject yet a number of graduates enter the teaching profession on the basis of their degree and postgraduate teacher training.

For students wishing to pursue Postgraduate Study, there is a range of taught MAs and the opportunity to do an MA by research in Criminology and Criminal Justice. Other UCLan

subjects that currently offer post graduate study can be found at:  
[https://www.uclan.ac.uk/study\\_here/postgraduate/index.php](https://www.uclan.ac.uk/study_here/postgraduate/index.php)

#### 4. Student Support

The University provides a comprehensive support network, but it is not always clear who you should contact with specific queries or problems. For immediate support you should contact a member of the Criminology or Sociology team and the following is a basic guide (also refer to Section 1):

Course Leader – Dave Orr - Overall course related queries

Module Leaders - For module specific issues these are the staff you contact first if you have any academic queries.

You will receive a handbook for each module which will include all information regarding that module.

Academic Advisor - Is an academic member of staff who is allocated to you; providing support with your studies, helping you understand what is expected of you as a student and directing you to relevant University support agencies as necessary. Your Academic Advisor will be available to listen to any concerns you have and then advise you as best they can on how to resolve them. As your Academic Advisor is an *academic* expert, they may need to refer you onto someone who has more experience of other areas where you may be having problems. The induction sessions will discuss this further, as well as allocating you your Academic Advisor (see 1.4 below).

Administrative support - Campus Admin Services provides academic administration support for students and staff and are located at Harris Hub. The hub is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. Any questions about the administrative way the course is organised should be made at this office. The student office is where you should go with questions about your student details, and for most forms. These include assignment cover sheets, extension forms, and so on. However, most of your administrative questions could be answered by checking on MyUCLan first



#### 4.1 Academic Advisors

You will be allocated an Academic Advisor in induction week. See above for the role of an Academic Advisor.

#### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

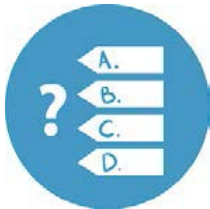
#### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

### 5. Assessment



#### 5.1 Assessment Strategy

CCJ and Sociology modules are taught primarily through a combination of lecture and workshop sessions. Lecturers and/or workshops are interactive and lectures are supported by Blackboard. Learning is student centred and assessment will be based on coursework, academic essays, individual and group presentations, individual and/or group projects, and ICT interaction.

Formative assessment will be a major focus throughout the programme facilitated through discussions and/or debates, self-reflection, peer interactive work, integrated ICT chat/discussion boards and Personal Development Planning (PDP). CCJ and Sociology offers students the opportunity to study abroad from three months to one year during year two of the degree. There will also be opportunities for students to participate in national and international field trips relating to the specifications of individual modules.

#### 5.2 Notification of assignments and examination arrangements

You will be notified of assignment requirements for specific modules by module tutors. The module learning outcomes, assessment criteria, assignment deadline etc. will be explained to you fully and discussed during the first session of every module. This information, together with assessment marking criteria, will also be included in your module handbook, which will be made available on Blackboard. If you have any concerns or questions regarding the above, please book a tutorial with the module leader.



### 5.3 Referencing

Accurate referencing is one of the most important requirements of any academic work, whether they are essays, reports, examinations or presentations. References are used to attribute quotations, concepts or ideas formed or taken from the work of other writers. Failure to reference sources is one of the most serious breaches of the academic regulations because, whether intentional or not, you are effectively passing other people's work off as your own. This offence is known as plagiarism and carries severe penalties.

Guidelines and/or classes on how to reference correctly are given by W.I.S.E.R.. Alternatively, there are a number of Study Skills elective modules for which you can enrol. Fact sheets on referencing are also available from the Helpdesk in the library, and from the university website

CCJ and Sociology use the **Harvard system** of referencing, although other subjects may utilise a different referencing system. Therefore, you will be expected to use the Harvard system in your assignments.

### Reference List

Reference lists or bibliographies should be given at the end of every assignment, and should **only** include those sources that you have referred to or quoted in your work. Sources used should be listed by the first named author, and should appear in alphabetical order in the style shown below. Titles of books or journals should be in italics – if in doubt, ask your tutor.

