

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) Criminal Justice*

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<b>Version number</b>	4
<b>Faculty</b>	Faculty of Business and Social Sciences
<b>School</b>	School of Law, Social and Behavioural Sciences
<b>Department</b>	Department of Criminology, Politics and Sociology
<b>Delivery Institution</b>	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Criminal Justice
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert HE Criminal Justice Ordinary degree Criminal Justice Dip HE Criminal Justice
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UPCRJ1CRJ20 UFCRJ1CRJ20
<b>UCAS code</b> <i>For each pathway</i>	N/A

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	
<b>Location:</b>	Penrhyn Road
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time Part-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3 Part-time - 6 With Professional Placement - 4
<b>Maximum period of registration:</b>	Full-time - 6 Part-time - 12 With Professional Placement - 8
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are: From A levels: 112-128 UCAS tariff points (to include at least two A-levels or equivalent qualifications). BTEC National: Distinction, Merit, Merit (DMM) Access Diploma: Pass</p> <p>A minimum IELTS score of 6.0 (with no element below 5.5), or equivalent is required for those for whom English is not their first language.</p> <p>Entry is normally at Level 4 with A-level or equivalent qualifications (See section D).</p>

	<p>Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.</p> <p>Applications for Recognition of Prior Learning may be made through the University Admissions Department and is at the discretion of the course team.</p> <p>For some optional modules on this course Disclosure and Barring Services (DBS) clearance may be required.</p>
<b>Programme Accredited by:</b>	N/A
<b>QAA Subject Benchmark Statements:</b>	<p>Criminal Justice does not have a separate subject benchmark. It is a subsection of both Criminology and Social Policy.</p> <p>Criminology 2022 and Social Policy 2019</p>
<b>Approved Variants:</b>	<p>Students may take up to four 15-credit modules at level 5 and 6 rather than the regulatory maximum of two 15-credit modules per year. This allows students greater choice across the curriculum and the ability to specialise in a wider range of areas.</p>
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	n/a
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## SECTION 2: THE COURSE

### A. Aims of the Course

The BSc (Hons) Criminal Justice programme is a comprehensive course designed for students interested in pursuing a career in the Criminal Justice System (e.g., the police, prison, or probation services) or associated areas such as advocacy, youth work, private security, or criminal justice policymaking. The course emphasizes the development of nine graduate attributes which are vital for careers in these and other areas, as well as for citizenship, after course completion. Graduate attributes include: an ability to engage in creative problem solving; having a questioning mindset; being enterprising; the ability to work collaboratively; digital competency; and the qualities of adaptability: resilience, empathy and self-awareness. These attributes are developed throughout the programme, but they are particularly a point of focus in the university's unique Future Skills programme which scaffolds personal development and the application of knowledge to problems and real-world situations through the stages of Navigate-Explore-Apply. A unique feature of the course is therefore its comprehensive emphasis on the relevance and application of learning to contexts beyond the classroom. Students engage in case studies, debates, research, and problem-solving exercises to develop practical skills relevant to the criminal justice field and future employers. Guest speakers from professional backgrounds provide valuable insights into the work of criminal justice professionals, enhancing students' understanding of the field. The course also takes advantage of its location at the heart of a vibrant London Borough to encourage students learning through field visits, internships, and placements. Several crown courts, prisons and police services are readily accessible from Kingston University; and the area is also home to the local authority, as well as campaign groups and charities.

Throughout the course students progress through levels of study. In the first year, they establish a solid foundation of criminal justice knowledge. This includes criminological theory addressing the causes of crime and societal responses to it; the nature of social order and control; and the structure of the criminal justice system in England and Wales. Students also learn key social research methods to support their future study and take part in the first of three tiers in the Future Skills programme – Navigate - to support access to future employment. At the second level, students delve deeper into topics such as policing, prisons and probation, diversity and discrimination in the criminal justice system, crime prevention, and victim support. Students also engage in the second tier of Future Skills – Explore – through the social science module Researching Social Problems. In this module students work to consider the complexities of problems relating to crime, criminal justice and wider society and develop problem-solving, policy-making and design skills to develop solutions. The final level builds on the applied nature of the course, exploring topics such as alternative dispute resolution, cases of miscarriages of justice, youth justice and criminal justice in an international context. Students also have an opportunity to undertake a voluntary internship with a criminal justice organization. The culmination of the course is the Criminal Justice Project which is organized around the third Future Skills tier – Apply. In this module students work on a live-brief set by an employer and present their findings and conclusions at a student conference, which they help to organize, thereby gaining a variety of skills and experiences relevant to the workplace. During this module students also construct their personal careers profile in preparation for securing graduate employment. Students who wish to enhance their work experience have the option of undertaking a year-long industry placement, between Levels 5 and 6. Or for wider experience to enhance their CV, students can opt to study abroad at Level 5, or take an extra study abroad year between Levels 5 and 6.

