

## Programme Specification for BA (Hons) Applied Criminology

<b>This document applies to students who commence the programme in September 2017</b>
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<b>1. Awarding institution/body</b>	University of Worcester
<b>2. Teaching institution</b>	University of Worcester
<b>3. Programme accredited by</b>	N/A
<b>4. Final award</b>	BA Hons
<b>5. Programme title</b>	Applied Criminology
<b>6. Pathways available</b>	Single honours
<b>7. Mode and/or site of delivery</b>	Taught programme at University of Worcester
<b>8. Mode of attendance</b>	Full time/ Part time
<b>9. UCAS Code</b>	5L38
<b>10. Subject Benchmark statement and/or professional body statement</b>	Criminology 2014 <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Criminology-14.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Criminology-14.pdf</a>
<b>11. Date of Programme Specification preparation/ revision</b>	May 2014, August 2014 (Regulations) July 2015, Oct 2015 (TCRF, Personal Academic Tutor), December 2015 Award Map Change (module title change to CRMN2105). May 2016, Change to award map (addition of new module CRMN2103 replacing SOCG2103. March 2017 correction to regs and addition of new optional module CRMN2106 replacing SOCG2109 w.e.f Sept 2017. August 2017 - AQU amendments.

### 12. Educational aims of the programme

The name, Applied Criminology, reflects the nature of the subject as both an academic programme of study and one which is focused on providing students with a range of competencies and skills associated with working with offenders in a changing employment market. As an academic subject criminology is both theoretical and empirical with a primary focus on contested social scientific explanations for crime, victimisation and deviance, and responses to crime, by societies and individuals. The inter-disciplinary nature of the subject is mirrored in the construction of the programme. The core discrete modules in criminology are complemented by modules in sociology and psychology, prompting shared learning with students from other disciplines.

Preparation for work across the criminal justice sector is facilitated through work based learning in each of the three years of the programme. The work based learning and associated core elements of the curriculum cover the National Occupational Standards (NOS) Skills for Justice preparing students for work in the sector. The application of theory to practice and the development of skills appropriate to working with offenders is a central

tenet of the programme as is the linking of theoretical analysis with empirical enquiry, and evidence-based policy.

As a practitioner, the applied criminology graduate is able to engage with and draw upon a range of intellectual and critical processes in the decisions they make, including the identification and significance of different value positions to everyday practice. This means that they make decisions which are not only rigorously analytical in scope, but also actively engages with relevant groups, which ultimately provides for more effective responses to need in policy, practice, scope and delivery. More specifically the educational aims of the programme are:

1. To foster a capacity to critically assess evidence from a range of sources, intellectual traditions, and disciplines and to appreciate how crime and responses to crime are continuously reconstructed and changed in local, national and international contexts
2. To develop a critical understanding of key concepts and theoretical approaches in relation to crime, victimisation and responses to crime and deviance
3. To foster the capacity to critically assess the influence of representations on responses to crime and victims in official reports, the mass media and public opinion
4. To develop a critical appreciation of the effect of different, cultural, social and economic backgrounds, and value positions in relation to criminological topics and practice.
5. To develop the capacity to apply the principles of human rights and civil liberties which are applicable to policing, to the different stages of the criminal justice process and to all official responses to crime and deviance
6. To foster rigor in linking theoretical analysis with empirical enquiry and the promotion of a critical approach to problem solving, research and the ethical principles governing subject specific research
7. To develop practice skills and values within ethical frameworks, appropriate to work with offenders as identified within the NOS Skills for Justice
8. To develop graduate and transferable skills promoting autonomous learning, enjoyment and commitment to academic and professional development.
9. To develop employability skills through appropriate work based learning opportunities, the strategic deployment of theory to practice in the assessment process, and the provision of practitioner oriented modules.

### **13. Intended learning outcomes and learning, teaching and assessment methods**

The learning outcomes take account of the University's Curriculum Design Policy. The content is based on the QAA Subject Benchmarks for Criminology, and the QAA Quality Code.

