



**BISHOP
GROSSESTE
UNIVERSITY**

Arts, Humanities & Social Sciences

BA (Hons) Criminology with Foundation Year

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	17 May 2023 (Approved Senate)
2	Next Scheduled Review Date: [Month/Year]	May 2028
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2023
4	Version Number	V1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION



Programme Specification

The information in this document is organised into the following sections:

- Section A – Administrative and Regulatory Information*
- Section B – Outcomes*
- Section C – Structure*
- Section D – Teaching, Learning and Assessment*
- Section E – Programme Management*
- Section F – Mapping*
- Section G – Graduate Attributes*
- Section H – Log of Modifications*

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
	BA (Hons) Criminology with Foundation Year
1a	Programme Code
	BACRI01F23
2	Brief Summary (for Marketing Purposes)
	<p>The BA (Hons) Criminology with Foundation Year is an undergraduate degree that will be of interest to those of you who are passionate and curious to learn about crime, criminal behaviour and punishment and would like the opportunity to become knowledgeable, critical and confident criminologists of the future.</p> <p>Each of the modules are designed to inform, challenge and inspire you. To do this successfully, you will engage in enlightening, current and relevant subjects that are delivered by enthusiastic, experienced and supportive lecturers.</p> <p>Each subject focus is varied, yet linked, and draws attention to the complexities of the criminal debate. Over the course of the degree, you will be deliberating on the effects of media on crime, addressing the political and social responses to crime and examining crime from a victim's perspective. You will also be exploring the influence of gender on crime, questioning the role and purpose of punishment and reflecting on transnational crimes such as body, arms and human trafficking, money laundering and cyber-crime.</p> <p>Knowledge and understanding is paramount to gaining employment however to ensure you are in a better position, a practical skills element is added to the degree. A work-experience placement within a local crime-related environment will provide you with the practical skills necessary for that final step toward securing your career in criminology.</p> <p><u>Foundation Year</u></p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone</p>

qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.

The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.

Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.

This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.

You will be fully supported throughout your academic journey and will benefit from lecturers who care about you and your learning. We want you to make the most of your learning experience and will support and encourage you to achieve your goals.

3	Awarding institution	Bishop Grosseteste University					
3a	Programme Length	Full-Time 4 years	Part-Time				
3b	Mode(s) of Study	Full-time					
4	Home Academic Programme Portfolio	Arts, Humanities and Social Sciences					
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100484 CAH15-01-02 Sociology	ITT N/A	UCAS code generated by Admissions			
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)					
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing Criminology: Undergraduate					
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications					
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A					

Awards

10	Final Award title(s)	BA (Hons) Criminology with Foundation Year
10a	Exit or Fall back Award title(s)	Certificate of Higher Education (Cert. HE) in Criminology with Foundation Year Diploma of Higher Education (Dip. HE) in Criminology with Foundation Year Ordinary Degree BA Criminology with Foundation Year
11	Combined Honours Awards available	N/A

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners .	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation .	
16	Expiry Date of PSRB approval	

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)
<p>The programme has been written to correspond closely with the:</p> <ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications 	
18	Programme Aim
<p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> • Provide learners with knowledge and understanding of basic academic communication and problem-solving skills • Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts • Support learners to become self-directed learners in preparation for undergraduate study • Enable learners to develop a range of transferable skills as a foundation for employment. <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p>	
19	Programme Specific Outcomes
<p>(a) <u>Final Award Learning Outcomes</u></p> <p>Students successfully completing the Foundation Year will be able to:</p> <p>K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.</p>	

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively

TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability.

20	PGCE or Exit Award Learning Outcomes
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There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) CRIMINOLOGY: OUTCOMES

17	QAA Benchmark Statement(s)
<p>The QAA Subject Benchmark Statement 2022 makes clear the expectations a graduate in criminology might know, do, and understand at the end of their programme. Therefore, adhering to the standards and expectations outlined by them is paramount to the quality of your experience and your future employment, the quality of provision in terms of equality, diversity and inclusion and to the sustainability of the criminology degree programme, and as a discipline.</p> <p>Criminology intersects with many disciplines and draws upon sociology, psychology, social policy, politics and law to investigate the complexities that influence the criminal debate. This supports the view from the Benchmark Statement that 'Criminology is intrinsically a multidisciplinary subject' (Benchmark Statement 3.4: 15). Over the course of the criminology programme the multi-disciplinary approach is evident with modules drawn from media, culture, identity and social control embedded within sociological enquiries through to the examination of the criminal justice system, law creation, penal policy and sentencing, and crime prevention, each of these being rooted to their respective disciplines.</p> <p>The Benchmark Statement (2022) identifies various essential characteristics a criminology degree should include when designing and developing new courses. All the attributes identified are considered throughout the course of the programme. These include:</p> <ul style="list-style-type: none"> • alternative theoretical approaches within criminology, and contemporary debates about the content and scope of criminology; • how crime, social harm, deviance and victimisation are socially and legally constructed; • the use of discretion in relation to justice processes, including issues of discrimination and diversity; • relationships of crime, harm, deviance and victimisation to social divisions such as age, gender, sexuality, social class, race, ethnicity, disability and religious faith; • the social and historical development of the main institutions involved in crime control and criminal justice in different locations; • the philosophy and politics of criminalisation, victimisation, criminal justice, crime control and modes of punishment; • the development of penal and alternative policies in different locations and their relationship to social change; • human rights and social justice issues in relation to preventive and pre-emptive measures; • the main forms of sentence and alternatives; the governance, roles and structure of the agencies involved; and offenders' experiences of adjudication and sentence; • the development, role, organisation and governance of efforts to reduce and prevent crime, deviance, harm and victimisation, and to ensure personal and public safety and security in different locations, including the role of the state and non-governmental agencies; 	

- representations of victimisation, crime, harm and deviance, and of the main criminal justice and other agents and institutions as found in the mass media, new media, in official reports and in public opinion;
- awareness of how political and cultural values - including the student's own – have an impact on responses to and rival interpretations of crime, harm, safety and security, policing, criminal and youth justice, sentencing, and alternative responses to offending; and
- how to make ethically sound judgements in relation to research carried out by others or oneself.

(Benchmark Statement 1.8: 4-5).

18	Programme Aim
	<ol style="list-style-type: none"> 1. To introduce you to a variety of exciting traditional and contemporary criminological themes, such as victimisation, harm, gender, punishment and theory. 2. To promote the development of you as a critical thinker who is passionate and enthusiastic about criminal matters, and who cares about the implications of crime on victims and on communities. 3. To promote your development as a knowledgeable, curious, confident and socially self-aware individual. 4. To provide you with the criminological knowledge and experience to gain valuable employment at a local, national or international level with public, private or third sector employers. 5. To embed employability skills within the curriculum such that, upon graduation, you have acquired the skills that are valued by employers. 6. To enable you to be reflective and able to work confidently, with increasing autonomy within the criminological arena. 7. To prepare and inspire you with the knowledge and transferable skills necessary for further criminologically focussed study at postgraduate level. 8. To support you in developing your social experiences, ambitions and horizons. 9. To establish and cultivate a safe, inclusive, diverse and engaging student-centred and deep learning focused teaching environment. 10. Support in the widening participation agenda for higher education by targeting an audience that might have non-standard entry qualifications and/or face practical barriers to a gaining a degree.

