

Programme Specification for BA (Hons) Criminology with Policing

This document applies to academic year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Institute of Humanities
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Criminology with Policing
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	Taught programme at the University of Worcester
8.	Mode of attendance and duration	Full time/Part time (3 years full-time and up to 6 years)
9.	UCAS Code	L3L4
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement , Criminology March 2014 National Policing Curriculum, College of Policing 2017
11.	Date of Programme Specification preparation/ revision	May 2018 August 2018 – AQU amendments December 2018 – AQU amendments August 2019, AQU amendments to Section 19. November 2019, Independent Study module changed to Dissertation, from 2020/21.

12. Educational aims of the programme

The BA (Hons) Criminology with Policing at University of Worcester aims to provide an intellectually stimulating programme of study that incorporates the application of theoretical understandings in the context of criminal justice. As an academic subject, criminology focuses on social scientific explanations for crime, criminality and victimhood. As an interdisciplinary subject, the construction of the programme prompts shared learning from students of other schools whilst being reflective of criminal justice sector practice. The policing element will offer a set of discrete modules that reflect the changing environment of the police service, and which are informed by the College of Policing seven categories for learning, for potential and serving officers.

The specific aims of the programme include:

1. To foster a critical knowledge and detailed understanding of a range of criminological theories that offer explanations for crime, criminality and victimisation.
2. To give students an appreciation of the evidence-base to criminal justice practice and the ability to apply key concepts to real-life scenarios.
3. To foster a capacity to critically assess evidence from a range of sources and disciplines that seek to inform an appreciation for the perpetual reconstruction of crime and the agencies that operate within the national and international criminal justice arena.
4. To foster the capacity to critically assess the influence of mass media on political and public responses to crime, offenders and victims.
5. To develop an understanding of the ethical principles of policing and their application to practice in terms of human rights, equality and diversity and accountability.

6. To develop students' knowledge and critical understanding of the principles of policing and the wider criminal justice sector including the ability to critically evaluate their role and its position within the multi-agency forum.
7. To develop students critical thinking, analytical, innovative and problem-solving skills to enhance leadership, group and individual practice in the context of policing.
8. To develop and maintain effective communication skills that support the resolution of social challenges and community problems faced criminal justice agencies in a multi-cultural society.

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 Benchmark's for Criminology and also informed by the [National Policing Curriculum, College of Policing](#).

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Identify a range of criminological concepts that explain crime, criminality and victimhood, and the complexities of multi-agency working.	CRMN2002 CRMN3002
2.	Define and discuss the social and legal construction of crime, criminality and victimisation and the political influences on legislation and policy.	CRMN2002
3.	Summarise the merits of reflective approaches to problem-solving and critical understanding situated in public protection.	CRMN3108
4.	Define and report on the moral and ethical principles and range of resources that underpin policing and other criminal justice sector practices.	CRMN3108
5.	Explain and present an informed understanding of equality and diversity issues in criminal justice, individual differences and social divisions and the legal and social implications of prejudice and discrimination.	CRMN3109

Cognitive and Intellectual skills

6.	Apply knowledge and understanding to address real-life or hypothetical criminological problems, employing a range of research strategies and methodologies.	CRMN3006 CRMN3108 CRMN3109
7..	Employ reflection/reflexivity in all areas of learning and engage with constructive feedback.	CRMN2002 CRMN3002 CRMN3109
8.	Critique the importance of diversity in relation to the policing of different communities and individuals, identifying collective needs such as age, race, ethnicity and other salient aspects of diversity appertaining to crime, criminality, victimisation and police interventions.	CRMN2105 CRMN3109
9.	Apply legal/ethical issues in a wide variety of situations and contexts pertaining to criminal justice and policing practice.	CRMN2110 CRMN3108

Skills and capabilities related to employability

10.	Work collaboratively with others in a variety of skills such as problem-solving, research and media production.	CRMN2103 CRMN3108 CRMN3109
11.	Communicate ideas clearly in written, oral and electronic form using appropriate terminology, format and IT software.	CRMN3002 CRMN3005 CRMN3109
12.	Develop an innovative and flexible approach to problem-solving, adopting a solution-focussed position that values others and the legislative framework that supports human rights.	CRMN3108 CRMN3109
13.	Critically evaluate the validity and reliability of a range of sources and different forms of data and present your interpretation of it.	CRMN3002

Transferable/key skills

14.	Undertake research through the collation, evaluation and synthesis of data, to produce a coherent and critical argument that incorporates ethical and moral reasoning.	CRMN3002 CRMN3108
15.	Work independently, organise and prioritise workload, meet deadlines and critically reflect on own academic and personal development.	CRMN3108 CRMN3109 CRMN3002
16.	Develop the necessary skills to work in a multi-professional environment.	CRMN3109
17.	Acknowledge and critically reflect on errors and apply learning from them into personal and professional development.	CRMN3006 CRMN3108 CRMN3109 CRMN2110

Learning, teaching and assessment

The BA (Hons) Criminology with Policing will enable students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables the development of reflection building up a profile of skills, achievements and experiences that will enable the student, to flourish and be successful. There is a mixture of classroom-based teaching methods such as workshops, lectures and seminars which is supported and enhanced through the Blackboard Virtual Learning Environment. There are a variety of assessment methods that ensure students have the opportunity to excel in the area best suited to their personal skills and the development of others.