#### **Knowledge and understanding:**

**On successful completion of the course students will be able to:**

1. Discuss the social origins and historical development of the main institutions involved in policing, crime control, offending, rehabilitation and reduction, including emergent and new forms in the context of different locations, the philosophy and politics of criminal justice
2. Debate contemporary and alternative theoretical approaches to criminology as a distinct area of study and inquiry and how crime, deviance and victimisation are socially and legally constructed
3. Explain and evaluate institutional responses to representations of victimisation, crime and deviance in the mass media and public opinion.
4. Explain and evaluate the relationship between crime and victimisation, and different communities including globalised communities, and social divisions such as gender, age, class, race and ethnicity.
5. Develop a reflective approach and critical awareness of values and how these are situated in culture, politics, biography and social identity, and the impact of these on responses to competing interpretations of policing, criminal and youth justice
6. Make ethically sound judgments in assessment, strategy formation, planned intervention, evaluation, and research in work with offenders as identified in the NOS Skills for Justice

**On successful completion of the course students will be able to demonstrate a basic understanding of:**

1. Interdisciplinary and inter-professional approaches to the key concepts and theories of criminal and youth justice, crime, victimisation and deviance and the wider structural and cultural issues
2. The merits of competing responses to crime and deviance within the context of protection of human rights
3. Gathering, retrieving and synthesizing data, making reasoned arguments and ethical judgments in interpretation of the evidence base
4. The need to reflect, in constructive ways on own learning in the context of the NOS Skills for Justice

**Examples of learning, teaching and assessment methods used:**

- The discussion and analysis of competing philosophical, political, theoretical and ideological concepts related to criminology
- The use of everyday experiences, events and case studies as an integral part of teaching
- A varied programme of structured lectures, seminars, group work, presentations, group and individual tutorials with e-learning support within the virtual learning environment
- The consistent application of critical analytic skills such as the ability to evaluate evidence and arguments and to recognise underpinning assumptions and judgments
- Consistent, relevant and explicit linkage of theory as related to practice and on practice in the work based learning environment
- The use of reflective exchange to develop scenarios which enable the students to reflect upon their value base in professional decision making in the work based learning environment

- Variety in the form of assignments and the subsequent written and oral feedback
- Initial tutorial guidance and discussion leading to self-directed, graduated research and project work
- Contributions to teaching by practitioners and employers where relevant
- Portfolio of evidence based on the NOS Skills for Justice
- An independent study providing the opportunity for an empirical study, a literature review or critical analysis of a conceptual or theoretical aspect of criminology

### **Cognitive and intellectual skills**

#### **On successful completion of the course, students will be able to:**

1. Identify criminological problems, formulate questions and investigate them deploying a range of research strategies and methodologies
2. Identify human rights issues and ethical problems in responses to crime, and in the study and research of the subject, in accordance with the guidelines of ethical practice by associated professional bodies
3. Demonstrate competence in explaining and applying criminological theory and concepts to understand social problems, crime, victimisation, and responses to crime and deviance including representations in the mass media and official reports

#### **Examples of learning, teaching and assessment methods used:**

- Engagement in discussion and analysis of competing philosophical, political, theoretical and ideological concepts related to criminology
- The consistent application of critical analytic skills such as the ability to evaluate evidence and arguments and to recognise underpinning assumptions and judgments
- The extensive use of both quantitative and qualitative primary and secondary data sets in teaching and learning to emphasise the evidence based nature of criminology
- Deployment of problem solving and decision making skills especially associated with the value base evident in the NOS Skills for Justice
- Module assessments providing the opportunity to reflect on individual and observed practice
- Use of pre-lecture reading lists to engage students more widely within lectures

### **Practical skills relevant to employment:**

In addition to subject-specific skills, the study of criminology equips students with combinations of personal and general skills. These skills are often highly transferable and valued by potential employers. They also provide a foundation for continuing and lifelong learning and for active engagement as citizens in the wider life of a society.

#### **On successful completion of the course students will be able to:**

1. Demonstrate a flexible approach and imagination in seeking solutions to social problems and to take account of their own normative and moral positions, and the values of others, in order to understand how human needs are experienced and met.
2. Collect and manipulate data from reports, documents, and other sources and to evaluate and analyse the information and arguments within an ethical framework
3. Utilise a variety of media including information technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.
4. Work autonomously and organise learning in terms of planning, timing and presentation and reflect on personal and professional development.

5. Demonstrate the ability to collaborate with others including, in research, and problem solving.

**Examples of learning, teaching and assessment methods used:**

- The application of research skills as integral to a variety of modules including the Independent Study at level 6.
- The application of theory to practice, critical reflection and self-evaluation in the assessments
- The use of group and team work in lectures and work based learning
- The use of research data sets to inform teaching and learning
- The use of discussion and presentations both formatively and summatively.
- The sharing of information in small groups and in the class through presentations and role play
- Opportunities to apply theory to practice and problem solving in work with offender services in the mandatory modules on work based learning
- Interaction with service users, employers, and other relevant professionals within modules and in wbl.