By the end of the course, students will have developed a comprehensive understanding of the criminal justice system and acquired practical skills and experience relevant to real-world settings and employment.

### Summary of Course Aims

The programme aims to:

- Develop a comprehensive understanding of the institutions, processes, and legal foundations of the criminal justice system in England and Wales.
- Equip students with a comprehensive and critical understanding of justice theories and debates, making connections between theories of crime, victimization, and crime control.
- Develop students' analytical skills to enable them to describe and critically evaluate the development of criminal justice policy and the administration of criminal justice in national and international contexts.
- Equip students to make ethically sound judgements in relation to research and the evaluation of criminal justice practice.
- Develop in students the skills and graduate attributes required to secure and excel in graduate-level employment, research, further study, and lifelong learning.
- Enhance students' ability to recognize, demonstrate, and effectively articulate their skills in the context of criminal justice and other professions.
- Provide students with opportunities to acquire practical experience and industry connections relevant to the criminal justice system and beyond.

### **B. Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated [Criminology 2022 and Social Policy 2019] and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). They relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the areas indicated below.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Institutions – Communicate a comprehensive knowledge of the institutions, processes and legal foundations of the Criminal Justice System in England and Wales.	B1	Describe and analyse information, data, and evidence	C1	Information, Communication and Technology <ul style="list-style-type: none"> <li>• Use ICT to present text/numerical information and images.</li> <li>• Be able to make appropriate use of electronic communication.</li> <li>• Produce a document that incorporates and combines different types of information.</li> <li>• Search for, retrieve and store information using ICT resources.</li> <li>• Use on-line communications systems, including the learning management system, to obtain and send information.</li> </ul>
A2	Information, Communication and Technology <ul style="list-style-type: none"> <li>• Use ICT to present text/numerical information and images.</li> <li>• Be able to make appropriate use of electronic communication.</li> <li>• Produce a document that incorporates and combines different types of information.</li> </ul>	B2	Identify, contextualise, and critically evaluate problems and policies.	C2	Project management and problem solving <ul style="list-style-type: none"> <li>• Collect information from primary and secondary sources selectively.</li> <li>• Read, select, extract, and collate information from written, spoken, or other appropriate sources.</li> <li>• Employ ethical sensitivity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Search for, retrieve and store information using ICT resources.</li> <li>• Use on-line communications systems, including the learning management system, to obtain and send information.</li> </ul>				<ul style="list-style-type: none"> <li>• Evaluate and present information in suitable formats.</li> <li>• Be able to appreciate issues of selection, accuracy and uncertainty in the collection and analysis of information.</li> </ul>
A3	Theory - Demonstrate a critical understanding of key concepts and theoretical approaches which have been developed in relation to crime, victimisation, and responses to crime through the criminal justice system (including policing, the judiciary, prisons, and probation).	B3	Deconstruct, explain, and critically evaluate theoretical concepts, ideas, and arguments.	C3	<p>Communication Skills</p> <ul style="list-style-type: none"> <li>• Contribute effectively to group discussion.</li> <li>• Make a presentation.</li> <li>• Produce written materials in a variety of formats using the English language at all times with scrupulous care and accuracy.</li> <li>• Incorporate tables, charts, graphs, or diagrams into documents.</li> </ul>
A4	Social Complexity - Demonstrate a critical understanding of the dimensions of social divisions and social diversity in relation to the administration of criminal justice nationally and internationally.	B4	Formulate questions, investigate, and provide nuanced answers and solutions.	C4	<p>Teamwork &amp; Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Work effectively with others to achieve a goal.</li> <li>• Be an effective and communicative member of a team.</li> <li>• Work as part of a team</li> <li>• Review and evaluate progress of groups and collective performance.</li> <li>• Identify ways of improving the performance of groups and their own contribution to groups</li> </ul>
A5	Research - Demonstrate a detailed understanding of the methods and principles of social research as applicable to criminal justice topics, and of the ethical principles	B5	Undertake systematic management of empirical data and complex factual information.		

	governing criminal justice research.				
A6	Principles - Demonstrate an understanding of the legal principles, human rights and civil liberties which are applicable to the different stages of the criminal justice process, and to all official responses to crime and deviance.	B6	Construct clear, logical, and critically informed argument.		



