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Programme Specification

Title of Course: *BSc (Hons) Criminology*

Date first produced	02/11/2012
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Version number	7
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Criminology, Politics and Sociology
Delivery Institution	Kingston University

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

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Criminology
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Cert HE Criminology DipHE Criminology Ordinary degree Criminology
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	LM39

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Criminology with Foundation Year
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	Full field
Minimum period of registration:	Part-time - 6 Full-time - 3
Maximum period of registration:	Part-time - 12 Full-time - 6
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: 112 points single honours; 112-128 points joint honours.

	BTEC: Distinction, Merit, Merit (DMM) from a social science related BTEC Extended Diploma Access Diploma: Plus: GSCE (A*-C) in English Language and Mathematics A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.
Programme Accredited by:	*n/a*
QAA Subject Benchmark Statements:	Criminology
Approved Variants:	There are no variants to the Undergraduate Regulations
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

Criminology as an accredited academic field of study is characterised by the diversity in its academic locations and theoretical orientations. There are three principal domains in which undergraduate criminology courses in the UK are offered: Law and Criminal Justice; Social Science and Social Policy; Forensic Sciences. This programme is firmly anchored in a Social Science and Social Policy disciplinary framework. It is designed to enable students to apply a wide range of theoretical and methodological tools from the social sciences in order to develop a fully informed understanding of the social, psychological and personal context of all aspects of crime, victimisation and policy responses to crime and deviance. Students can also study Criminology as a joint degree with a number of other subjects, for example Psychology, Sociology and Forensic Science.

The course emphasises the importance of students acquiring a socially grounded approach towards crime and justice through the opportunities at all levels that students have to undertake community-based fieldwork, including visits and experience of work with practitioners, advocates or campaigners. Students are encouraged to get involved in specialist volunteering from an early stage in the programme and have the opportunity to continue an attachment throughout the course and take a work-based learning module for credit in their final year.

The course is made up of core modules in the first year which provide students with a solid empirical and theoretical grounding in the social and legal construction of crime, deviance and victimisation; as well as the acquisition of research skills to identify, access, interrogate and analyse crime related policy and data sources. In the second-year students build on these core competencies, and through fieldwork-based projects begin to develop a critical awareness of the values of local cultures and local politics in the construction of perceptions of crime and policies of crime control. They also will be developing and applying reflective learning skills as they acquire the confidence to explore the significance of their own values, biography, and social identity, in the shaping of their academic understandings of crime and victimisation.

In the final year students have the opportunity to undertake a sustained piece of research in a Dissertation on a topic area in which they have developed a particular interest. Students may undertake empirical work for their dissertation and put the learning, skills and knowledge gained throughout their criminology degree to use in making connections between their theoretical academic research and its application in relation to real-world problems. At the heart of the module is the recognition that the study of criminology incorporates a range of key skills including complex problem-solving, project management, research design and information retrieval, as well as negotiation and communication skills, all of which are crucial to future graduate employability.

Our graduates are widely regarded as having the academic and practical experience to enable them to develop career paths in a range of areas connected directly and indirectly with criminal justice systems. Because of the strong research and evaluation emphasis in the curriculum, graduates are also well placed to join independent and governmental policy/research units.

The main aims of the minor field are:
- to introduce students to criminology as an academic field of study
- to enable students to make connections between theories of crime and crime control
- to provide students with an introduction to the institutions, processes and legal foundations of the criminal justice system in England and Wales

- to enable students to understand theories of punishment and evaluate the role and purpose of punishment in modern societies
- to introduce students to the history, culture and techniques of policing
- to provide students with the knowledge, understanding and skills to critically engage with debates about transnational crime, international policing, and human rights.

Additional aims of the half field are:
- to provide students with the analytical skills and knowledge to enable them to evaluate a range of different theoretical positions, arguments and empirical material in current criminological literatures and debates
- to enable students to critically evaluate representations of victimisation, crime and deviance
- to extend students' knowledge of additional related topic areas in the field of crime and crime control.

Additional aims of the major field are:
- to extend and deepen students' knowledge and critical understanding of a range of theoretical and applied approaches to specialist topics in criminology.
- to establish a sound foundation from which are enabled to develop career paths in either criminal justice applications or broader related areas of policy making and evaluation.

Additional aims of the full field are:
- to promote scholarship by offering students the opportunity to acquire skills and operational practice in research and enabling them to have the confidence and ability to make a positive contribution to knowledge in the field
- to encourage self–reflection and reflective practice as an integral element in critical thinking
- to foster a sense of civic contribution and participation by offering students the opportunity to engage with and work alongside practitioners, policy makers, service users and providers.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.
The programme outcomes are referenced to the QAA subject benchmarks for Criminology (2019) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student.