**Transferable/key skills:**

**On completion of the course students will be able to:**

1. Reflect on experiences
2. Learn independently
3. Analyse, manage and present information and data utilising computer technologies – word processing, email, internet and database
4. Undertake research
5. Effectively manage professional practice including communication with service users
6. Effectively contribute to team work and build mutually respectful relationships within the context of the multi-professional workplace
7. Evaluate and apply approaches to, and techniques for, project planning and development

**Examples of learning, teaching and assessment methods used:**

- Academic writing conventions are an explicit requisite for successful completion of all assignments
- The increasing promotion of students as independent learners as the course progresses
- The emphasis on reflexivity in assessment as a tool for reflection and analysis particularly focused on work based learning and practice oriented modules
- Participation in work based learning within the criminal justice sector
- The use of small group and peer teaching and learning through the course
- Development of oral and other communication skills by peer and whole group discussion, group and individual presentations to a range of audiences, using a variety of relevant media.
- The requirement to access and use a variety of sources of data, and the submission requirements, which require students to consistently use web based resources.
- Data analysis and numeracy, through the use of relevant data sets in teaching and learning

## 14. Assessment Strategy

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and outcomes through meeting the assessed learning outcomes presented in module specifications. The strategy is designed to assist students with their personal and professional development by enabling them to identify and build upon their strengths and to identify and address areas for improvement. This will be achieved by formative and summative assessment of both theory and practice and by acquisition of the skills and discipline required of a criminology graduate and reflective practitioner.

Assessment and moderation strategies are designed to meet the requirements of the [University's Assessment Policy](#) and the Institute of Health & Society Moderation and Assessment Policy.

The course assessment strategy takes account of the fact that students gain in confidence and skills during the period of study. Formative assessments that do not contribute to the students grades are used to help focus the student on themes, knowledge and skills of particular importance to their development. Generally students receive a gradual decrease in the level of support and guidance offered for summative assessments as they progress through the programme. This both assumes and encourages increased student independence and greater learner autonomy and is reflected in the construction of module learning outcomes.

Students take mandatory work based learning (wbl) modules in each year of the course. Placements are oriented to work with service users with a gradual increase in responsibility and autonomy. Students are prepared for placements in their first year prior to the placement taking place in the second semester. This placement is oriented to work in organisations allied to the criminal justice system for instance in substance misuse or domestic violence. The associated University based assessments will provide opportunities to practice skills and apply theory to practice at an introductory level. In the second and third years students undertake placements across both semesters providing opportunities which will allow them to address, practice, and meet the knowledge base for NOS Skills for Justice within their University based assignments. Students must complete the requisite number of days in a setting agreed with the University. For further information see the wbl handbook.

At level 6 all students complete an Independent Study. Focusing on an aspect of criminology that interests them this may be used as an opportunity to explore an issue in depth or pursue a piece of research that is useful to or applied in future practice.

Assessments for all mandatory modules are designed to allow students to:

- Develop research and numeracy competency
- Develop problem solving skills
- Show knowledge of underlying theories, policies, politics, key concepts and values underpinning criminology
- Apply theory to practice
- Show an awareness of other perspectives and viewpoints
- Acquire progressive academic, practical and transferable skills appropriate to the subject and employment prospects
- Gain experience in work based learning and assessment

Specified modules contain assessments which are designed to allow students to meet the knowledge base for NOS Skills for Justice

Optional modules and their respective assessments provide students with the opportunity to:

- Develop skills in an area of interest to them
- Articulate specialised knowledge in an area suited to their individual needs and present or prospective employment

### **Assessment strategies and student support:**

There are 8 specific components to the Applied Criminology assessment strategy:

1. A high number of mandatory modules at level 4 with the aim of ensuring that students are appropriately prepared for work within the sector with the knowledge and skills necessary for safe and effective practice
2. A consistent approach to the development of the ability to apply theory to practice at all levels and the inclusion of mandatory wbl modules commensurate with the applied aspects of the programme
3. An individualised approach to assessments set where appropriate, meaning the ability for students to reflect individually and independently on issues relevant to them as part of learning
4. A range of assessment strategies supporting the development of the NOS knowledge base through wbl, subject specific and transferable skills
5. The incorporation of formative assessment strategies within the module teaching
6. Differentiation in learning outcomes at level 4, 5 and 6 in terms of the indicated tutor support with progression towards level 6 and independent learning
7. The graduated development of a research based skills approach to learning and teaching culminating in the independent study at level 6
8. The use of Worcester Weeks to support student learning and assessment

The programme does not employ e-learning as a dedicated assessment strategy. However, it is used to support student progress and enrich the learning environment. Strategic use of modular assessments utilising e-learning have been introduced. Blackboard, Pebblepad and email are consistently used by staff to support student activities and to provide materials, on line discussion, feedback and contact.