In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

The outline programme structure is set out in the table below. Full details of each module are be provided in module descriptors and student module guides.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for several reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

The optional modules at levels 5 and 6 allow students to broaden their understanding of a range of issues relevant to the criminal justice system. The coherence of the course is maintained through the core modules, and all programme learning outcomes, key skills and graduate attributes are developed through the core modules.

#### BSc (Hons) Criminal Justice

<b>Level 4</b>							
<b>BSc (Hons) Criminal Justice</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Crime, Law and Justice	CM4002	30	4	TY13		1	1
Foundations in Criminological Theory	CM4001	30	4	TY13		1	1
Introduction to Research Methods	SO4006	30	4	TY13		1	1
Social Order and Social Control	CM4005	30	4	TY13		1	1
<b>Optional Modules</b>							

Progression to Level 5

Level 4 provides the foundations of the programme in Criminal Justice. CM4001: Foundations in Criminological Theory considers the development of the academic study of crime, including definitions of crime, perspectives on and explanations for the causes of crime. These theoretical perspectives offer tools to evaluate responses to crime through the criminal justice system elsewhere in the programme. CM4002 Crime, Law and Justice sets out the various institutions of criminal justice system in England and Wales. It considers key concepts in policing, sentencing, an introduction to criminal law, principles of human rights and the prison system. CM4005 Social Order and Social Control situates justice in general, and criminal justice in particular, within wider conceptualisation, debates, and theories of the maintenance of social order.

SO4006 Introduction to Research Methods equips students with the fundamental tools for quantitative and qualitative social research. It encourages students to pose questions and design strategies to address them. This module also has a particular focus on Future Skills for employment and personal development with its embedded Navigate component. Alongside exploring problems using social science methods, students are also introduced to the idea of graduate attributes and are asked to reflect on their own personal development in relation to them.

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Criminal Justice.

<b>Level 5</b>							
<b>BSc (Hons) Criminal Justice</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Criminal Justice: Policing, Prison and Probation	AUG-24-07719	30	5	TY13		1	1
Researching Social Problems (Explore)	CM5012	30	5	TY13		1	1
<b>Optional Modules</b>							
Crime Prevention and Community Safety	CM5011	15	5	TB2		2	2
Criminal Law	LL5302	30	5	TY13		2	2
Diversity and Discrimination in the Criminal Justice System	CM5004	30	5	TY13		2	2
Fear of Crime and Victim Support	AUG25-07819	15	5	TB1		2	2
Law and Society	AUG25-07818	15	5	TB1		2	2
Securing Human Rights: Contemporary Themes and Issues	PO5004	30	5	TY13		2	2

## Progression to Level 6

Level 5 core modules provide an in-depth analysis of key institutions within the criminal justice system, namely the police and prison and probation services. In the first half of CM50xx Criminal Justice: Policing, Prisons and Punishment, the module considers the role and legitimacy of the police and the practice and lived experience of policing. In the second half theories and debates about the nature of punishment as part of justice are explored alongside the reality of prison life; the issues associated with release, probation, reoffending and reintegration. CM5xxx Researching Social Problems is concerned with the use of social science theory and method to respond to social problems. As such, it forms the second Future Skills module – Explore. During the module students utilize graduate attributes to analyse complex problems and suggest solutions or policy. Students then draw on their research to take part in a Graduate Assessment Centre as part of the module, and then are in a position to critically evaluate their personal development.

Alongside the 60 credits of core modules, students can choose from a list of options to complete the remaining 60 credits of Level 5. The selection of options provides further specialisms in relation to different aspects of the exercise of criminal justice.

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 5.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Criminal Justice.

Students on this course may opt to replace this Level 5 programme with a Study Abroad programme approximating an equivalent range of learning outcomes, as approved by the Head of Department. Alternatively, students may opt to take a sandwich year before progressing to Level 6. The sandwich year may consist of a placement in industry or study abroad.