19	Programme Specific Outcomes
(a)	<p><u>Final Award Learning Outcomes</u></p> <p>On successful completion of BA (Hons) Criminology with Foundation Year, you will be able to:</p>

Knowledge and Understanding (K&U)

K&U 1: Demonstrate a systematic and comprehensive breadth and depth of knowledge of the influence of the social, individual and political and critically appraise the impact these have on criminological and penological concerns.

K&U 2: Demonstrate an analytical and confident understanding of the contested nature of criminal and penological debates and a critical appreciation of the uncertainty, ambiguity and limits of knowledge within these disciplines.

K&U 3: Demonstrate a sophisticated and critical understanding of a range of criminological and penological theoretical and philosophical perspectives, and systematically evaluate their applications to a range of criminal environments.

K&U 4: Demonstrate extensive, insightful, critical and confident knowledge and understandings of the current and potential future challenges confronting criminological and penological issues, such as immigration, environmental, poverty and globalisation.

Subject-specific and Professional Skills (SPS)

SPS 1: Demonstrate sophisticated and advanced thinking and critical methodological skills by means of a substantial criminologically or penologically focussed research project conducted within criminological or penological contexts.

SPS 2: Act with autonomy and independence in undertaking a substantial criminologically or penologically focussed research project, and critically evaluate thought, practice and evidence.

SPS 3: Demonstrate comprehensive and detailed awareness of personal responsibility, both independently and collaboratively as part of a team.

SPS4: Articulately and appropriately communicate and present to a range of audiences in a variety of ways.

Intellectual Skills (IS)

IS 1: Abstract, synthesise and critically analyse primary and secondary sources.

IS 2: Demonstrate the ability to clearly and comprehensively articulate coherent and substantiated points of view on a range of specialist and complex criminological or penological matters.

IS 3: Apply specialist criminological or penological knowledge to frame and solve criminological or penological problems of a predictable, unpredictable and complex nature.

IS 4: Demonstrate personal positioning, uniqueness and originality through the presentation of assessments.

Transferable skills (TS)

TS 1: Demonstrate effective communication skills and clearly convey information and ideas to others, and offer solutions to problems.

TS 2: Demonstrate an excellent ability to work collaboratively to achieve common objectives.

TS 3: Demonstrate the ability to successfully manage own learning and workload.

TS 4: Demonstrate extensive initiative skills and personal responsibility.

20 Exit Award Learning Outcomes

On successful completion of a **Certificate of Higher Education (Cert. HE) in Criminology with Foundation Year**, you will be able to:

Knowledge and Understanding (K&U)

K&U 1: Demonstrate a basic level of knowledge and understanding of individual, social and political influences on criminological issues.

K&U 2: Demonstrate an elementary awareness of the contested nature of criminal debates and a basic understanding of the uncertainty, ambiguity and limits of knowledge within criminology.

K&U 3: Demonstrate an introductory understanding of some criminologically related theories and have basic knowledge of their applications.

K&U 4: Demonstrate preliminary awareness of potential challenges confronting criminology in contemporary society.

Subject-specific and Professional Skills (SPS)

SPS 1: Demonstrate developing evaluation skills and illustrate basic academic and research skills.

SPS 2: Demonstrate a basic level of autonomy and independence.

SPS3: Demonstrate an introductory level of personal responsibility, both independently and collaboratively as part of a team.

SPS4: Demonstrate basic but effective verbal and written communication skills.

Intellectual Skills (IS)

IS 1: Demonstrate a basic ability to abstract and synthesise arguments from a range of secondary academic sources.

IS 2: Demonstrate a basic ability to interpret and articulate a range of differing points of view.

IS 3: Demonstrate a basic ability to apply criminological knowledge to criminological problems.

IS4: Express a developing personal position through the presentation of assessments.

Transferable skills (TS)

TS 1: Demonstrate basic communication skills that conveys information and ideas to others.

TS 2: Demonstrate an ability to work collaboratively to achieve a common objective.

TS 3: Demonstrates a basic ability to manage own workload.

TS 4: Demonstrates a basic level of initiative and personal responsibility.

On successful completion of a **Diploma of Higher Education (Dip. HE) in Criminology with Foundation Year**, you will be able to:

Knowledge and Understanding (K&U)

K&U 1: Demonstrate a comprehensive breadth and depth level of knowledge and understanding of how the individual, social and political influence criminological issues and evaluate their impacts on crime and criminality.

K&U 2: Demonstrate a confident understanding of the contested nature of criminal debates and have a sound comprehension of the uncertainty, ambiguity and limits of knowledge within criminology knowledge and understanding of a range of theoretical perspectives, concepts and principles and assess and evaluate their application to criminal environments.

K&U 3: Demonstrate a comprehensive understanding of a range of criminological theoretical perspectives and critically evaluate their applications to a range of criminal environments.

K&U 4: Demonstrate a sound appreciation and confident knowledge and understandings of potential challenges confronting criminology in contemporary society.

Subject-specific and Professional Skills (SPS)

SPS 1: Demonstrate critical thinking skills and express a sound appreciation and evaluation of research methods.

SPS 2: Demonstrate a high level of autonomy and independence.

SPS 3: Demonstrate a comprehensive level of personal responsibility, both independently and collaboratively as part of a team.

SPS 4: Demonstrate a comprehensive level of verbal and written communications skills.

Intellectual Skills (IS)

IS 1: Illustrate a thorough ability to abstract, synthesise and analyse primary and secondary sources.

IS 2: Demonstrate the ability to interpret and critically articulate substantiated points of view on a range of criminological matters.

IS 3: Demonstrate critical application of specialist criminological knowledge to frame or solve a criminological problem of a predictable, unpredictable and complex nature.

IS 4: Clearly identify a personal position through the presentation of assessments.

Transferable skills (TS)

TS 1: Demonstrate effective communication skills that clearly conveys information and ideas to others.

TS 2: Demonstrate a competent ability to work collaboratively to achieve common objectives.

TS 3: Demonstrate the ability to manage own learning and workload.

TS 4: Demonstrate initiative and personal responsibility.

In order to qualify for an Ordinary Degree with Foundation Year (Level 6):

The student must meet the requirements as laid down in the Regulations Governing Taught Qualifications (which is available from the University Website).