The course team will actively support students to apply to join the Special Constabulary, which will provide them with training pertinent to the role and experience in policing practice and thus the opportunity to observe, evaluate and try out evidence-based practice.

Teaching

The programme will be taught through a combination of interactive lectures, workshops and seminars. As part of the learning process, students will also be asked to attend areas of the criminal justice system such as the Court, to observe the sector in an operational setting. There is also some online learning activities and group activities

where a structure of independent learning will be provided and through which students will learn to organise and prioritise their research and design and develop learning strategies. This will be supported through Student Services and Library Services as well as having formative feedback and personal academic tutoring. Personal Academic Tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

Contact time

In a typical week you will have approximately 12 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year you will normally have slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around some of the following activities:

- 2 hours of lectures
- 2 hours of seminars
- 6 hours of interactive workshops
- 2 – 4 hours of group activities
- 1 – 2 hours of other activities (observations, online activities)

Independent self-study

In addition to the contact time, students will be expected to undertake around 22 hours of personal self-study per week. Typically, this will involve researching, reading, planning and designing projects, completing formative and summative assignments, working with other students in group activities and meeting with their PAT or Supervisor, writers in residence or librarian.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources

Teaching staff

The programme will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics with previous professional experience and professional practitioners currently working within the sector.

Teaching is informed by research and consultancy, and 50% per cent of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include case studies, essays, presentations, practical role-play, videos, reports, posters and a final year dissertation.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

- 2 x essay
- 2 x case study
- 1 x presentations (group)
- 2 x report
- 1 x Poster presentation

Year 2

- 1 x video and leaflet (group)
- 1 x research proposal
- 3 x essay
- 2 x case study
- 2 x presentations

Year 3

- 1 x Dissertation
- 1 x essays
- 1 x case study
- 2 x presentations
- 1 x report
- 1 x Practical

14. Assessment strategy

The assessment and moderations strategy is designed to meet the requirements of the [University of Worcester's Assessment Policy](#) and the QAA Subject Benchmark Statement for Criminology and the ongoing research into criminology and the theoretical concepts that underpin policing and other criminal justice approaches.

The strategy incorporates various assessment techniques that promotes innovation and the development of personal strengths and the identification of areas for further improvement. This mixed assessment strategy ensures students are assessed on the learning outcomes of the programme, gradually decreasing across the three years to encourage independence and greater learning autonomy. Formative feedback will be provided in each module and via the Personal Academic Tutor and is intended to support the journey of academic growth, giving students the opportunity to reflect on their own learning and feed-forward into future summative assessments. Feedback on summative course work assessments will be provided within 20 working days of hand-in.

Whilst the development of critical thinking skills is an aspect of learning throughout the three-year programme, the assessment strategy recognises that a staged development framework of knowledge, understanding and application needs to be implemented. At level 4, foundation knowledge, understanding and skills are introduced and then built upon in level 5 through the development of criminological theory approaches to and research of crime, criminality and victimisation. Although critical evaluation and analysis do not feature prominently at these levels, the generic assessment guidelines ensure that those students already performing at a higher level will be rewarded accordingly. The policing element of the course will focus on the development of equality and diversity, professional practice and problem-solving skills according to the specific models used in the police sector.

Level 6 modules build upon these earlier learning outcomes requiring students to demonstrate research skills through the undertaking of the Dissertation, critical analysis

and synthesis of evidence, including its validity and reliability and the contribution of research in criminal justice. At this final stage of the programme, policing students will also be assessed on their critical thinking skills in multi-agency environments, commenting on obstacles in professional differences and public protection arrangements.

Assessment guidance and grading criteria will be made available to all students for each item of assessment via the course handbook, module guide, Blackboard and in class discussion. The criteria for assessment at each level will reflect the staged development required through the programme. Each assessment will be directly linked to the learning outcomes of the module and will be graded according to the criteria outlined in the guidance.