<b>Level 6</b>							
<b>BSc (Hons) Criminal Justice</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Alternative Dispute Resolution	LL6607	30	6	TY13		3	3
Criminal Justice Project (Apply)	AUG26-07820	30	6	TY13		3	3
<b>Optional Modules</b>							
Applied Social Science	AUG-25-07724	30	6	TY13		3	3
Criminology and the Law	CM6008	15	6	TB1		3	3
Drugs and Criminal Justice	AUG-25-07726	15	6	TB1		3	3
Evidence and Miscarriages of Justice	AUG-25-07723	15	6	TB2		3	3
Justice in Principles and Practice	AUG-25-07725	30	6	TY13		3	3

Migration in a Global Context	SO603 6	15	6	TB2		3	3
Youth Justice	AUG- 25- 07722	15	6	TB1		3	3

Level 6 requires the completion of

Level 6 has two core modules. Criminal Justice Project is the final module in the Future Skills programme and embeds the Apply learning outcomes. Students engage in an independent research project in response to a live brief provided by an employer. The research is presented as a report and a presentation at a student conference. Students are involved in the organization of the conference. As such, students practice key graduate skills related to employability. In addition, students draw on their experience from the module and the wider programme to create a career plan and comprehensive, evidence-based CV. This is intended to leave students in a strong position to apply for graduate jobs.

Students also take LL6607 Alternative Dispute Resolution. This module provides students with a perspective on achieving justice in the case of disputes outside of the court system. It equips students with principles and skills in mediation which are useful in many contexts beyond graduation.

Option modules at level 6 allow students to broaden their knowledge of criminal justice and specialise in particular areas of study. They also have the option of undertaking a voluntary internship in a criminal justice setting, which provides a real-world experience of the criminal justice system in practice.

Students on this course may take up to four 15-credit modules in any one year, as an approved variant on University regulations.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 and at least 60 credits at level 6 are eligible for the award of Ordinary degree in Criminal Justice. Students exiting with 120 credits at level 6 will be eligible for the award of BSc (Hons) Criminal Justice.

#### **D. Principles of Teaching, Learning and Assessment**

Our students come from diverse academic and social backgrounds and their learning and skills development needs vary accordingly. To reflect this, the Criminal Justice programme has been designed around KU Curriculum Design principles and Inclusive Curriculum Framework. The programme's learning and teaching strategy has a wide range of methods of teaching but there is an overarching aim of creating for students a sense of active and productive participation in an academic community committed to the understanding of crime and criminal justice.

The curriculum has been designed with a clear path of progression for academic skill development and application in critical reading, writing, presentations, digital literacy, research, reasoning, and independent study, leading to an ability to produce new knowledge. Graduate attributes are also developed and refined in the process, especially but not exclusively through core modules. This means that upon completion of the course students should have skills in creative problem-solving, they should have a questioning mindset, be

enterprising and able to work collaboratively. They should have digital competency; be adaptable, resilient, empathetic and self-aware.

A sense of cohort identity is developed and strengthened through fieldwork exercises in small teams, visits, group projects and tutor groups. Real life applications of subject specialisms are built into the programme through practitioner engagement in teaching, academic staff's own research informed teaching, analysis of real-life case studies, practitioner-led assessment briefs, placements, and internships. Students are also encouraged to participate in the wider criminological disciplinary community, undertake voluntary roles in criminal justice organizations, and attend extra-curricular activities such as research seminars and Departmental events.

### *Research Informed Teaching*

Most of the course team are research active and/or are involved in policy and evaluation related professional activities, through Knowledge Transfer Partnerships or other direct involvement with government or third sector organisations. These activities play a major part in informing the course design and curriculum content. For example, several staff have knowledge transfer relations with police forces and their research has informed police practices. Other staff come from practitioner backgrounds including the probation service and an NGO concerned with drug policy and legal advice.

Staff also engage widely with the research and development of ideas in teaching and learning in Higher Education and into wider pedagogic issues which will then feed through to support student learning and engagement in the programme, both formal and extra-curricular.

### *The Personal Tutor Scheme*

All students are assigned a personal tutor at the beginning of their first year with the intention that they will stay with the student throughout the degree.