To assist students with assessment, each individual assessment will have its own unique grade descriptor. Grade descriptors provide students with the know how to improve their grades as part of the overall feedback given by the module tutor.

Students are afforded the opportunity to retake all failed assessments unless due to non-submission in which case the student will automatically be required to retake the module. Modules can be retaken once. This allows the student 4 attempts to provide evidence of having met the learning requirements of the course. Failure of the final reassessment will result in procedures to withdraw the student from the course and the University.

## 15. Programme structures and requirements

The BA Applied Criminology is offered as single award and is designed to be studied, full or part-time, over three years or five years respectively.

Mandatory attendance requirements may be in place for certain sessions on specific modules and for modules associated with the work based learning or preparation for wbl. The Work Based Learning modules require that all students complete a minimum 12 day placement at level 4, 35 days at level 5 and 30 days at level 6. Entry to the course is subject to a current DBS check.

Students who are already working in the criminal justice field may be able, in discussion with the course leader, to undertake **one** of their wbl placements in their current work environment. In addition, students would need to engage with a variety of placement settings with different organisations in order to ensure a range of experience.

This is only applicable to wbl placements in years one and two. This policy will ensure that all students experience a range of field circumstances.

The mandatory module/s taken at each level for the award have been carefully selected to ensure that BA (Hons) Applied Criminology can be awarded. As a consequence there are some modular pre-requisites. Inter-disciplinary learning is identified by module codes: CRMN denotes Criminology, SOCG denotes Sociology, PSYC denotes Psychology, and APHS Health and Applied Social Sciences.

### Award map

<b>Course Title: Applied Criminology</b>
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<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>
CRMN 1001	Introduction to Criminology and Criminal Justice	30	M
CRMN 1002	Foundations of Practice (NOS A)	30	M
SOCG 1101	Applying Sociology	30	M
PSYC 1434	Introduction to Forensic Psychology	15	O
APHS 1005	Introduction to Social policy: From Theory to Real Life	15	O
LANG xxxx	Optional modules offered by the Language Centre	15/30	O

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a

Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
CRMN 2001	Professional Practice 1 (NOS)	30	M	CRMN 1002
CRMN 2002	Theory, Research and Practice: Developing a Criminological Perspective	30	M	None
CRMN 2103	Media and Crime	15	M	None
CRMN 2104	Delivering Rehabilitation	15	M	None
SOCG 2107	Housing, Housing Problems and Homelessness	15	O	None
CRMN 2105	Policing in England & Wales	15	O	None
CRMN 2106	Prisons and Punishment	15	O	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	None

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
CRMN 3001/3002	Independent Study	30	M	CRMN 2002
CRMN 3003	Professional Practice 2 (NOS)	30	M	CRMN 2001
CRMN 3004	Crime, Criminals, Victims and Communities	15	M	None

CRMN 3005	Mental Health in the Context of Offending Behaviour and the Criminal Justice System	15	M	None
CRMN 3006	Domestic Abuse	15	O	None
APHS 3009	Substance Misuse	15	O	None
PSYC 3647	Psychology and the Law	15	O	None
SOCG 3104	Response to Crime: The Justice Process	15	O	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits to include CRMN3001/2; CRMN3003; CRMN3004; CRMN3005 and two optional modules from the table above.

## 16. QAA and Professional Academic Standards and Quality

The QAA Subject Benchmark for Applied Criminology is Criminology (2014), which can be found at: [www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Criminology-14.pdf](http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Criminology-14.pdf)

The subject benchmarks and the NOS Skills for Justice, <http://www.sfjuk.com> provide the foundation for the course learning outcomes, informing the structure of the whole programme plus the development of individual modules.

The course is designed to meet the requirements set out in QAA UK Quality Code for Higher Education: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

## 17. Support for students

### General Approaches to Support

The fundamental approach to student support is centred on the need to motivate and inspire students. Acknowledging that students learn in different ways and also have different expectations of their learning experience, that some respond best to a 'traditional' lecturing approach whilst others are motivated by learning and teaching contextualised in a practical, or an academic context, or respond to academic research and theory, the Applied Criminology modules provide a range of approaches designed to engage with a breadth of student abilities. In addition recognition is given to the need for *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their individual learning processes.