Additional support in teaching, learning and assessment for students with disabilities is provided in conjunction with the University Disability and Dyslexia Service
<https://www2.worc.ac.uk/disabilityanddyslexia/>

15. Programme structures and requirements

Level 4

Module Code	Module Title	Credits (number)	Status (M Mandatory, O Optional)
CRMN1001	Introduction to Criminology and Criminal Justice	30	M
CRMN1004	Contextualising Criminal Justice 1: The Legislative Context	15	M
CRMN1005	Contextualising Criminal Justice 2: Policy and Politics	15	M
CRMN1009	Evidence-Based Policing	15	M
CRMN1010	Individual Differences in Criminal Justice Practice	30	M
CRMN1008	Families and Criminality	15	O
LANGXXXX	Optional modules offered by the Language Centre	15	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 one of two optional modules - which can include 15 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>.

Level 5

Module Code	Module Title	Credits (number)	Status (M Mandatory, O Optional)	Pre-requisites (code of module)
CRMN2002	Theory, Research and Practice: Developing a Criminological Perspective	30	M	
CRMN2103	Media and Crime	15	M	
CRMN2105	Policing in England and Wales	15	M	
CRMN2106	Prisons and Punishment	15	M	
CRMN2110	Blackbox Thinking and Emotional Intelligence: Crime investigation	30	M	CRMN1009
SOCG2107	Housing and Homelessness	15	M	

Single Honours Requirements at Level 5

Students must take all 120 credits in total, all of which must be drawn from the table above.

Level 6

Module Code	Module Title	Credits (number)	Status (M Mandatory, O Optional)	Pre-requisites (code of module)
CRMN3002	Dissertation	30	M	CRMN2002 or Bridging Module
CRMN3108	Public Protection & multi-agency working	30	M	
CRMN3006	Domestic Abuse	15	M	
CRMN3109	Victims and Vulnerability	15	M	
CRMN3110	Cybercrime and Internet Security	15	O	
CRMN3112	Leadership and performance management	15	O	CRMN2110
CRMN3106	Terrorism and Extremism	15	O	CRMN2106
CRMN3113	Substance Misuse	15	O	
CRMN3005	Mental Health in the context of offending behaviour and the criminal justice system	15	O	

Single Honours Requirements at Level 6

Students must take all 120 credits in total, all of which must be drawn from the table above, including all mandatory modules and two optional modules from the table above.

16. QAA and professional academic standards and quality

This award is located at level 6 of the FHEQ. The QAA Subject Benchmark Statement for Criminology 2014 defines the expectations of student learning in a Criminology programme, in terms of their knowledge and understanding of the subject, by the end of their study. These, together with information from the seven categories of learning as set out by the College of Policing Curriculum have been used to inform the design of core and bespoke module content and learning outcomes, teaching and assessment strategies. These can be found at:

QAA Subject Benchmark Statement for Criminology
[National Policing Curriculum, College of Policing.](#)

17. Support for students

The Criminology team is committed to providing a positive student experience, ensuring all are given the opportunity to access support throughout their programme of study at the University of Worcester. The fundamental approach to support is centred on the needs of the student and begins with an initial one-week induction programme, which assists the student on the transition to university life, introducing them to the teaching staff and university systems and services. For example, the Library, IT Services, Careers, Volunteering and Counselling Service. There will also be a talk from the local Police Constabulary around the role of Special Constables and how students can apply.

The Institute of Humanities monitors attendance closely in the first year and provides support through the Personal Academic Tutoring System utilising the GROW model. During semester time, the students dedicated Personal Academic Tutor will be available via email or telephone or the student can book a one-to-one meeting face-to-face or via Skype. The response time to students may be longer during the summer holidays however, in cases of emergency, other criminology staff members or First Point staff can be contacted for assistance.

The Personal Academic Tutor will advise the student on issues relating to their study throughout their three years at the university and will monitor their progress. Personal Academic Tutor sessions are either individual, where personal issues can be raised or in a group, where more general issues relating to the course can be dealt with. First year student will be invited to four timetabled appointments, whether individually or in a group. Second and third year students will be invited to three sessions across the academic year. Additional tutorials for students experiencing specific difficulties, such as ill-health, will also be available by arrangement.

Personal Academic Tutors fulfil a multi-faceted role, giving students advice on issues that may affect their time at the university or signposting them to the appropriate support services. These can include:

- Academic issues including study skills development, module choices and formative feedback.
- Advice concerning voluntary work, including Special Constables, CV advice or employment fares.
- Pastoral support for those students with personal issues that may be affecting their study. These can involve support in making decisions as to whether to defer, interrupt or withdraw from studies as well as considering a change of course. This may be due to a variety of reasons such as ill health or family responsibilities.
- Referring students to support services provided centrally through the university, to ensure all students can access the appropriate assistance. For example:
 - The Disability and Dyslexia Service who provide specialist support on a one-to-one basis <https://www2.worc.ac.uk/disabilityanddyslexia/> through [Student Services](#).
 - A multi-faith chaplaincy service chaplaincy@worc.ac.uk
 - Writing support from the Royal Literacy Fund Writers in Residence.
 - Writing support for international and EU students from the Language Centre <http://www.worcester.ac.uk/your-home/humanities-language-centre.html>
 - The Students Union which is an independent charity, committed to the educational interests and welfare of all students undertaking study at the university, representing the student's views.