The Personal Tutor Scheme has been designed to support students in the development of their academic skills by providing appropriate advice and guidance to students throughout their studies with the purpose of helping them become self-reliant and confident self-reflective learners. The individual relationship with a personal tutor is a key element in monitoring of student progress and welfare across the course and formative assessment is provided in the form of feedback during a timetable of scheduled and regular meetings. At level 4 personal tutor classes are timetabled for the first seven weeks of Teaching Block 1 and the first week of Teaching Block 2. The classes are associated with CM4001 and utilize a Departmental personal toolkit to ensure uniformity of student experience. Under the guidance of the tutor, the toolkit guides students through the use of learning resources, study skills, good practice in academic integrity and the development of employability skills. These sessions provide a basis for cohort identity formation; socialising in small groups eases the transition to university life. Personal tutors have some involvement in marking their tutees work, particularly in relation to the Navigate (Future Skills) element of SO4006. There is much value in getting to know the students through the personal tutor classes, which then lead into individual conversations about academic progress and career aspirations. Personal tutors are frequently asked to provide references for graduate tutees, to employers or course leaders for post-graduate study.

### *Technology Enhanced Learning*

Canvas virtual learning environment provides excellent opportunities for designing and delivering a wide range of innovative technology enhanced learning tools to enable students to link their 'personal' digital worlds to 'public' academic worlds. Links to online resources are frequently used – for example, to TED talks or Box of Broadcasts. Reading resources are

made available to students on My Reading List and wherever possible resources are provided in electronic format as well as hard copy. Additionally, staff use a variety of technologies such as Mentimeter and Padlet to enhance engagement; various industry-relevant technologies are also taught (e.g., R and SPSS). MS Teams is used for supporting contact with students and recording support videos too. This enhances accessibility for students who wish to review class content. Accessibility is further enhanced with this technology where transcripts and captions are provided. Staff also keep abreast of innovations in technology – such as AI programmes – via the University’s LTEC resources. The constant use, updating and teaching of a variety of technologies mean that students develop digital competency as a graduate attribute.

### *Assessment*

The overall assessment regime for the course is designed to help students learn and to demonstrate that they have met the learning outcomes of the programme and of each level of study. A range of assessment strategies are used to encourage a variety of skills and to accommodate students’ different learning styles throughout the programme. Methods include formal reports, essays, critical literature reviews, portfolios, field work reports, presentations, exams, briefing papers, impact analysis, and case studies. Where possible, assessments are designed to be directly relevant to employment and other ‘real world’ settings are also used. For example, pre-sentence reports, critical case study reviews, policy submission, and so on. Care is taken by level tutors and the course team to minimize peak loading of summative assessment. All assessments in the programme are reviewed by the course team to ensure level parity and prevent overlap or duplication prior to being sent to External Examiners for information.

All modules provide explicit formative opportunities, including self-evaluation, for practice and constructive ‘feed forward’ which are designed to help students reach their full potential in summative assessment. Indicative examples of this include seminar and workshop sessions working through practice questions, peer critiquing drafts, reviewing ‘model’ answers and past essays.

### *Academic Skills*

The development of academic skills is woven throughout the course and summatively assessed. In the first year there is an emphasis on developing basic research, information retrieval and study skills, and where necessary to provide additional support from the Faculty’s academic skills centre and the University’s English for Academic and Professional Development programme, or other tailored support. At subsequent levels students strengthen their analytic, interpretative and communication skills and by graduation can demonstrate the problem-solving, evaluative, and reflective skills intrinsic to the discipline and the graduate attributes needed for self-managed, lifelong learning.

## **E. Support for Students and their Learning**

Students are supported by:

- Module leader for each module
- Personal tutor to advise on academic and non-academic issues. Personal tutors are a key point of contact for support on the Future Skills programme including the Navigate, Explore and Apply pathways.
- Course Director to help students understand the programme structure.
- Technical support to advise students on IT and the use of software.
- Student Hub to help with administrative matters.

- An induction programme at the beginning of the programme, and reinduction at the beginning of levels 5 and 6.
- Course Representatives and Student Voice Committees to raise points of student concern at the course level.
- Faculty Academic Skills Centre
- Canvas – a versatile online interactive intranet and learning environment.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Students with disability - student support
- The Students' Union
- Careers and Employability Service
- Placement Tutor and support team to meet with the students on a placement year.
- Guest speakers to ground academic learning in real world contexts.
- The Social Science Café which delivers a range of events to enhance community belonging and encourage graduate employment.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

## **G. Employability and work-based learning**

Careers and employability are at the heart of this programme to help students into graduate jobs. Examples of graduate destinations within the criminal justice system include the police, the prison and probation services, advocacy, youth work, and criminal justice policymaking. Beyond this, the degree sits with other social science programmes to give entry to further postgraduate study, including vocational qualifications such as legal practice, social work, or teaching; as well as other spheres of employment in areas such as human resources, civil service, local government and policymaking, social research, and other people related professions.