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure
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Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

SECTION C2 (YEARS 2-4) BA (HONS) CRIMINOLOGY: STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4 – 120 credits

Level 4	Semester 1	SOC40322 A Sociological Introduction to Crime and Society Credits: 30		CRI40123 Academic Skills Credits: 15	CRI40523 Children, Young People and Crime Credits: 15
	Semester 2	SOC40622 Crime, Culture and Social Change Credits: 15	CRI40323 Police and Policing Credits: 15	CRI40423 The Process of Justice Credits: 15	CRI40223 Challenging the 'Taken for Granted' Credits: 15

Level 5 – 120 credits

Level 5	Semester 1	CRI50123 Theoretical Perspectives of Crime Credits: 15	CRI50223 Gender, Crime and Criminal Justice Credits: 15	CRI50523 Criminology in Action Credits: 30	SOC50122 Crime and the Media or Graduate Attribute Enhancement Module Credits: 15
	Semester 2	CRI50323 Understanding Ethics and Advancing Research Credits: 15	CRI50423 Victimology Credits: 15		CRI50623 Crime Prevention or Graduate Attribute Enhancement Module Credits: 15

Level 6 – 120 credits

Level 6	Semester 1	CRI60523 Planning for Research Credits: 15	CRI60223 Beyond Criminology: Harms, Threats Risks and Rights (Zemiology) Credits: 15	SOC60522 Contemporary Imprisonment Credits: 15	SOC60222 Surveillance and Society or Subject Enhancement Module Credits: 15
	Semester 2	CRI60123 Performing Research Credits: 30	CRI60323 Punishment, Policy and Sentencing Credits: 15	CRI60423 Restorative Justice or Subject Enhancement Module Credits: 15	

21b Module Structure**Level 4**

Core Modules					
Code	Status	Module Title	Period (number)	No of credits	
CRI40123	Mandatory	Academic Skills	1	15	
CRI40223	Mandatory	Challenging the 'Taken for Granted'	2	15	
CRI40323	Mandatory	Police and Policing	2	15	
CRI40423	Mandatory	The Process of Justice	2	15	
CRI40523	Mandatory	Children, Young People and Crime	1	15	
SOC40322	Mandatory	A Sociological Introduction to Crime and Society	1	30	
SOC40622	Mandatory	Crime, Culture and Social Change	2	15	

Level 5

Core Modules					
Code	Status	Module Title	Period (number)	No of credits	
CRI50123	Mandatory	Theoretical Perspectives of Crime	1	15	
CRI50223	Mandatory	Gender, Crime and Criminal Justice	1	15	

CRI50323	Mandatory	Understanding Ethics and Advancing Research	2	15
CRI50423	Mandatory	Victimology	2	15
CRI50523	Mandatory	Criminology in Action	1 and 2	30

Option Modules

Code	Type	Module Title	Period (number)	No of credits
CRI50623	Subject Enhancement	Crime Prevention	2	15
SOC50122	Graduate Attribute	Crime and the Media	1	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
CRI60123	Mandatory	Performing Research	2	30
CRI60223	Mandatory	Beyond Criminology: Harms, Threats, Risks and Rights (Zemiology)	1	15
CRI60323	Mandatory	Punishment, Policy and Sentencing	2	15
CRI60523	Mandatory	Planning for Research	1	15
SOC60522	Mandatory	Contemporary Imprisonment	1	15

Option Modules				
Code	Type	Module Title	Period (number)	No of credits
CRI60423	Subject Enhancement	Restorative Justice	2	15
SOC60222	Subject Enhancement	Surveillance and Society	1	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.</p> <p>The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.</p> <p>The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.</p> <p>The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.</p> <p>The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.</p> <p>A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.</p> <p>Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.</p>	

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23 Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment

but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24 Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their

progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100
FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Exercise to demonstrate effective library searching • Peer review referencing

					<ul style="list-style-type: none"> • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • Group collaboration to develop reflective template and action plan • Complete reflective journal of taster sessions

					<ul style="list-style-type: none"> • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • In consultation with tutor select a topic for study • Academic essay

25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades.
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability.
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26**Technology Enhanced Learning**

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27**Work-related Learning and/or Placement**

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

28**Employability**

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) CRIMINOLOGY: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
The curriculum has been designed to harness your initial interest in crime and cultivate your appeal with the goal of you <i>thinking</i> like a criminologist on achievement of the programme.	
The topics and themes of each of the modules have been carefully considered in tandem with observing the essential characteristics outlined in the Benchmark Statement (2022). Threaded throughout the programme and embedded within various modules are fundamental features outlined in the Benchmark Statement as essential for a robust and valid criminology degree such as Human Rights and Victims. These core features are significant in securing fair and just outcomes for offenders and victims and are therefore important golden threads that are visited in several modules at every level of the programme.	
Examination of Human Rights and Victims is particularly prominent in several criminology modules at level 4: Police and Policing, Process of Justice, Children, Young People and Crime and Challenging the Taken for Granted.	
The theme of Human Rights and Victims continues at level 5 with investigations considered within a range of modules such as Gender, Crime and Criminal Justice, Crime Prevention, Understanding Ethics and Advancing Research and are topics that are wholly emersed in the Victimology module.	
At Level 6, the focus on Human Rights and Victims is maintained and explored in modules such as Contemporary Imprisonment, Punishment, Policy and Sentencing and Restorative Justice and is explicitly interrogated in Beyond Criminology: Harms, Threats, Risks and Rights. Additionally, these key themes may well be incorporated in your Performing Research (Capstone Project) at this level.	
It is crucial for a contemporary criminology degree to examine the infusion of digital technology in society and assess the impact that it has on criminal activity and criminal justice processes. As such, digitisation is another key theme that is threaded throughout a number of modules at all levels of the programme.	
For example, digital technology and its impact is a key component in the Police and Policing, Process of Justice and Challenging the Taken for Granted modules at level 4. The focus is furthered considered at level 5 in modules such as Crime Prevention, Crime and the Media and Theoretical Perspectives of Crime, and contemplated in Beyond Criminology: Harms, threats, Risks and Rights and is explicitly examined in the Surveillance and Society module at level 6. Again, the use and impact of digital technology may be the subject matter of your Performing Research (Capstone Project) at this level.	
In addition to the golden threads of Human Rights, Victims and Digitisation running through the various modules, there are two, essential to your learning and future employment, pathways that link between each of the levels: Research and Work Experience.	
Research is highlighted in the Benchmark Statement (2022) as a skill and competency that is essential for a criminology student. Given its significance, your skills as a researcher are developed at every level of the programme. Your research pathway begins at level 4 in the Academic skills module when you will be introduced to the basics of empirical criminological research with a focus on interpretive (qualitative) approaches. Your understanding will be further developed and advanced in the Understanding Ethics and Advancing Research module at level 5 when you study more statistical research methods (quantitative). The	

Planning for Research module in Semester 1 at level 6 allows you draw on your prior research knowledge and formulate your research ideas and submit a research proposal. Your knowledge and understanding of the research process will culminate in your Performing Research (Capstone Project) in Semester 2.

Preparing you for professional life outside of academia is a key aspect to a sustainable criminology programme, and knowledge of, and experience in the workplace are critical skills for your future employment. With this in mind, the programme has embedded work focussed modules at levels 4 in the Academic Skills module, with the employment theme fully immersed in the Criminology in Action module at level 5. Your Performing Research (Capstone Project) at level 6 may well include action research drawn from your work placement experience.

Criminology as an area of study asks three key questions:

1. How do we define crime and criminals?
2. What are the causes and impacts of crime?
3. How do we combat crime?

Each of these questions will be examined, in turn, at each level of the programme.

Level 4 - Introductory year (1)

The central focus of your learning at this level is linked to the first key question: How do we define crime and criminals?

To enable understanding, you will engage with sociological modules which will alert you to the role that power and culture have in shaping thinking, ideas and responses to behaviours that are constructed as deviant and/or criminal. These aspects are the focus of the modules: A Sociological Introduction to Crime and Crime, Culture and Social Change.

Additionally, it is imperative at this level that you are aware of the criminal justice agencies and organisations involved in the process of attaining justice and managing the criminal offender. This is the emphasis of several criminological modules: Police and Policing, Process of Justice and Children, Young People and Crime.