Embedded within each module, teaching staff will support students through one-to-one and small groups discussions, providing them with clear indications of when they are available for modular support and specific subject and assessment guidance.

18. Admissions

Admissions policy

The course aims to attract those students leaving school, Sixth Form College or FE college but also mature students including those from the EU, who wish to become Police Officers or work within the security services both private and public sector. The BA (Hons) Criminology with Policing aims to provide fair and equal access to university education according to the [University of Worcester's admissions policy](#). Any candidate without the required formal qualifications or with less conventional qualifications will also be encouraged to apply but may be required to undertake a piece of work to demonstrate key academic skills, and an interview.

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). Candidates with negligibly lower predictive or attained grades may also be considered, who can demonstrate relevant skills and experience via the Personal Statement. They may also be required to attend and interview and produce an essay to demonstrate academic ability.

All students must have a GCSE English (or equivalent) at Grade C/4 or above.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website

<https://www.worcester.ac.uk/courses/criminology-with-policing-ba-hons.html>

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

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 webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages 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>

Admissions procedures

All applications are sent by admissions to the Criminology with Policing Course Leader, who decides whether or not to make an offer, request an interview or reject the application.

All UK students who are offered a place will be invited to a University applicant day event where they will have the opportunity to engage in an example teaching and learning session and meet other prospective students. International or EU students will be offered the opportunity of a Skype meeting with a member of the Criminology with Policing team.

Full-time applicants apply through UCAS (L3L4)

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

Admissions/selection criteria

The course is open to all applicants who have an interest in learning the criminological concepts that are used to explain crime, criminality and victimisation and how these underpin criminal justice practice, with some bespoke modules focussing specifically on policing.

The two principle requirements are the student demonstrating the required level of academic ability and the wish to study Criminology with Policing at the University. The admission of students is based upon the reasonable expectation that students will be able to achieve the standard required for the award and in most cases the criteria for this will be met by their academic grades and personal experience.

For those who do not meet one of the criteria to the expected standard, they will still be encouraged to apply but may need to produce an academic task or attend an interview to support their written application.

19. 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 7 days (one week) 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 7 days (one week) 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 re-sit 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-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (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 Dissertation module) as specified on the award map.
Degree with honours	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, as specified on the award map.

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 Taught Courses Regulatory Framework.

20. Graduate destinations, employability and links with employers

Graduate destinations

This is an undergraduate programme that aims to provide graduating students with a sound knowledge and understanding of criminological explanations for crime, criminality and victimisation and the criminal justice sector as an operational body. In addition to the core Criminology curriculum, the programme is designed to equip them with knowledge and skills and is informed by the core curriculum outlined by the College of Policing.

Students wishing to become a Police Constable will be able to apply Degree Holder Entry route from 2020.

In addition to careers in the public sector, there are a wealth of other private organisations that provide private security. Graduates may also go on to other alternative career destinations within the criminal justice sector, banking and finance, or

the Armed Forces, and although not a professional policing degree, it will also open up opportunities for post-graduate study. For example:

- Criminology
- Criminal Justice
- Research and Teaching
- Understanding Domestic and Sexual Violence
- Social Work

Student employability

The employability strategy of the BA (Hons) Criminology with Policing consists of a set of skills that are embedded within the module curriculum and voluntary work opportunities centred on Special Constables (though not definitively) with the regional Force.

In addition, regular Employment Fares take place at the university that offer advice and support for students in understanding the different opportunities in criminal justice sector and criteria for application.

Within the curriculum, students are advised on the development of transferable skills such as communication skills, multi-agency working and problem-solving all of which are essential in the criminal justice sector. Students are encouraged to engage with their Personal Academic Tutor for support in engaging in work-related activities, careers education and workshops to support the application process. Students are encouraged to consider their career pathway as early as possible so to map their optional modular choices to their choices to match their professional aspirations.

Links with employers

In the design and development of this programme, discussions with Warwickshire and West Mercia Police Force have taken place to ensure the bespoke curriculum meets the needs of the area. This has been in the form of both formal and informal meetings.

The Criminology team have excellent links with a variety of public, private and 3rd sector organisations who can provide voluntary placements for students to gain experience in the field. The central tenet of this voluntary work will be with Warwickshire and West Mercia Police Force who can facilitate the application and training for Special Constable. In undertaking this role, students will be able to apply learning from the university to gain a deeper understanding of evidence-based practice and the notion of multi-agency working. However, voluntary work is also available through the Students Union who have relationships with local employers.

Students who undertake voluntary work and other extra-curricular activities, are eligible to apply for the [Worcester Award](#).

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.