To help ensure students are aware of graduate jobs relevant to their degree, we have a programme of activities which are designed to inform and inspire students. For example, our Social Science Café offers Q&As with professions, sessions with alumni, and events on postgraduate studies. We have a careers festival, arrange field visits to employers (such as courts and prisons), encourage students to participate in the Elevate and Beyond Barriers Mentoring Scheme and engage with the Kingston Award.

A unique feature of the programme compared with those in other institutions is the Future Skills strategy. We embed employability at the core of the curriculum. Level 4 students are introduced to the importance of graduate attributes at the first tier of Future Skills – Navigate. At this level the emphasis is on learning skills to define and research social science

problems and to reflect on personal strengths and areas for development in relation to graduate attributes.

At Level 5 students build on Future Skills. The Explore learning outcomes are embedded in the Researching Social Problems module where students learn to analyse a complex social problem, research different elements of the problem, and work collaboratively in a group to find solutions and present information to a wide audience through a webpage. Additionally, students on this module draw on their research to present their ideas at an Academic Assessment Centre run through the Faculty. Students also engage in a group activity at the Centre, for which they have been prepared in their group work on the module. Additionally, they have a mock interview for a graduate job. As part of the assessment for this module students reflect on this experience and their personal development. Level 5 also requires students to work on live-brief or problem relevant to a criminal justice employer. This gives students more experience in real-world situations.

Students may complete a sandwich year after Level 5 working in a paid-placement supported by the Faculty placement team as well as academics from the Department of Criminology, Politics and Sociology.

At Level 6 students complete the Future Skills journey through the Criminal Justice Project which requires them to apply their learning to an employer-led brief through research, provide a written report on their findings and organise a student conference to present their work to a wider audience. Additionally, during this module students also produce a career plan and evidence-based CV to provide a strong basis on which to apply for graduate jobs after completing their course.

As well as these core modules, other modules further employability skills and graduate attributes. For example, assignments are designed to be relevant to tasks undertaken in jobs. Modules frequently have guest speakers from professional practice who demonstrate the link between classroom learning and the practice of criminal justice activities. At Level 6 students can also complete a 40-hour voluntary internship through the Applied Social Science module and gain practical experience for credit as well as an opportunity to critically evaluate work-based practices and culture at first hand.

Finally, we have a range of measures to prepare students at Level 6 for transitioning into careers. Personal tutors meet with their tutees in teaching block one to discuss their plans and encourage students to sign up for the Graduate Community. Personal tutors provide academic references for potential employers. Students are also encouraged to engage with the Graduate Internship Programme offered by KU's Placement and Partnership team, and to engage in Faculty and University employer-engagement events.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

See above

## **H. Other sources of information that you may wish to consult**

The benchmark statements for this course are primarily situated in the benchmarks for Criminology 2022. There is some overlap with Social Policy 2019 benchmarks too. Other sources of information include the course page on the KU website; the British Society of Criminology.



## I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5							Level 6								
	CM4001	CM4002	CM4005	SO4006	AUG-24-07848	CM5012	AUG25-07849	AUG25-07848	PO5004	CM5011	CM5004	LL5302	LL6607	SO6036	AUG-25-07848	AUG-25-07849	AUG-25-07848	AUG-25-07849	CM6008	AUG26-07820
Knowledge & Understanding	A1	S				S		S		S	S	S	S		S	S	S			
	A2	S			S	S		S		S	S			S		S	S		S	
	A3	S				S		S		S	S	S				S	S	S		
	A4	S	S	S	S	S				S	S	S	S	S			S	S	S	S
	A5					S	S								S				S	
	A6	S	S					S		S				S	S		S		S	S
Intellectual Skills	B1	S	S		S	S	S	S	S	S	S	S	S		S	S				S
	B2	S	S	S	S	S		S	S	S	S	S	S	S	S		S	S	S	S
	B3	S	S	S		S		S	S		S		S	S	S		S	S	S	S
	B4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B5				S			S	S				S				S		S	
	B6	S	S	S		S		S	S		S		S	S	S	S	S	S	S	S
Practical Skills	C1	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C2				S	S		S					S		S	S			S	S
	C3	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C4					S							S		S					

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**