Modular detail:

The *Challenging the 'Taken for Granted'* module introduces you to the myriad of influences that are involved in criminal activity and criminal sanctions. In doing so, it offers you a holistic picture of crime and criminality and encourages you to begin to think wider than what is reported in the media. This responds to the Benchmark Statements on several levels. The module offers you the opportunity to examine how the main criminal justice agencies and associated institutions are represented within a range of mass media outlets and platforms and engages you in interrogating official reports and statistics. The examination continues by offering a selection of offences that are often debated in the media and asks you to assess the reality in relation to the representation.

The challenging aspect of the module title rests with raising your awareness of how political and cultural values impact upon perceptions of crime and responses to it. This may be at odds with your current understandings.

The *Sociological Introduction to Crime and Society* module links with the *'Challenging the 'Taken for Granted'* in raising awareness of the many social influences that make up the crime problem. The module brings together two disciplines and explores crime from a sociological perspective. It outlines the distinctiveness of a sociological approach to crime and provides you with an understanding on how it is shaped by wider social factors. The impact of power and its relationship to constructing a crime, determining a criminal and assessing crime control/punishment measures are key aspects of this module. The content of this module links closely to the characteristics outlined in the benchmark Statements by addressing the relationships of crime, harm

and deviance to social divisions of age, gender, class, race, ethnicity and disability (Benchmark Statement 2022: 4) This module is delivered alongside sociology students.

The sociological perspective is further advanced with the *Crime, Culture and Social Change* module. This module introduces you to the relatively recent perspective in criminology which focusses on culture and draws on cultural studies and critical theories of criminality that understand deviance and crime control as an interactionist, symbol-mediated process. This module is delivered alongside sociology students.

Children and young people are frequently the topic of criminal discussions. The *Children, Young People and Crime* module is designed to provide you with a general and foundational overview of children, young people and their links to crime, criminal and deviant behaviour. To do this effectively, it examines a wide range of themes around children and young people and considers them through criminological, legal, political and sociological lenses.

As the police are the gatekeepers to the criminal justice system it is paramount that as new student of criminology, you are introduced to the roles and practices of the police force. The focus of the *Police and Policing* module ensures you understand the establishment of the traditional police force and comprehend the complexities involved in modern-day day policing. The focus of this module links closely with a core component outlined in the Benchmark Statement in addressing the social and historical development of the main institutions involve in crime control and criminal justice (Benchmark Statement 2022: 4).

Linking closely to the '*Police and Policing*' module is the *Process of Justice* module. It is essential that at the introductory level that you understand the procedures involved in the delivery of justice. Over the course of this module, you will be presented with an overview of the processes involved in the delivery of criminal justice, from law making to arrest and punishment. The module will invite you to evaluate each step of the process in assessing its strengths and weaknesses, its values and relationships and consider power relations and their implications.

The *Academic Skills* module is multi-faceted in its learning aims and objectives. It will support you in developing the academic abilities necessary for you to become an effective higher education student. However further development of your academic skills are essential for your academic success, therefore this is an area that is revisited at every level of the programme.

This module will also begin your research journey by introducing you to the basics of empirical criminological research with a focus on the interpretive (qualitative) approach.

Finally, in preparation for Criminology in Action (work experience module at level 5) this module encourages you to consider suitable work experience possibilities. Discussions around potential work experience placements will be further supported during your PDP tutorials.

Level 5 - Intermediate year (2)

Building on the knowledge and understanding in defining crime and criminals and the main institutions involved in the criminal justice processes gained at level 4, Level 5 modules turn their attention to the second key criminological question: What are the causes and impacts of crime?

To enable you to address such matters, you study modules that focus on criminological theory, gender and victims as well as having the opportunity to engage with optional modules that concentrate on crime prevention and crime and the media.

Modular detail

The *Gender, Crime and Criminal Justice* module delivered in Semester 1 will provide you with a critical introduction to the relationship between gender, criminal behaviour and criminal justice. It will examine the impact that gender has on offending behaviours and patterns of offending and within the process of justice.

The 'Gender, Crime and Criminal Justice' module delivered in Semester 1 complements the *Victimology* module delivered in Semester 2. When it is considered the victim plays a pivotal role in the criminal justice process, understanding victim theory, policy and practice is paramount for any student of criminology.

'It is expected that criminological theory is a core, foundational aspect of any Criminology degree' (Benchmark Statement: 3.6: 16). In addressing the commitment to theory, the *Theoretical Perspectives of Crime* module is examined in Semester 1. The aim of this module is to advance your basic knowledge of 'crime' established within the sociological and criminological modules at level 4 and expose you to traditional and contemporary criminological theories and perspectives that aim to explain the causes of crime and considerations to crime.

Research and ethics are closely linked and are essential features of criminology. Ethically sound research has far-reaching effects. Research is at the core of criminal and victim theory, shaping policy and informing criminal justice practices. This is the focus of the *Understanding Ethics and Advancing Research* module. The module builds upon the basic textual and interactional research knowledge you gained in the Academic Skills module studied at level 4 and advances your knowledge and understanding in statistical approaches to research. To prepare you for your Capstone Project at level 6, this module is designed to ensure you are knowledgeable on the appropriate research processes and ethical challenges involved in gathering robust, valid and authentic research.

To ensure that criminology as a discipline enjoys external sustainability, 'accessibility, employability and partnerships' are encouraged, and 'when possible, students should be encouraged to pursue volunteering or work placements opportunities, (Benchmark Statement: 1.17: 7). Reflecting on and applying this principle in practice, the *Criminology in Action* is a 30-credit work-experience placement module that is delivered over both semesters. Following on from the employment focussed aspect embedded within the Academic skills module at level 4, your initial classroom preparation during Semester 1 will acquaint you with the transferable skills, or 'soft skills' necessary to become an effective and valuable employee and colleague. This will then be followed by putting your learning into practice during Semester 2 in a criminal focussed work-experience placement.

Optional module

The *Crime Prevention* module presents you with an understanding and critical awareness of the theories and practices relating to crime prevention and community safety and links directly with the Benchmark Statement. You will examine crime prevention strategies relating to specific and contemporary offences in addition to considering the often-neglected issue of rural crime prevention. This is an optional module and as such may be of interest to those external to the criminology degree.

Optional Module

The *Crime and the Media* module examines how media representations transmit particular perceptions of crime, criminality and justice. In this module, you will explore the impact of the covert flows of power through various media outlets and the influence these have on the offender and the public, and consider the legal implications connected to it. This is an optional module and as such may be of interest to those external to the criminology degree.

Level 6 – Final year (3)

The modules at this level consider the final key question in criminology: How do we combat crime?

To address this question, we might offer a different perspective by asking whether the tools we currently use to punish lawbreakers are effective in combating crime or are there other possibilities that may be more

suitable? The modules at this level present both the traditional and contemporary approaches to punishment (penology) and encourage you to examine these with this different enquiry in mind. The theme of traditional punishments and its alternatives link directly with the principle defined in the Benchmark Statement 'the main forms of sentence and alternatives' as essential characteristics of a criminology programme, and to this end, you will study two modules and offered a third module relating to punishment (Benchmark Statement 1.8: 5).