#### Example:

Hudson B and Utley Evans S (2012) 'Criminalisation of Migration', in the *Oxford Handbook on Crime, Gender and Sex*, Oxford University Press Law School

Orr D (2012) 'Lehman Brothers, Obama and the Case for Corporate Regulation', in Stratos Georgoulas (Ed. 2012) *The Politics of Criminology*, Zurich and Berlin: LIT, 95-102

Owen, T. [2013] 'Towards a New Sociology of Genetics and Human Identity', *International Journal of Criminology and Sociological Theory*, 6 [3]: 68-80

Some non-academic items are hard to fit into this kind of pattern. If there is no author named (e.g. on an institutional pamphlet), it is usually appropriate to treat the organisation who produced the material as the author. Sometimes it is simply necessary to put 'No author'/'Author unknown' or 'No date' in the relevant slots. For other sources (e.g. TV/video) you should give where possible the name of the person with overall responsibility for the item in question. In many cases, this is hard to know who this is: at such times, it may be better to make full reference to the source within your text (or as footnote). David Fowler's comments on the environment on *See Hear!*, for instance, are best dealt with by saying "David Fowler (commenting on green issues on BBC1's *See Hear!* Programme, 6/7/97) argued that.....". In the final analysis, if in doubt, ask your tutor.

### 5.4 Confidential material

It is unlikely that you will access confidential information during the course e.g. patient notes which might inform assignments, but if for any reason you are required to do so, you have an

ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



### **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk)

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using [Guidelines](#) and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

We will ask for representatives at induction/returners events in the first week of the new academic year, and send a further email request for volunteers if we do not recruit a sufficient number of course representatives at these events

## 8. Appendices

### 8.1 Programme Specification: BA (Hons) Criminology and Sociology

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	UCLan Preston Campus Burnley College (Yr1, Yr2)

<b>3. University School/Centre</b>	Lancashire Law School
<b>4. External Accreditation</b>	n/a
<b>5. Title of Final Award</b>	BA (Hons) Criminology and Sociology
<b>6. Modes of Attendance offered</b>	Full-Time/Part-Time (Campus)
<b>7a) UCAS Code</b>	LM39
<b>7b) JACS Code</b>	L311 (70%) L300 (30%)
<b>HECoS Code</b>	100484 (70%) / 100505 (30%)
<b>8. Relevant Subject Benchmarking Group(s)</b>	QAA Subject Benchmark for Criminology (2014) QAA Subject Benchmark for Sociology (2016)
<b>9. Other external influences</b>	n/a
<b>10. Date of production/revision of this form</b>	June 2018
<b>11. Aims of the Programme</b>	Graduates of this programme will be able to:
	<ul style="list-style-type: none"> <li>• Formulate, investigate, and evaluate the answers to, contemporary criminological issues using key concepts and theoretical approaches from criminology and sociology</li> <li>• Evaluate complex social problems using criminological and sociological theories and methodologies of crime, class, victimisation and responses to crime and deviance</li> <li>• Appraise political and social processes of criminalisation in light of criminological and sociological theories, human rights, justice, social diversity, and inequality</li> <li>• Undertake independent research, produce summaries and evaluations of findings and conclusions, and evaluate the appropriateness (technically and ethically) of a range of quantitative and qualitative research methods for addressing research questions</li> <li>• Summarise and analyse empirical data about crime, victimisation, and responses to crime using both quantitative and qualitative empirical data and statistical techniques</li> <li>• Communicate ideas and arguments effectively, professionally, and responsibly in writing, orally, and within interpersonal contexts</li> <li>• Demonstrate technical and generic transferable skills and attributes of relevance to post-graduate study and employability in a range of employment contexts relating to crime and the criminal justice system</li> <li>• Articulate the value of learning in a supportive academic environment that develops intellectual potential, professional attitudes, and instils an ethic of life-long learning and responsible citizenship</li> </ul>

## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

- A1. Summarise key themes, theories, and developments in academic criminology and sociology and formulate arguments when stimulated by questions about contemporary issues and policies within the domestic and international criminal justice system
- A2. Outline and apply key theories, concepts, principles, and methodologies that inform an understanding of the meaning of ideas, institutions, processes, and decision making in the criminal justice system
- A3. Explain and evaluate the development of criminological and sociological ideas and policies and identify how social, political, economic, and historical contexts impact on the nature and direction these developments take
- A4. Outline and explain key themes informing policy debates about crime, victimisation, policing, deviance, justice, imprisonment, inequality, gender divisions, social diversity, morality of punishment, and human rights

### Teaching and Learning Methods

Lectures, workshops, skills action plans, case study analysis, interactive research activity, group debate, peer assessment, source searches, career plans, field trip visits to key institutions, revision sessions, study skills support sessions, quantitative and qualitative research methods, handling primary and secondary sources, mock trial, annotated bibliographies, guest lectures and visiting speakers.