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 On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A2	demonstrate an understanding of the dimensions of social divisions and social diversity in relation to criminological topicsFull/Major/Half/Minor	B6	demonstrate their ability to be independent autonomous learners and engage in reflective practice. Full	C5	prepare formal policy reports and briefing papersFull/Major/Half/Minor
A6	demonstrate an understanding of the construction and influence of representations of crime, crime control and victims Full.	B5	gather, retrieve and synthesise data and use it to sustain an argumentFull	C4	plan, manage and execute a fieldwork-based studyFull
A5	demonstrate an understanding of the local, national, and international contexts of crime,victimisation, and policy responses to crime and deviance. Full/Major/Half/Minor	B4	evaluate the merits and diversity of objectives of competing responses to crime and deviance, including the protection of human rightsFull/Major/Half/Minor	C3	develop appropriate research relationships with research subjectsFull
A4	demonstrate an understanding of the principles of legal principles, human rights and civil liberties which are applicable to policing, to the different stages of the criminal justice process, and to all official responses to crime and devianceFull/major/half/minor	B2	deconstruct and explain complex social problems in terms of criminological theoryFull/Major/Half/Minor	C2	analyse digital data and search specialist databases using relevant software Full/Major/Half/Minor
A3	demonstrate an understanding of the methods and principles of social research as applicable to criminological topics and of the ethical principles governing criminological researchFull	B1	identify and contextualise criminological problems, formulate questions and investigate them.Full/Major/Half/Minor	C1	present data and evidence in an appropriate format for a variety of audiencesFull/Major/Half/Minor
A1	demonstrate an understanding of key concepts and theoretical approaches which have been	B3	objectively analyse, assess and communicate empirical information about crime, victimisation,	C6	operate safely and ethically in a field setting without supervision. Full

	developed in relation to crime, victimisation and responses to crime and devianceFull/Major/Half/Minor		responses to crime and deviance, and representations of crimeFull/Major/Half/Minor		

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

This programme is offered in full-time/part-time mode and leads to the award of BSc (Hons) Criminology. Entry is normally at Level 4 with A-level or equivalent qualifications (see section D). Transfer from a similar programme 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.
Each level is made up of four modules each worth 30 credit points (with the exception of a 60-credit extended dissertation option at Level 6). Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g., professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.
This course permits progression from level 4 to level 5 with 90 credits at level 4 or above, and also permits progression from level 5 to level 6 with 90 credits at level 5 or above Any outstanding credits from level 4 must be passed before progression to level 6.
For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification.

BSc (Hons) Criminology

Level 4							
BSc (Hons) Criminology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Crime, Law and Justice	CM4002	30	4	1 and 2		1	1
Foundations in Criminological Theory	CM4001	30	4	1 and 2		1	1
Introduction to Research Methods\r	SO4006	30	4	1 and 2		1	1
Social Order and Social Control	CM4005	30	4	1&2			
Optional Modules							

Progression to Level 5

Full field students must take CM4001, CM4002, CM4005 and SO4006
Half field students must take * CM4001 and CM4002
Major field students must take * CM4001 and CM4002
Minor field students must take * CM4001

Students exiting the programme at this point who have successfully completed 120 credits
are eligible for the award of Certificate of Higher Education.

Level 5							
BSc (Hons) Criminology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Policing and Punishment	CM5006	30	5	1&2			
Researching Law and Society	CM5008	30	5	1&2			
Optional Modules							
Crime on Screen	CM5019	15	5	1		2	3
Crime Prevention and Community Safety	CM5011	15	5	2		2	3
Culture and Harm in the Digital Age	CM5010	15	5	2	None		
Diversity and Discrimination in the Criminal Justice System\r	CM5004	30	5	1&2	None		
Globalisation and Social Change	SO5013	30	5	1 and 2		2	3
Securing Human Rights: Contemporary Themes and Issues	PO5004	30	5	1&2	None		
Youth Crime	CM5020	15	5	1	None		

Progression to Level 6

Students take CM5006, CM5008 and 60 credits from the option list
Students exiting the programme at this point who have successfully completed 120 credits
are eligible for the award of Diploma of Higher Education.

Level 6							
BSc (Hons) Criminology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Criminology/sociology Dissertation	SO6029	30	6	1 and 2			3	5
Criminology/sociology Extended Dissertation	SO6028	60	6	1&2				
Transnational Crime	CM6027	30	6	1 and 2			3	5
Optional Modules								
Applied Criminology/Sociology: Work and Volunteering	SO6027	30	6	1&2	None			
Crimes of the Powerful: Corporations, the State and Human Rights	PO6023	15	6	1			3	5
Criminology and the Law	CM6008	15	6	1			3	5
Genocide and Crimes against Humanity	PO6007	30	6	1 and 2			3	5
Risk and Crime	CM6019	30	6	1&2	None			
Sex that Offends	CM6009	15	6	2	None			

Level 6 requires the completion of

 # Not all option modules will run every year. New options may be introduced.

Students must take either Group A CM6027, SO6029 and 60 credits from the option list: OR Group B CM6027, SO6028 and 30 credits from the option list.