Modular detail:

The *Contemporary Imprisonment* module seeks to critically explore how societies respond to crime by presenting key concepts in criminology and criminal justice. More specifically you will examine those fundamental debates on prison sociology and criminology that question whether imprisonment, both as a crime control measure and as an institution of rehabilitation, is successful.

The *Punishment, Policy and Sentencing* module extends the previous module in as much as examining punishments from a range of philosophical perspectives. In doing so, you will be able to understand and apply perspectives such as deterrence, retribution, rehabilitation and desert to a range of traditional punishments, and evaluate their application and effectiveness. Additionally, the module allows you to examine how political ideas and social attitudes impact upon sentencing and forms of punishment.

Internal sustainability of the programme is ensured through the introduction of more contemporary topics such as Zemiology, which is the focus of the *Beyond Criminology: Harms, Threats, Risks and Rights (Zemiology)* module. 'Crime' has no ontological reality; it is a social construct. Certain behaviours and activities are considered by the powerful in society as a 'crime' and these are reflected in criminal law. However, many 'crimes' defined in law are relatively harmless in effect, and many activities that cause serious harm are excluded from criminal law. This module encourages us to move beyond the law/crime/harm perspective and allows us to form a more accurate analysis of the vicissitudes of life, which involves serious harms that are often overlooked and/or normalised. The module presents and debates the implications of green issues, offer discussions around immigration, workplace injury and poverty amongst other areas of global and domestic concern.

The final two core modules complete your research pathway, allowing you to unite the research and ethical knowledge you have gained at level 4 in the Academic Skills module and the Understanding Ethics and Advancing Research module at level 5 and put this knowledge into practice.

The 15-credit '*Planning for Research*' module requires you to plan and submit a research proposal and the 30-credit '*Performing Research*' module requires you to carry out your research proposal. The aims of these modules are for you to plan, gather and analyse data, using appropriate research methods in an area of criminology or penology that is of interest to you.

Optional module

Continuing the punishment theme, the attention for the *Restorative Justice* module is in recognising that criminal justice is often ineffective for the offender, the victim and the community. The rhetoric of restorative Justice (RJ) concentrates on restoring balance and is guided by 3 basic principles of harm, obligations and participation. RJ asks questions such as who has been harmed, what are their needs and whose obligations are these? Such questions oppose criminal justice concerns as to what laws have been broken, who has broken them and what do they deserve. This is an optional module and as such may be of interest to those external to the criminology degree.

Optional Module

Taking the global and interconnected element further, the *Surveillance and Society* module introduces you to the development and use of digital technology and surveillance in contemporary, global society. The module

provides you with the knowledge and critical awareness of how, why and what forms of surveillance pervades our everyday lives, how it is utilised by agents of control and examines the relationship between surveillance and power. The module draws on previous knowledge gained at levels 4 and 5 where concepts such as inequality, class, gender, race and ethnicity will be further developed and applied to digital technology, surveillance, techniques and outcomes. This is an optional module and is delivered alongside sociology students.

The curriculum is designed to ensure that you emerge from your academic journey as a graduate who has detailed and comprehensive knowledge and understanding of the interwoven challenges and complexities involved in the debates and issues surrounding crime, criminals and criminal justice. Essential in this process, you will have developed and acquired critical thinking skills, analytical reasoning and enquiry skills, and as a result, you will be confident and secure in your criminal knowledge and able to offer solutions to issues that may arise in the workplace. Through the work-based learning module you will have experience of team working and working with a particular client group in addition to having gained numerous employability skills valued by employers. The Capstone Project demonstrates that you have proven ability of working independently.

Should you wish to pursue further study, the design of the programme is varied yet detailed enough to inspire and enthuse you in extending your learning.

23 Learning and Teaching Strategies

Prior to commencing your studies, a full induction programme supports you in familiarising yourself with each other, the campus and the processes and procedures associated with higher education. During this time, you will also participate in criminology specific tasks and activities.

The QAA Frameworks for Higher Education (2014) outline the academic expectations that should be achieved at every level of a programme.

Holders of a level 4 certificate in HE will demonstrate knowledge of the basic concepts of a subject and will have learned how to take a different approach to solving problems. Holders of a level 5 qualification will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. And through this they will have learned to evaluate the appropriateness of different approaches to solving problems. Holders of a level 6 qualification will have developed and understand a complex body of knowledge. Through this, the holder will have developed analytical techniques and problem-solving skills. The holder will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively (:21-26).

To reach the depths of analysis, evaluation, complexity of knowledge and problem-solving skills required for holders of a level 6 qualification necessitates a scaffolded, academic skills approach to the programme. You will begin to develop these skills at level 4 in the Academic Skills module however they will continue to be developed and embedded at every module over the course of the programme. Each level of the programme is designed to build upon previous academic skills in advancing your critical analysis and evaluation skills and increasing your problem-solving skills through classroom activities and debates and using a variety of formative and summative assessments.

Developing your research skills are crucial to your learning and future employment. With this in mind, research as a discipline is embedded at every level of the programme. The scaffolded approach to research is presented as a pathway. Comprehensive details of the research pathway have been outlined in the previous section.

A number of modules at all levels of the programme address equality, diversity and inclusion in encouraging you 'to engage in contemporary social and criminal justice related matters, such as recognition of systemic and cultural discrimination, and bias between and across groups in society' (Benchmark Statement 1.9: 5). However, not only does the curriculum reflect equality, diversity and inclusion, but the practice of delivery also ensures that equality, diversity and inclusion in the classroom is paramount. The learning environment allows you to 'be supported to express... ideas and beliefs across a range of sensitive and controversial subject areas ..., in a collaborative, safe and collegiate environment, as well as being supported to reflect on ... how own experiences may be shaping ... views' (Benchmark Statement 1.12: 6). Thinking and working ethically produces creative, reflective and successful debates and discussions. This is evidenced in the safe learning environment where all present are respected, and all views are valued and responded to in a considerate manner. Discussions on classroom etiquette will commence at induction stage and revisited if necessary.

Tutors employ a range of teaching strategies that include interactive lectures, seminars, workshops and tutorials. These varied teaching and learning methods are suitable for the wide-ranging and diverse cohort of higher education students and are designed to enable you to build and develop your knowledge, understanding and confidence in learning.

To enrich your learning, and to provide further context to the programme and to the world of work, guest speakers from a variety of crime related backgrounds and/or agencies and organisations are invited to provide you with their practical and personal insight.

After you have graduated, you may wish to take your learning to the next level. The programme supports in this decision and calls upon individuals who have moved onto level 7/8 study to share their academic journey with you. Detailed module handbooks and specific module learning materials are available and easily accessible for you through the university's VLE. You will also have online access to a range of specific academic journals through the university's journal database and key online academic books. The library stock will also include recommended reading books and a selection of recommended reading texts.

24 | Assessment Strategies

The assessment strategy for BA (Hons) Criminology supports the overall programme learning outcomes and is designed to engage you in a range of assessments throughout the programme. The range of assessments systematically builds knowledge and understanding over the course of the degree.