### Assessment methods

Oral Presentations, unseen examinations, written extended essays, posters, portfolio, MCQs, research proposal, reflective log, dissertation, reflective learning diary, *viva voce*, case study.

### B. Subject-specific skills

- B1. Demonstrate skills of expression, research, and an ability to communicate in an evidenced and well-structured manner
- B2. Select, apply, and evaluate a range of criminological and sociological theories and methodologies when analysing key themes and developments in theoretical criminology/sociology and policies informing changes in the criminal justice system
- B3. Apply effective strategies when planning research and selecting appropriate methods

B4. Select an appropriate research methodology for a specific area of research.

**Teaching and Learning Methods**

Lectures, workshops, skills action plans, case study analysis, interactive research activity, group debate, peer assessment, source searches, career plans, field trip visits to key institutions, revision sessions, study skills support sessions, quantitative and qualitative research methods, handling primary and secondary sources, mock trial, annotated bibliographies, guest lectures and visiting speakers.

**Assessment methods**

Oral Presentations, unseen examinations, written extended essays, posters, portfolio, MCQs, research proposal, reflective log, dissertation, reflective learning diary, *viva voce*, case study.

**C. Thinking Skills**

C1. Evaluate critically core criminological and sociological themes, issues, and developments in the context of theory, policy, and practice

C2. Engage with relevant criminological/sociological literature and associated conceptual and theoretical issues, core debates and perspectives which comprise the subject area

C3. Identify, source, apply, and evaluate relevant primary and secondary materials

C4. Devise a research question and coherent research project involving independent study, location of appropriate sources and analysis of relevant materials

**Teaching and Learning Methods**

Lectures, workshops, skills action plans, case study analysis, interactive research activity, group debate, peer assessment, source searches, career plans, field trip visits to key institutions, revision sessions, study skills support sessions, quantitative and qualitative research methods, handling primary and secondary sources, mock trial, annotated bibliographies, guest lectures and visiting speakers.

**Assessment methods**

Oral Presentations, unseen examinations, written extended essays, posters, portfolio, MCQs, research proposal, reflective log, dissertation, reflective learning diary, *viva voce*, case study.

**D. Other skills relevant to employability and personal development**

D1. Use IT software and database to identify, access, apply, and evaluate information from a range of media sources

D2. Apply a critical-reflective approach to the analysis and evaluation of arguments and data

D3. Communicate ideas and arguments effectively, both orally and in writing, and use appropriate and engaging presentation techniques

D4. Demonstrate initiative and independence when learning autonomously and as part of a group

D5. Display a range of transferable skills to support life-long learning and employability in a range of

contexts such as effective self, time and priority management, inter-personal negotiation, and

effective communication when planning objectives and attaining outcomes

### **Teaching and Learning Methods**

Lectures, workshops, skills action plans, case study analysis, interactive research activity, group debate, peer assessment, source searches, career plans, field trip visits to key institutions, revision sessions, study skills support sessions, quantitative and qualitative research methods, handling primary and secondary sources, mock trial, annotated bibliographies, guest lectures and visiting speakers.

### **Assessment methods**

Oral Presentations, unseen examinations, written extended essays, posters, portfolio, MCQs, research proposal, reflective log, dissertation, reflective learning diary, *viva voce*, case study.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	CJ3003	<b><u>Compulsory</u></b> Dissertation	30	<b>Bachelor Honours Degree in Criminology and Sociology</b>  Requires 360 credits, including a minimum of 220 at Level 5 or above, and at least 100 at Level 6  <b>Bachelor Degree in Criminology and Sociology</b>  Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	CJ3001	<b><u>Criminology Options: choose ONE</u></b> Perspectives on Cybercrime	30	
	CJ3002	Crimes of the Powerful	30	
	CJ3004	Diversities, Discrimination and Justice in the UK	30	
	CJ3005	Gendered Violence, Crime and Justice	30	
	CJ3006	Trafficking in Vulnerable Persons	30	
	CJ3008	Youth Justice and Crime	30	
	CJ3009	Policing and Security	30	
	CJ3011	Prisons and Society	30	
		<b><u>Sociology Options: choose THREE</u></b>		
	SO3004	Sexy Bodies: Sexuality and the Body	20	
	SO3020	The Sociology of Childhood	20	
	SO3108	Global Social Divisions	20	
	SO3114	Sociology of Disability	20	
	Level 5	CJ2030	<b><u>Compulsory</u></b> Theory and Research Methods in Criminology	