### Course based activities and documents:

- A week long induction programme for all entrants
- Applied Criminology Handbook
- WBL Handbook
- Module outlines for each module including module code, title, level, learning outcomes, grade descriptors, teaching activities, timetable, attendance requirements, assessments criteria and reading lists
- Additional Guidelines for the Independent Study in Applied Criminology

- An personal academic tutor responsible for pastoral and academic support and guidance
- A module tutor as a first reference point for academic queries
- An 'open door' policy for access to course leader
- Student representatives on the Course Committee

In addition, level 4 students are provided with a skills development handbook providing the foundations for on-going self-monitoring of both personal and professional development.

### **Central support from university services:**

- Programme advisers
- Student SOLE page and the online learning environment
- Student Support services such as accommodation and finance
- Counselling
- Student's Union providing academic and pastoral support, representation, and social networking
- Information Learning Services (ILS) including library, print, media and I.T.
- Support for additional needs through the Disability and Dyslexia service.
- Careers advice
- International Office for overseas students

### **Student Induction**

The induction process within the Unit of Health and Applied Social Sciences consists of a week of activities designed to inform students what is expected of them in a Higher Education setting. Discussions of essay and report writing, working with others while avoiding plagiarism, and how to strive to achieve excellence are vital components of this process. Important here is time management, where students are encouraged to organize their studies to meet the assessment deadlines.

Students meet their academic and wbl tutors, and representatives from Registry, ILS, Student Services and the Students' Union. Information on course structure, content, resources and student support is provided. The range of activities over the week enables students to develop relationships with their peers and tutors, learn about University services and engage in team building activities.

- Meet Student Liaison and Course Representatives
- Talks on employability, placements, international study-abroad options
- Team building activities
- Visit to The HIVE
- Meet with module leaders and Personal Academic Tutors
- Hands-on sessions on UW computer systems, library, software
- Student Union activities
- Talks by Registry, ILS, librarians, student services

### **Personal Academic Tutoring**

Each student has a nominated Personal Academic Tutor to provide academic advice and guidance, personal development planning and pastoral support as appropriate. The Personal Academic Tutor plays a significant role in enhancing the student's academic and personal experience of studying and key aspects of the role include:

- Assisting students to make the transition to studying in higher education
- Helping students to understand the requirements of their course

- Supporting students to take responsibility for their own learning
- Helping students to make the most of learning resources and other forms of support available
- Supporting students in academic, professional and career related planning and development
- Advising and guiding students on issues or problems that arise while they are at University
- Supporting students for whom there may be particular challenges
- Meeting students on a regularly scheduled basis. Individual meeting will be held throughout the academic year, and the Personal Academic Tutor will provide group meeting times during Worcester and/or Induction Weeks
- Tutors will advise students on individual course options, module selection and academic planning.

The academic skills handbook is integral to the structure and purpose of the individual and group meetings.

### **International Visits and Study Abroad**

All students have the opportunity to study abroad through the International Office. Students from this programme are encouraged to take up any opportunities offered to visit and/or make contact with international students.

## **18. Admissions**

### **Admissions Policy**

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. No student will be subjected to less favourable treatment on grounds of race, ethnic or national origins, colour, gender, sexuality, parental status, marital status, disability status, creed, political belief or social or economic background. The programme works closely with central student support services including the Admissions Office, the Disability and Dyslexia Service and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

All students are required to undertake a DBS clearance and Occupational Health assessment prior to entry to the programme.

## **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for recognition of prior learning (RPL) for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

University of Worcester welcomes applications from mature students. Mature students, who fulfil the standard entry requirements as detailed above, apply through UCAS. Students with few or no formal qualifications are asked to contact the Admissions Office with details of the work they have undertaken, including caring or organised voluntary work, and any other relevant experience and/or qualifications gained since leaving school. An advisory interview will be arranged to discuss possible options. These options include an Access course or Foundation Year at a local Further Education College or an Exploratory Essay and interview, where appropriate.

## **Admissions procedures**

The University encourages applicants to attend University visit days and in addition an open event is held for all course applicants. On these occasions applicants will have the opportunity to meet one another and the teaching team who provide 'taster' teaching events.

Details of this event are provided on confirmation of the offer of a place.

Full-time applicants apply through UCAS: the UCAS code being 5L38.

Part-time applicants apply directly to University of Worcester (UW).

## **Admissions/selection criteria**

The course team welcome applicants who have experience of the broad criminal justice sector who have allied personal experience, or have a particular interest in policy structure and processes.