A range of coursework and practical assessments are employed over the course the degree. The rationale is that an assortment of assessments provides you with a variety of experiences valued by employers. According to UCAS, employers are looking for a mixture of 'technical' ability for example report writing, but they are also looking for 'soft' skills such as teamwork, communication and awareness (UCAS 2022). Reflecting on these points, the assessment methods consider both technical and soft skills and include essay and report writing, group and individual presentations, debates, and the production of portfolios. In addition to gaining valuable employment skills, the variety of assessment practices allows you to discover your strengths and weaknesses.

Incorporating a range of assessments has additional utility in supporting sustainability by keeping the discipline fresh and vital.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
CRI40123	Academic Skills	15	1			100
CRI40223	Challenging the 'Taken for Granted'	15	1			100
CRI40323	Police and Policing	15	1			100
CRI40423	The Process of Justice	15	1			100
SOC40322	A Sociological Introduction to Crime and Society	30	1			100
CRI40523	Children, Young People and Crime	15	1		100	
SOC40622	Crime, Culture and Social Change	15	1		100	
CRI50123	Theoretical Perspectives of Crime	15	2			100
CRI50223	Gender, Crime and Criminal Justice	15	2			100
CRI50323	Understanding Ethics and Advancing Research	15	2			100
CRI50423	Victimology	15	2		100	
CRI50523	Criminology in Action (Work Experience Placement)	30	2			100
CRI50623	Crime Prevention	15	2			100
SOC50122	Crime and the Media	15	2			100
CRI60123	Performing Research (Capstone Project)	30	3			100
CRI60223	Beyond Criminology: Harms, Threats, Risks and Rights (Zemiology)	15	3		100	
CRI60323	Punishment, Policy and Sentencing	15	3			100
CRI60423	Restorative Justice	15	3			100
CRI60523	Planning for Research	15	3			100
SOC60222	Surveillance and Society	15	3			100
SOC60522	Contemporary Imprisonment	15	3		100	

Indicative Assessment Strategy					
Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission dates
CRI40123	Academic Skills	15	Portfolio (100%)	2,000 equivalent words	December Semester 1
CRI40223	Challenging the 'Taken for Granted'	15	2 X summaries taken from lecture topics (100%)	2,000 words	May Semester 2
CRI40323	Police and Policing	15	Essay (100%)	2,000 words	April Semester 2
CRI40423	The Process of Justice	15	Essay (100%)	2,000 words	May Semester 2
CRI40523	Children, Young People and Crime	15	Podcast and reflective log (100%)	8-minute group podcast and 500-word reflective log	January Semester 1
SOC40322	A Sociological Introduction to Crime and Society	30	Essay (50%) E-poster (50%)	2,000 words 2,000-word equivalent	November Semester 1 January Semester 1
SOC40622	Crime, Culture and Social Change	15	Poster presentation (100%)	2,000-word equivalent	May Semester 2
Indicative Assessment Strategy					
CRI50123	Theoretical Perspectives of Crime	15	Essay style response to a scenario (100%)	2,500 words	January Semester 1
CRI50223	Gender, Crime and Criminal Justice	15	Essay (100%)	2,500 words	February Semester 1
CRI50323	Understanding Ethics and Advancing Research	15	Essay (100%)	2,500-word	April Semester 2
CRI50423	Victimology	15	Presentation (in pairs) (100%)	15 minutes	June Semester 2
CRI50523	Criminology in Action (Work Experience Placement)	30	Work-based skills Portfolio (30%) Work- based skills application Portfolio (70%)	1,500-word equivalent 3,500-word equivalent	January Semester 1 May Semester 2

CRI50623	Crime Prevention	15	Essay (100%)	2,500 words	May Semester 2
SOC50122	Crime and the Media	15	Portfolio (100%)	2,500 words (or equivalent)	January Semester 1
<hr/>					
CRI60123	Performing Research	30	Dissertation	6,000 words	May Semester 2
CRI60223	Beyond Criminology: Harms, Threats, Risks and Rights (Zemiology)	15	3 X debates (100%)	20 minutes	January Semester 1
CRI60323	Punishment, Policy and Sentencing	15	Case study (100%)	3,000 words	May Semester 2
CRI60423	Restorative Justice	15	Essay (100%)	3,000 words	April Semester 2
CRI60523	Planning for Research	15	Portfolio (100%) Dissertation proposal including ethical application	3,000 words	December Semester 1
SOC60522	Contemporary Imprisonment	15	4 X debates (100%) (each worth 25% of overall grade)	20 minutes (5 minutes per debate)	January Semester 1
SOC60222	Surveillance and Society	15	Essay (100%)	3,000 words	January Semester 1

25	Inclusive Practice and Personal Development Planning
<p>'The University recognises its duty to anticipate the needs of students with access needs, and to provide opportunities for students to disclose information about their circumstances in an environment that encourages such disclosure' (Code of Practice for Students with Access Needs 2.2.). We are committed to this and use the Personal Development Planning (PDP) to encourage disclosure if learning support has not been identified at an earlier stage of admission.</p> <p>You will be introduced to your Personal Tutor during your first few weeks of study. Your Personal Tutor is an academic member of staff who will provide general academic guidance and personal support for a tutor group of students. Personal tutors will provide personal and academic support, help you review your work and feedback, work with you to set targets for your development while you are at BGU. They will also help you monitor your progress, review your progress with Graduate Attributes and the Volunteering Award and signpost you to any relevant support or help.</p> <p>These are supportive meetings and are held regularly over the course of your degree between yourself and your allocated personal tutor. These meetings are essential for a successful higher education experience and are part of your PDP.</p>	

The focus and occurrence of PDP meetings, to a large extent, will be dependent on the academic requirements of the programme. For example, the Academic Skills module at level 4 may require more frequent and focussed meetings to help shape your thinking in terms of potential work placements. Whereas other meetings may focus on assessment issues or areas of support that may be impacting on your studies such as childcare problems or financial concerns. In instances where a more practical approach to resolving any issues, necessary you will be signposted to student services. You will have at least 2 meetings per year with your Personal Tutor however as mentioned, these may be more frequent depending on academic requirements or if you feel you require additional meetings.

The emphasis on work placement will continue at level 5 within the Criminology in Action module. Your initial PDP meetings will be crucial in building on the discussions held within the Academic skills module in supporting you in securing a workplace environment that is of interest to you.

The Centre for Enhancement in Learning and Teaching (CELT) are the department within the university who are dedicated to developing teaching and learning. The Learning Development arm of the department focusses on enhancing your experience as a student and in doing so it offers you advice and support on a range of academic skills. You can book a one-to-one appointment or visit them during one of their regular drop-in-sessions. The team also host special events to enhance academic skills and deliver weekly sessions on topics ranging from understanding assignment briefs to proofreading. In addition to the face-to-face approach, the Learning and Development team provide an assortment of detailed and up-to-date learning resources that you can access on the Learning Development Blackboard site.

The curriculum has been intentionally designed to ensure that you experience a full range of teaching approaches and assessment styles. It has been carefully crafted to build your confidence and develop the skills necessary for you to flourish in higher education study. Should you require extra support with assessments or further help with academic skills, the team from Learning Development will provide their expert knowledge to assist you.

The programme aims to recruit students from a wide range of backgrounds including those who might not hold the conventional entry requirements for a traditional degree and those who do not have English as a first language therefore CELT may be required at an early stage of the programme.

To ensure that all access needs are met, CELT have been involved in the design of assessments. They are continually engaged in the programme and offer valuable advice to the team regarding student access and support needs.