	CJ2031	<b><u>AND</u></b> Understanding Policing and Security	30	credits including a minimum of 100 at Level 5 or above
	CJ2032	<b>OR</b> Perspectives on Prisons and Society	30	
	CJ2033	<b>OR</b> Youth Justice	30	
	SO2214	<b><u>AND</u></b>	20	
	SO1116	Contemporary Thinkers Sociological Ways of Thinking	20	
	SO2002	<b><u>Sociology Options: choose ONE</u></b>	20	
	SO2103	Sociology of Religion Sociology of Social Movements	20	
<b>Level 4</b>	CJ1010	<b><u>Compulsory</u></b> Crime and Justice in Society	30	<b>Certificate of Higher Education</b>  Requires 120 credits at level 4 or above
	CJ1011	Morality and Criminal Justice	30	
	CJ1012	Key Approaches in Criminology: Socio-Cultural Perspectives	30	
	CJ1013	Criminal Justice in Action	30	
<b>Level 3</b>	LWC018	<b><u>Compulsory</u></b> <b><u>Academic Skills in Higher Education</u></b>	30	<b>Successful completion of 120 credits on this Foundation year allows a choice of progression routes onto a range of undergraduate programmes offered by Lancashire Law School, including:</b>  <b>LLB (Hons) Law</b>
	LWC017	<b><u>Key Issues in Law and criminology</u></b>	30	
	LWC001	<b><u>Options</u></b>	20	
	LWC006	<b><u>Family Relationships and the Law</u></b>	20	
	LWC012		20	

		<b><u>Current Issues in Human Rights</u></b>		<b>LLB (Hons) Law with Criminology</b>
	PSC005	<b><u>Introduction to Business Law &amp; commercial awareness</u></b>	20	<b>LLB (Hons) Law with Business</b>
	MLC001	<b><u>Introduction to Psychology</u></b>	20	<b>LLB (Hons) Law with Psychology</b>
	SOC101	<b><u>Skills for language students</u></b>	20	<b>LLB (Hons) Law with International Studies</b>
	CJC002	<b><u>Introduction to Sociology</u></b>	20	<b>BA (Hons) Criminology and Criminal Justice</b>
		<b><u>An Introduction to Criminology</u></b>		<b>BA (Hons) Criminology and Sociology</b>

## 15. Personal Development Planning

Support for personal development planning, and the acquisition of transferable skills, is integrated into the programme by means of specific skills elements built into individual modules; a structured academic advisor and support system; and a range of extracurricular opportunities and activities to reinforce and extend curricular provision.

All modules include a number of structured activities that support formative learning through the development of a range of study skills which support writing, researching, reading, note-taking, oral presentations, negotiation, client interviewing, plagiarism avoidance, CV writing, writing blogs, leadership, peer mentoring, networking, critical reasoning, legal research and citation practice, project planning, professional client care, evaluating web sources, Boolean searches of online data bases, debating, group and teamwork, reflective diaries. Students are expected to demonstrate increased levels of competence when they apply and extend these skills in different modules and across different levels. Competence is demonstrated in a number of ways such as reflective and critical portfolios, summative assessment and formative assessment of learning in small group classes. Feedback on all summative assessments includes formative 'feed forward' comments for students to reflect and act on in the future to improve their knowledge and general skill set. One of the foundations of the teaching philosophy underpinning all modules is that specialist and abstract ideas and knowledge should be placed within a broader social, political, economic, philosophical, and historical context and links to 'real life experience' should be made at every available opportunity so students can ground their knowledge in practical reasoning of relevance to their future employment.

The Academic Advisor system provides a structure within which the outcomes from structured activities, feedback from summative and formative assessment, and curricular engagement is discussed, reflected upon, and captured so students can use the data to support career planning, skills audits to identify strengths and gaps, and prepare job application forms and engage with, and network at, careers fairs. Students are allocated to an academic member of staff for 3 years to support continuity in relationship building. Up to four meetings are scheduled over the course of each academic year. Plans, goals and objectives are agreed at the start of the academic year and the meetings allow students to reflect on progress and identify evolving objectives. An individual learning plan is agreed and this captures experiences, attainment, targets, reflections, and evidence to support development and extension of skills of relevance to future career pathways. Students are therefore encouraged to start thinking about their employability early in the academic cycle and to use both curricula and extra-curricular experiences as opportunities to reflect on as material to evidence skills, values, attributes, and values of use in future graduate employment.