BSc (Hons) Criminology with Foundation Year

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 programme provides flexible and varied teaching, learning and assessment strategies in order to ensure that all students have as equal an opportunity as possible to acquire the necessary knowledge and skills to graduate in criminology.

This field has been designed around the broad principles of the KU Led by Learning Strategy and the particular KU Curriculum Design principles. 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 related phenomena. A key element in the structuring of this experience is the building throughout a student's career as an 'apprentice scholar' of a sense of membership of the field at Kingston and in the broader discipline of criminology through its knowledge base, normative order and practitioner networks. This is achieved through teaching and learning strategies at the module and year level which enable:

- 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 criminological knowledge.
- a sense of cohort identities to be developed and strengthened through fieldwork exercises in small teams, visits, group projects and tutor groups.
- real life applications of subject specialisms through building on experiences that students themselves bring, practitioner engagement in teaching, academic staff's own research informed teaching, scenario problem solving, and wherever possible, introducing greater authenticity into assessment briefs.
- active encouragement for students to engage with the development of aspects of their course as part of a learning community through student led reviews, advocacy engagement and leadership roles. Students are also encouraged to participate in the wider criminological disciplinary community by membership in the BCS and attendance at the regional student conferences and submissions to their on-line publication site.

Research Informed Teaching

The majority of the course team are either academic research active 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.   Most of the teaching staff are also actively involved in the various Research Centres and/or Research Groups of the Faculty or may be following interest areas of their own. Their activities take them into, amongst other areas, youth justice, prison education, managing sexual offenders, transgender victimisation and policing.

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

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 throughout a student's undergraduate career is a key element in the monitoring of their progress across their courses and formative assessment is provided in the form of feedback during a timetable of scheduled and regular meetings. In the first-year personal tutors are particularly important in helping students make the transition to higher education and the demands of more independent learning by encouraging self-reliance and boosting confidence. In the second and third year the personal tutor is there for students to guide them through their study programme choices, to work with them on making the best use of their feedback and to play an active role in planning their post-graduation future.

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, often via their own mobile technologies. E-assessment is a standard feature in formative and self-assessments. Audio and video are both used for interactive classroom teaching.

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 wide range of assessment strategies is used in the field in order to encourage a broad range of skills and to accommodate students' different learning styles throughout the programme. Methods include Formal reports, essays, critical literature reviews, book/article reviews, portfolios, field work reports, presentations, unseen and time released exams and

dissertation. The different assessment modes reflect and enhance the interdisciplinary inputs to the field programme. Care is taken by level tutors and the course team to minimize summative assessment bunching or peak loading of formative assessments. 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, self-assessed online tests, and reading logs.

Skills
The development of academic skills is woven throughout the course and assessed both formatively and summatively. In the first year there is an emphasis is on developing basic research, information retrieval and study skills, and where necessary to provide additional support from CASE or other tailored support. At subsequent levels students strengthen their analytic, interpretative and communication skills and by graduation are able to demonstrate the problem-solving, evaluative and reflective skills intrinsic to the discipline and the attributes needed for self-managed, lifelong learning.

E. Support for Students and their Learning

Students are supported by:
- A Module Leader for each module who takes responsibility for the teaching and learning experience of all those students registered and who monitors their progress, motivates their learning, monitors their performance and attendance, provides feedback and is responsible for their final grading
- A year tutor to oversee modules across the year and to provide for the integration of student experience and cohort identity across the year
- A Head of Department to help students understand the coherence of the programme structure, the regulations and to advise on requests for programme change and Study Abroad
- Personal Tutors to provide academic and guidance to students throughout their time at Kingston by monitoring their progress and helping to identify their individual needs.
- Support Needs Tutor to ensure students with SoSNs are able to fully access the teaching and learning experience offered by the programme and linked directly to the university Dyslexic and Disability Office which deals with the assessment of all support needs
- An academic misconduct tutor to monitor plagiarism and provide support for students who have been found to have infringed the regulations and have incurred penalties
- Technical support to advise students on IT and the use of software
- A designated course administrator for the field and the Department who provides a first port of call to all students who have queries or concerns about the scheduling and administration of their modules
- An induction week at Level 4 for all new students and re-induction sessions for students entering Levels 5 and 6
- Staff Student Consultative Committees which meet in each teaching block and are an important forum for student representatives to discuss openly and freely all issues concerning their experience of the design and delivery of their course. These are then reported back to the Departmental Board of Studies, where students are also in attendance, and also to the Faculty-wide SCC where input from all fields is discussed and taken to the main Faculty Board of Studies. Students have training and gain

valuable experience of chairing and participating in formal committee meetings through this forum, which provides a key role in course developments and monitoring