There are several practices that are used to ensure the learning environment is inclusive. These range from learning student names and pronouns, to modelling inclusive language. The curriculum has been developed to ensure that all students, including those from minority communities, see themselves reflected in the texts and case studies examined and questions that are asked.

Further inclusive practices are considered during induction week where discussions around respectful classroom behaviours are addressed. Examination of appropriate conduct such as speaking, listening, debating and challenging own assumptions will be considered, leading to an 'agreed upon' set of ground rules. The potential emotive nature of the subject is recognised and observed through the continued implementation of the ground rules, resulting in a respectful, open and courteous learning environment where everyone can learn from one another. Additional benefits to ensuring an inclusive environment is in the development of reflexive skills.

26	Technology Enhanced Learning
Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules and through the 'my reading' link on the universities VLE.	
The VLE discussion board may be used to provide a forum for sharing your thoughts, examples and reflections. Discussions are monitored by the programme team. To ensure your protection, ethical boundaries are reiterated and reinforced prior to discussion board usage.	
Classroom technology is utilised in a variety of ways to enhance your learning experience. Video clips, twitter feeds, music and sound recordings are also utilised as appropriate learning tools both by staff and by students. Ensuring access needs are considered and met, is a priority in both delivery and assessments.	
Technology is also used to teach you how to analyse data. Software packages that identify with either quantitative and/or qualitative methods are used.	
Within assessments, technology is used as a tool for you to develop your digital literacy, presentation skills and technology capacity. Assessments that use technology are varied and include the use of 'one note' as a portfolio repository, the creation of an e-poster, the design and delivery of PowerPoint presentations and a podcast. The Academic Skills module at level 4 is crucial in ensuring that you have acquired the necessary IT skills to achieve the required formats. The department works closely with Digital Learning for each of these assessments.	
27	Work-related Learning and/or Placement
You will gain sector-relevant experience at Level 5 through the ' <i>Criminology in Action</i> ' module. The aim of your work-experience placement is the ability to apply the knowledge and understanding you have gained at levels 4 and semester 1 at level 5 and put this into practice whilst also gaining valuable new placement-specific practical experience. Directly involved in this experience is the application and further development of transferable skills such as working with others and personal responsibility, as well as a more strategic appreciation of working with clients, management styles and decisions, and policy development in addition to considering avenues for future employment.	
The Criminology in Action module <u>concentrates on two specific areas: employment skills and practical application.</u>	
<u>Semester 1: employment skills will be classroom based and Semester 2: practical application will require you to engage with your placement experience.</u>	
The process of securing your placement begins in your first year and is embedded within your Academic Skills module. During this module, you will be exposed to range of research material that concentrates on a variety of individuals connected to criminal activity and a range of organisations involved to controlling crime. You will be introduced to and examine existing research that has been conducted in a prison setting or within the police force for example. The research participants may be prison officers or prisoners, or they may be victims of crime or young offenders. Engaging in a such a wide range of criminological topics and organisations, may help in your decision-making process regarding a potential work placement. However, further support with determining a suitable placement for you will emerge from your PDP tutorials. During these meetings, you will	

be offered a range of suitable placements and you will be required to consider a suitable one for you. Alternatively, you may wish to experience an alternative environment not offered by the university and if deemed suitable by the university, we will endeavour to secure this placement for you.

On commencing the Criminology in Action module at level 5, you will be required to commit to a placement, apply for the position and take part in an interview. This process provides you with further real-life experience of securing employment upon graduation. If you are unsuccessful, you will select another placement and repeat the application process.

You will then put your learning into practice at the beginning of Semester 2 of the module. Your pattern of work will be negotiated between yourself and your organisation and will average 5 hours per week for the semester.

We need to assess your work experience whilst you are on placement therefore you will be required to attend the university at two points during this semester. This allows us to gauge your progress and gives us time to iron out any problems or issues that you may be experiencing. It also gives you the time and space to engage with each other to discuss your experiences. Ensuring further support, a member of the criminology teaching team will also be in contact with you and your employer whilst you are working at your placement.

To support wide-ranging student interest, the academic team have formed relationships with suitable external organisations and forged meaningful connections with the teams working within them. The close bonds developed between the organisation and the university ensures clarity in terms of what is expected from all parties through this process. Potential placements are vetted in accordance with BGU policy and regulations, and a full health and safety risk assessment is carried out.

After the work-experience placement has been completed, a debrief will take place between you and the employer. The employer is also asked to write a short report on your time with them. You can use this report in future job applications and/or introduced and discussed in your CV and at interview.

To ensure safeguarding of vulnerable groups that you may have contact with during your placement activity, the placement organisation may require that you undertake a Disclosure and Barring Service (DBS) check. If this is the case, you will be required to meet the cost of this.

Gaining work experience is an essential part of the course and critical to your future employment prospects therefore is a core requirement and exceptions will only be made in the case of formal University processes.

28 Employability

Gaining employment is an important and vital aspect any degree programme. The QAA Frameworks for Higher Education (2014) stipulates that at each level of a qualification, holders will be able to move into employment with different levels of responsibility.

At level 4, holders will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. At level 5, holders will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility **and decision-making** and at level 6 the holder should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances (: 21-26)

Engaging in your PDP meetings are crucial to opening up discussions around potential career aspirations and therefore your future employment pathway.

In order to provide you with the **BGU Graduate Attributes**, all aspects of the criminology programme contribute to the over-arching aim of working towards a career in the field.

Academic Literacies: You will develop your academic and criticality skills in all the modules you study over the course of the programme. However, the **Academic Skills** module at level 4 is specific in introducing the range of academic skills you need for successful university-level study. A range of module assessments have been designed to further develop not only your written levels of criticality but also your verbal skills such as those embedded within the **Children, Young People and Crime** module at level 4, **Victimology** at level 5 and **Beyond Criminology: Harms, Threats, Risks and Rights (Zemiology)** at level 6.

Global Citizenship: During the **Theoretical Perspectives on Crime** module, you will begin to understand the global context of crime and its implications with discussions on cultural relativism and globalisation. This theme is further developed in the **Beyond Criminology: Harms, Threats, Risks and Rights (Zemiology)** module that focusses on activities of states, corporations' whilst also addressing social structures at both the domestic and international levels. The **Surveillance and Society** module also takes a global approach, where you will be able to evaluate the impact of global surveillance techniques on domestic and international societies. As a result of studying these modules, you will develop critical knowledge of the interconnected and global crime-related and control issues and be able to participate confidently and responsibly in addressing these.

Information Literacy: Gathering useful and relevant information for lectures and assessments is crucial for higher education success. Studying each of the modules will enable you to develop the skills necessary to locate, search, utilise and manage useful and pertinent information. These skills are essential for higher education study and will be of particular importance within the Planning for Research and Performing Research (**Capstone Project**) modules at level 6, when you will be conducting a literature review on your chosen research topic. You will be fully supported in developing your use of the library to aid the development of your organisational, planning and problem-solving skills.