The admission of students is based on the reasonable expectation that the applicant will be able to fulfil the objectives and achieve the standard required for the award for which they are registered. Applicants will be selected according to their qualifications (actual or predicted) at A levels or equivalent, or through the mature entry route as noted above.

Support for disabled students can be negotiated through the Disability Co-ordinator who works from the Disability & Dyslexia Service. Early contact is advisable to ensure appropriate levels of support from the outset of the student's course.

The University recognises the importance of the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that all applicants are given every opportunity to choose courses in an informed manner and to be admitted to a suitable course.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

The course will be subjected to the University of Worcester Quality Assurance Processes. The quality of course learning and teaching will be monitored continually. Performance data will be collected through a number of mechanisms to provide evidence against prescribed quality standards.

### **Evaluation Mechanisms will include:**

- Annual review of the quality of the course (Annual Evaluation Reports – AER)
- External Examiner reports
- Student evaluation of modules
- Cross moderation of assessment
- Course Management Committee
- Module Moderating
- New staff mentoring system
- Academic Development and Practice Unit promote learning and teaching across the institution
- Peer observation of teaching by staff
- Academic staff annual appraisal

### **Quality and Standards Committees:**

- Institute of Health and Society Quality Committee
- Course Management Committee
- Academic Standards and Quality Enhancement Committee
- Institute of Health and Society and University Ethics Committees
- Learning, Teaching and Student Experience Committee

### **Mechanisms for gaining student feedback:**

- Module feedback questionnaires
- Feedback from Course Representatives
- Feedback from Practice Based Learning opportunities
- Meetings with module tutors and Personal Academic Tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

## **20. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
Cert HE Criminology	Passed 120 credits at Level 4 or higher.
Dip HE Criminology	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree Applied Criminology (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours Applied Criminology	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the <http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf>.

## **21. Indicators of quality and standards**

The staff team are all involved in research, scholarly activity, or professional development of some kind. In addition, some are involved in consultancy, Knowledge Transfer Innovation and Exchange (KTIE) and a Learning and Teaching (L&T) project. All have professional practice of some nature in their background with tutors associated with the named awards having appropriate practitioner experience. Student achievement and awards profiles within the Institute of Health and Society generally mirror the mean for UW with a consistent few achieving first class honours in each year.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## **22. Graduate destinations, employability and links with employers**

### **Graduate destinations**

Applied Criminology graduates have the possibility of a range of opportunities available to them, including direct entry into the employment market on completing their course of study. The majority of graduates go to work in:

- Probation
- Prison services
- the voluntary sector
- third sector organisations and social enterprises
- law enforcement agencies such as the Crown Prosecution Service (CPS) or the police;
- further or higher education;

Other jobs which are related to the degree are:

- Social researcher
- Civil service administrator
- International aid/development worker.
- Charity officer
- Advice worker
- Local government administrator

The course is also highly relevant for those wishing to pursue post graduate study in a related subject area. Graduates of the degree are well prepared for higher or professionally accredited study such as the Masters in Social Work (with a 2:1)

### **Student employability**

A 2010 HESA survey of 2009 graduates indicates that six months after finishing their course, 60% of graduates had entered employment in the UK or overseas, with around 8% going on to undertake work and further study.

University of Worcester graduates on programmes allied to Applied Criminology such as Social Work have between 80% and 90% employability rate within the sector, higher than the national averages

The course team encourage students to gain experience through the wbl placements and voluntary activities in the UK and abroad

The programme supports direct work with service users throughout the curriculum but specifically in the wbl module. These strategies improve graduate employability.

IMPACT the Institute based Service User and Carer organisation is actively involved with curriculum development and teaching across the programme

The development of employability skills are embedded within the curriculum

Students interested in becoming employed as researchers or wish to study at post graduate level, are encouraged to take advantage of the opportunities offered to become student researchers within the University

Students are also positively encouraged to take advantage of the various UW career events, and participate in appropriate University employability events.

### **Links with employers**

The programme has been written in co-operation with West Mercia Probation Trust (WMPT) and other regional providers. WMPT ceased to exist in 2014 and has now been replaced by the Warwickshire and West Mercia Community Rehabilitation Company. The University continues to work with this organisation in the development of the programme meaning the emphasis on working with offenders is evident both within the curriculum and in the wbl modules. Wbl placements are offered in close co-operation with local providers, independent services and voluntary organisations. This strategy enhances the employment prospects of graduates who will also have practical experience at entry level.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.