Finally, students are encouraged to extend their curricula skills by engaging with extra-curricular opportunities which allow different dimensions of their personality and skill set to develop in a more rounded way. The School provides opportunities for field trip visits to regional, national and international institutions to enable students to contextualise their learning within broader cultural and institutional contexts; bespoke employability events and activities are arranged which focus on networking and professionalism (Law, Criminology, Criminal Justice careers fairs), aspirational learning (visiting speakers, alumni, University fellows speaking about their work, current issues, and their career journey), participation in competitive competitions for openings/finance (e.g. scholarships, contracts).

## **16. Admissions criteria \***

*\*Correct as at date of approval. For latest information, please consult the University's website.*

The University's minimum standard entry requirements for degree level study is a 12 point profile, made up from one of the following :

- At least two A2 level subjects
- One A2 level subject plus on single award Advanced VCE
- One double or two single award(s)
- Advanced VCE

Other acceptable qualifications include:

- Scottish Certificate of Higher Education
- Higher grade passes
- Irish leaving certificate Higher Grade
- International Baccalaureate
- BTEC National Certificate/Diploma
- Kite marked Access Course

112 Points at A2. DMM at QCFBED. D\*D\* at QCFBD. Pass Access to HE with 112 UCAS Points. Pass IB Dip inc 112 pts from HL subjects. IELTS grade 6 with no subscore lower than 5.5. 5 GCSEs at grade C/4 inc Maths and English or equivalent

**Refer to Section B3.10 of the academic regulations and general entry requirements rather than specific A level points as these can change**

In line with our support of Access to Higher education your application will be considered without this if you can show the ability to enjoy and benefit from degree level studies. We look for alternative or professional qualifications, life experience, motivation and commitment. If you have not studied recently, you may be given a key skills assessment to enable the teaching team to direct support appropriately.

Applications from individuals with non-standard qualifications or relevant work/life experience who can demonstrate the ability to cope with and benefit from degree level studies are welcome. In some cases these non-standard qualifications and experiences can be treated as Accredited Prior Learning or Accredited Prior Experiential Learning (APL/APEL) and form the basis of exemptions from modules in the degree programme. If you have not studied recently you may need to undertake foundation entry programme first. For details of those offered by the University, please contact Course Enquiries on 01772 892400.

#### **17. Key sources of information about the programme**

- School Webpage: [www.uclan.ac.uk/courses/depts.htm](http://www.uclan.ac.uk/courses/depts.htm)
- School Contact: Subject leader tel. 01772 89 3936
- Entry in UCLAN undergraduate prospectus
- Entry in School/ Faculty undergraduate course publicity material
- Entry in undergraduate course directories
- Burnley College <https://www.burnley.ac.uk/UCLan-Courses-Available-social-sciences/>

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	
<b>LEVEL 6</b>	CJ3003	Dissertation	COMP	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CJ3001	Perspectives on Cybercrime	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X
	CJ3002	Crimes of the Powerful	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X
	CJ3004	Diversities, Discrimination and Justice in the UK	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X
	CJ3005	Gendered Violence, Crime and Justice	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X
	CJ3006	Trafficking in Vulnerable Persons	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X
	CJ3008	Youth Justice and Crime	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X
	CJ3009	Policing and Security	O	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X

	CJ3011	Prisons and Society	O	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	SO3004	Sexy Bodies: Sexuality and the Body	O	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	SO3020	The Sociology of Childhood	O	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	SO3108	Global Social Divisions	O	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	SO3114	Sociology of Disability	O	x	x	x	x	x	x			x	x	x		x	x	x	x	x
<b>LEVEL 5</b>	CJ2030	Theory and Research Methods in Criminology	COMP	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	CJ2031	Understanding Policing and Security	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	CJ2032	Perspectives on Prisons and Society	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	CJ2033	Youth Justice	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	SO1116	Sociological Ways of Thinking	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	SO2002	Sociology of Religion	O	x	x	x	x	x	x			x	x	x		x	x	x	x	x

	SO2103	Sociology of Social Movements	O	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	SO2214	Contemporary Thinkers	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
<b>LEVEL 4</b>	CJ1010	Crime and Justice in Society	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	CJ1011	Morality and Criminal Justice	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	CJ1012	Key Approaches in Criminology: Socio-Cultural Perspectives	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x
	CJ1013	Criminal Justice in Action	COMP	x	x	x	x	x	x			x	x	x		x	x	x	x	x