Digital Fluency: Undertaking the criminology programme will require you to be ICT proficient and digitally creative. Assessments in some modules require the use of online debates and digital presentation approaches. For example, the assessments for the **Sociological Introduction to Crime** at level 4 and **Crime and the Media** at level 5 require you to produce an electronic poster. However, you will be fully supported within sessions and by CELT to enable you to develop your existing digital fluency. The **Academic Skills** module at level 4 is crucial in this. Being proficient in digital skills will have a positive impact, not only on your current learning but also in the workplace and in general participation in contemporary society.

Employability: The **Criminology in Action** module at level 5 is specifically designed to furnish you with the soft skills and practical experience required for successful entry into the job market. However, module delivery and their methods of assessment have been designed with developing your employability skills in mind. Group work, problem-solving, debating and the ability to think on your feet are all skills valued by employers and as such, are embedded into assessments and module delivery.

Preparing you for professional life outside of academia is a key aspect to a sustainable criminology programme, and knowledge of, and experience in the workplace are critical skills for your future employment. The programme has embedded work focussed modules at levels 4 in the Academic Skills module and the employment theme fully immersed in the Criminology in Action module at level 5. Your Performing Research (Capstone Project) at level 6 may well include action research drawn from your work placement experience.

The Criminology degree will provide a firm basis from which you can pursue a wide range of employment opportunities in the community and with statutory based services.

Possible future career paths may include:

- Support in the Community for example, support with homelessness, health, WoMen's aid, reintegration or working with young people
- Youth Justice worker
- Immigration Officer
- Police officer (Degree Holder and Detective Entry Programme (DHEP) required)
- Prison officer (Graduate programme 'Unlocked' is available) or supporting role
- Probation officer (Professional Qualification in Probation (PQiP) required) or supporting role
- Social researcher
- Social worker (further specific training required) or supporting role
- Victim Advocate
- Liaison Officer
- Community Development Officer
- Border Force Officer
- Resettlement Worker
- Employer Lead or Strategic Housing Specialist
- Community Payback Supervisor

Possible future employers include:

- National Crime Agency
- HM Prison & Probation Service
- HM Revenue and Customs
- UK Police Force
- Central and local government
- Third sector organisations working with offenders or victims of crime, or their families: SOVA, Morton Hall Visitors Group, YMCA, and Humbercare as local examples.

Being Enterprising: Several modules allow you to be enterprising in terms of the focus of your assessment.

*Challenging the 'Taken for Granted' module at level 4 and the *Punishment, Policy and Sentencing* module at level 6 permits you to focus your attention to the areas that you have found particularly interesting within the module. The *Performing Research (Capstone Project)* at level 6 requires you to research an area of personal interest. Additionally, by conducting research in the area, your results may provide solutions to the issues you have highlighted, therefore supporting in developing positive changes. Additionally, the Level 5 *Criminology in Action* module enables you to develop behaviours, attitudes and skills necessary to support change for the client group you are working with during your work-experience placement.*

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p>	
30	Programme Specific Management Arrangements
<p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>	
31	Staff Responsibilities
<p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>	
32	Programme Specific Academic Student Support
<p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development</p>	

and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33	Programme Specific Student Evaluation
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The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

SECTION E2 (YEARS 2-4) BA (HONS) CRIMINOLOGY: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>96 UCAS tariff points is the minimum required for admissions. We welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from those who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities.</p> <p>If you have recently completed or have studied modules as part of a previous qualification, you may apply for Recognition for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable those seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses</p>	
30	Programme Specific Management Arrangements
<p>The programme will be managed through the Arts, Humanities and Social Sciences (AHSS) portfolio.</p> <p>The Programme Leader for Criminology will report to the Head of Programmes (HoP) for AHSS and is supported by staff of the Faculty Administration Office (FAO). An additional level of management is provided by the Pro Vice-Chancellor (Students).</p> <p>The quality of the programme is overseen by the Academic Enhancement Committee which institutionally reports to the University's Senate. Reviews of the health of the programme in terms of quality and delivery is addressed on an annual basis and is the subject of the Annual Monitoring Report (AMR). The AMR is written by the Programme Leader (PL) and is informed by module evaluations, student and staff feedback, External Examiner comments and the BGU Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.</p> <p>Visiting speakers will be used to enhance modules for currency and sector specific content.</p>	
31	Staff Responsibilities
<p>As part of the Development and Career Plan (DCP) process, the Programme Lead or a member of the teaching team will be allocated to you as your personal tutor.</p> <p>According to their areas of expertise, either the Programme Lead, Module Lead or a member of the teaching team will be allocated as your dissertation supervision. This applies to your final year Capstone Project.</p>	

32	Programme Specific Academic Student Support
<p>As part of your learning experience, close engagement with the wider professional services will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments.</p> <p>You will be allocated a designated research supervisor in the third year of study. The research supervisor will support you with the progression of your dissertation. You will also have an allocated tutor, who will act as personal tutor.</p>	
33	Programme Specific Student Evaluation
<p>The Programme complies with current institutional evaluation policies.</p> <p>At the end of every module, you will be required to complete a module evaluation questionnaire. Hearing your voice at the modular level allows the Module Leads to listen to your feedback and make changes if necessary.</p> <p>Your feedback is also gained through your Student Representative (SR). Each level of study nominates a SR and their role is to reflect your voice at programme meetings. The SR has 2 meetings each academic year with the Programme Lead, the Module Leads and members of the teaching team. These meetings are focussed and include concerns that have been raised within your student group, or indeed areas of good practice. Feedback on actions from previous meetings are also considered at these meetings.</p> <p>However, staff also participate in informal gathering of feedback. If there is an immediate issue, the Programme Lead can respond to or advise staff on how to respond, and if necessary, signpost the issue onto another relevant department.</p>	

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING**MAP I****ASSESSMENT /OUTCOMES MAP**

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY005206 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

SECTION F2 (YEARS 2-4) BA (HONS) CRIMINOLOGY: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for LEVEL 4															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
A Sociological Introduction to Crime and Society	x		x	x	x	x			x	x	x		x	x		
Academic Skills	x				x	x	x	x	x	x	x	x	x	x	x	x
Challenging the 'Taken for Granted'	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Crime, Culture and Social Change	x		x	x	x	x			x	x	x		x	x		
Police and Policing	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
The Process of Justice	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Children, Young People and Crime	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Module Name	Programme outcomes for LEVEL 5															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Theoretical Perspectives of Crime	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Gender, Crime and Criminal Justice	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Criminology in Action	x	x	x	x		x	x	x	x	x		x	x	x	x	x
Crime Prevention	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Understanding Ethics and Advancing Research	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Victimology	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Crime and the Media	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Module Name	Programme outcomes for LEVEL 6															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Beyond Criminology: Harms, Threats, Risks and Rights (Zemiology)	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Contemporary Imprisonment	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Punishment, Policy and Sentencing	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Restorative Justice	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Surveillance and Society	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Planning for Research	x	x	x				x	x	x	x	x	x	x	x	x	x
Performing Research	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2a

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies						
Global Citizenship						
Information Literacy						
Digital Fluency						
Employability						
Being Enterprising						

Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION G2 (YEARS 2-4) BA (Hons) CRIMINOLOGY

Map 2b

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Global Citizenship	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Information Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Digital Fluency	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Employability	X	X	X	X		X	X	X		X	X	X	X	X	X	X
Being Enterprising	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

MAP 4**Mapping of PSRB requirements against the Programme**

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						