- Canvas – a versatile on-line interactive intranet accessible on and off site, also available for mobile technologies, that provides a key resource for learning and teaching materials and for all module-based communications between students and tutors
- CASE - A substantial Study Skills Centre that provides academic and employability skills support. It is a key referral point for students who have been identified by tutors as needing additional support with their academic skills. Students are also able to volunteer as Peer Assisted Learning (PAL) tutors in CASE.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- The Students' Union which provides a wide range of student services and works closely with academic staff in ensuring that students can access ambassador and representative training as well as volunteering opportunities
- KU Talent Careers and Employability Service - academics work closely with the service to ensure that presentations, workshops and training sessions are closely tailored to relevant employment sectors for criminologists

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 review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

G. Employability and work-based learning

The development of employability skills is embedded throughout the curriculum in this programme. It has been designed to equip students with the ability to relate the knowledge and skills that they have learned to the real-world contexts in which they may work in future.

These skills include:- a sound and critical knowledge of current policies and practices across a wide range of criminal justice organisations both in the UK and internationally; the ability to gather, retrieve and synthesise crime related data and information; the ability to work ethically and safely with confidential material and vulnerable subjects; the ability to manage and deliver small scale group and individual projects within time and resource constraints, the ability to work in a group and take a leadership role when appropriate, the ability to give and learn from informed peer evaluation; and the ability and experience to engage in reflective practice of frontline delivery of a range of criminal justice related goods and services.

In the design and delivery of modules the programme is committed to ensuring that there are regular channels of communication with a wide range of external criminal justice practitioners and service providers through guest lectures and workshop presentations, fieldtrips and placement links. Students have the opportunity in their final year to take a work-based module where they can practice their subject specific skills and develop a confident mind-set which will take them into graduate employment and professional life. For many of our graduates

their placement has provided the first rung on the ladder for their professional training which they have been able to enter straight after graduation.

Graduates on this course have taken up posts in a variety of criminal justice and advocacy organisations including: the Metropolitan Police, UKBA, National Offender Management Service, Youth Offending Teams, The Prison Reform Trust, Young Offenders Institutions- as well as a range of Policy advisory units in the social and political sectors. From a typical cohort at least 20% go on to post graduate or professional training.

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

Work based learning, either in formal placements or volunteer attachments, is actively encouraged from Level 4 onwards and it is embedded in the Level 6 year-long Applied Criminology module. Although it is the responsibility of individual students to source and secure such placements, this is done with the advice and guidance of both personal tutors and the module tutor. The proximity of Kingston to a wide range of criminal justice organisations across the London and metropolitan area is an important factor in generating access and availability. Long experience of running these programmes in the Criminology field has demonstrated their importance for the personal development of students in terms of their confidence and broader employability skill sets. Academically they enhance student learning as they allow students to reflect upon their own personal experience of working in an applied setting and to evaluate the relationship between theory and practice.

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

See subject benchmarks for Criminology
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-criminology.pdf?sfvrsn=8f2c881_4
See British Criminology Society
http://www.britsoccrim.org/

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								
	CM4005	SO4006	CM4002	CM4001	SO5013	CM5019	CM5011	PO5004	CM5006	CM5008	CM5004	CM5010	CM5020	SO6027	CM6019	CM6009	CM6027	CM6008	SO6029	PO6007	PO6023	SO6028

Category	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Knowledge & Understanding	A2	S					S	S		S	S	S	S	S	S					
	A6	S						S	S	S		S	S	S	S					S
	A5	S					S	S		S	S	S	S	S	S					
	A4						S	S	S		S		S							
	A3								S			S		S						S
	A1	S					S	S	S	S	S	S	S	S	S					S
Intellectual Skills	B6								S		S		S							S
	B5	S					S	S	S	S	S	S	S	S	S					S
	B4	S					S	S		S		S		S	S					
	B2	S						S	S	S	S	S		S	S					S
	B1	S					S	S	S	S	S	S	S	S	S					S
	B3	S					S	S	S	S		S	S	S	S					S
Practical Skills	C5	S										S								S
	C4								S				S							
	C3								S				S							S
	C2	S					S	S	S	S	S	S	S	S	S					S
	C1	S					S	S	S	S	S	S	S	S	S					S
	C6								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.