19. LEARNING OUTCOMES FOR EXIT AWARDS:

**Learning outcomes for the award of: Certificate of Higher Education**

<b>A. Knowledge and Understanding</b>
A2. Outline and explain key theories, concepts, principles, and methodologies that inform an understanding of the meaning of ideas, institutions, processes, and decision making in the criminal justice system
A4. Outline and explain key themes informing policy debates about crime, victimisation, policing, deviance, justice, imprisonment, inequality, gender divisions, social diversity, morality of punishment, and human rights
<b>B. Subject-specific skills</b>
B1. Demonstrate skills of expression, research, and an ability to communicate in an evidenced and  well-structured manner
<b>C. Thinking Skills</b>
C3. Identify, source, apply, and evaluate relevant primary and secondary materials
<b>D. Other skills relevant to employability and personal development</b>
D1. Use IT software and database to identify, access, apply, and evaluate information from a range of media sources
D4. Demonstrate initiative and independence when learning autonomously and as part of a group



## Learning outcomes for the award of: Diploma of Higher Education in Criminology and Sociology

<b>A. Knowledge and Understanding</b>
<p>A1. Summarise key themes, theories, and developments in academic criminology/sociology and formulate arguments when stimulated by questions about contemporary issues and policies within the domestic and international criminal justice system</p> <p>A2. Outline and explain key theories, concepts, principles, and methodologies that inform an understanding of the meaning of ideas, institutions, processes, and decision making in the criminal justice system</p> <p>A4. Outline and explain key themes informing policy debates about crime, victimisation, policing, deviance, justice, imprisonment, inequality, gender divisions, social diversity, morality of punishment, and human rights</p>
<b>B. Subject-specific skills</b>
<p>B1. Demonstrate skills of expression, research, and an ability to communicate in an evidenced and well-structured manner</p> <p>B2. Select, apply, and evaluate a range of criminological theories and methodologies when analysing key themes and developments in theoretical criminology/sociology and policies informing changes in the criminal justice system</p>
<b>C. Thinking Skills</b>
<p>C2. Engage with relevant criminological/sociological literature and associated conceptual and theoretical issues, core debates and perspectives which comprise the subject area</p> <p>C3. Identify, source, apply, and evaluate relevant primary and secondary materials</p>
<b>D. Other skills relevant to employability and personal development</b>
<p>D1. Use IT software and database to identify, access, apply, and evaluate information from a range of media sources</p> <p>D3. Communicate ideas and arguments effectively, both orally and in writing, and use appropriate and engaging presentation techniques</p> <p>D4. Demonstrate initiative and independence when learning autonomously and as part of a group</p>

## Learning outcomes for the award of: Bachelor Degree in Criminology and Sociology

<b>A. Knowledge and Understanding</b>
A1. Summarise key themes, theories, and developments in academic criminology/sociology and formulate arguments when stimulated by questions about contemporary issues and policies within the domestic and international criminal justice system
A2. Outline and explain key theories, concepts, principles, and methodologies that inform an understanding of the meaning of ideas, institutions, processes, and decision making in the criminal justice system
A3. Explain and evaluate the development of criminological/sociological ideas and policies and identify how social, political, economic, and historical contexts impact on the nature and direction these developments take
A4. Outline and explain key themes informing policy debates about crime, victimisation, policing, deviance, justice, imprisonment, inequality, gender divisions, social diversity, morality of punishment, and human rights
<b>B. Subject-specific skills</b>
B1. Demonstrate skills of expression, research, and an ability to communicate in an evidenced and well-structured manner
B2. Select, apply, and evaluate a range of criminological/sociological theories and methodologies when analysing key themes and developments in theoretical criminology and policies informing changes in the criminal justice system
B3. Apply effective strategies when planning research and selecting appropriate methods
<b>C. Thinking Skills</b>
C1. Evaluate critically core criminological/sociological themes, issues, and developments in the context of theory, policy, and practice
C2. Engage with relevant criminological/sociological literature and associated conceptual and theoretical issues, core debates and perspectives which comprise the subject area
C3. Identify, source, apply, and evaluate relevant primary and secondary materials
<b>D. Other skills relevant to employability and personal development</b>
D1. Use IT software and database to identify, access, apply, and evaluate information from a range of media sources

D2. Apply a critical-reflective approach to the analysis and evaluation of arguments and data

D3. Communicate ideas and arguments effectively, both orally and in writing, and use appropriate and engaging presentation techniques

D4. Demonstrate initiative and independence when learning autonomously and as part of a group

D5. Display a range of transferable skills to support life-long learning and employability in a range of contexts such as effective self, time and priority management, inter-personal negotiation, and

effective communication when planning objectives and attaining outcomes