BA (Hons) Criminology and Sociology Programme Handbook

Introduction to the Programme

Welcome to the BA (Hons) Criminology and Sociology programme. This handbook provides you with information about the structure of your programme.

The programme is made up of the core modules listed in the tables below. An outline of the content of each of the modules and the assessment methods used can be found in the Module Descriptors which you will have received with your offer pack.

Criminology and Sociology Modules

Level 4

Module Title	Credits	Module Type (Core/Option)
Effective Interdisciplinary Study	20	C
Crime & Society	20	C
Criminal Justice System	20	C
Introduction to Sociology	20	C
Medicalisation of the Self	20	C
Inequalities in the Modern World	20	C

Level 5

Module Title	Credits	Module Type (Core/Option)
Research and Ethics in Action	20	C
Contemporary Debates in Criminology	20	C
Environmental Criminology	20	C
Abnormality & The Deviant Other	20	C
Policing and Police Powers	20	C
Protests, Mass Movements & Rebellion	20	C

Level 6

Module Title	Credits	Module Type (Core/Option)
Research Planning & Project	40	C
Cybercrime	20	C
Youth Justice	20	C
Consumer Society & The Commodification of Beings	20	C
Insecurity & Precariousness in the Globalised World	20	C

Please note that modules may not be delivered in this order; please refer to your course timetable.

Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website http://arden.ac.uk/

Programme Specification

1. Target Award	BA (Hons)
2. Programme Title	BA (Hons) Criminology & Sociology
3. Exit Awards	Certificate of Higher Education in Criminology & Sociology (120 credits)
	Diploma of Higher Education in Criminology & Sociology (240 credits)
	BA Criminology & Sociology (300 credits).
4. Programme Leader(s)	Kimberley Marsh
5. Delivery Model	Blended Learning
	Online Learning
6. Start date	January 2017
7. Programme Accredited by (*PSRB or other, if applicable*)	N/A
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	Sociology (2007); Criminology (2014)

10. Programme Aims

The overall aim of the BA (Hons) Criminology and Sociology enables students to study two well-established fields in the social sciences. Both fields seek to understand the social world, social values and behaviours, and social change. Both fields produce material that influences social policy making, studying both large-scale issues, such as poverty, inequality and social injustice, macro-social processes, linked to globalisation and governmental discourses of neoliberalism and individualism, and micro-studies of the impact of social and economic change, and social policies, on neighbourhoods and diverse groups within multiple-societies.

Students are to spend equal time on Criminology and Sociology. Therefore, students are to acquire knowledge, understanding and a range of practical skills relating to both disciplines. At the same time, students will develop a range of transferable skills that will aid them as they pursue Law-related or public-sector employment, or other careers and further relevant study. More specifically it will:

- Provide a study of the foundations and theory of Sociology and Criminology and a firm grounding in related studies.
- Provide the students with a sound educational experience that will enable them to acquire a solid grounding in principles, theories and methods, which will embrace all the subject specific abilities, transferable intellectual skills and key skills set down in the current Sociology and Criminology Subject Benchmarks for England, Wales and Northern Ireland.
- Stimulate students into adopting an enquiring and critical appreciation of these disciplines as well as developing an appreciation of the national and international contexts in which they operate.
- Stimulate students into becoming critical and scientific-minded social scientists who can competently handle both sociological and criminological issues.
- Encourage students to accept responsibility for their own learning, as well as to support them to learn independently using initiative and self-discipline.
- Provide students with the support they require in order to enhance their eventual employability through taught skills, teaching methods and assessment, our values and Arden Graduate Attributes within the programmes.
- To provide opportunities for development of personal and other key skills appropriate for graduate employment in different areas including industry, commerce and related professions, public service, or further postgraduate studies.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
A1 Demonstrate factual and conceptual knowledge of the nature of social relationships and change. A2 Evaluate the issues and problems involved in the use of comparison in Sociology and Criminology whilst showing an awareness of contexts and frameworks. A3 Demonstrate a comprehensive and detailed knowledge of a range of key concepts and theories within Criminology and Sociology. A4 Demonstrate an awareness of commercial, political, social, environmental, ethical considerations evident in complex problems and show how these underpin theory. A5 Demonstrate knowledge and understanding of the disciplines of Criminology and Sociology set within the broader context of the social sciences, the effects of social diversity and inequality and responses to crime and deviance. A6 Demonstrate knowledge and understanding of a range of research paradigms, methodological approaches and basic measurement and analytical techniques. Provide students with a	Acquisition of knowledge and understanding is facilitated through comprehensive online teaching materials and broader resources, structured activities, online facilities for student discussion, and online engagement with support by tutors. Where blended learning is used, these structures are supplemented with a combination of face to face seminars, workshops and tutorials; group discussions and independent and directed study. We achieve this through a pedagogy that includes project work, group forums and project-based activities. That is: **Asynchronous** - Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE. - Guided group / project based work. - Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves. - Podcasts and narrated PowerPoints. **Synchronous** - Seminars either face to face or using Adobe Connect where theory and practice are integrated. - Independent and directed student study, supported throughout by comprehensive teaching materials and resources. - Guided group / project based work Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

range of methodological and data analysis skills and as a means of analysing and evaluating competing views. A7 Demonstrate knowledge and a critical understanding of a range of skills and knowledge, which would make students suitable candidates for employment in a wide range of occupations or for postgraduate study. A8 Knowledge and critical understanding of several specialised areas and applications, some of which are at the cutting edge of the discipline. A9 An awareness of the distinctive character of both Criminology and Sociology in relation to other forms of understanding, such as the relation to other disciplines and to everyday explanations.	work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, time constrained set work, etc. Our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phases. Developing critical analysis through a structured taxonomy is encouraged as students progress through levels 4 - 5 levels culminating in a dissertation. All students complete an induction module prior to starting on subject discipline units of work. The induction module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.	
11b. Intellectual Skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
B1 Demonstrate the ability to apply knowledge to a situation of limited complexity in order to provide well-reasoned conclusions to problems. B2 Conduct accurate and efficient searches of credible websites and databases and demonstrate insight in presenting materials and data drawn from a variety of appropriate primary and secondary sources including academic journals.	Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers both face to face and online. Specific modules support the development self-reflective skills and this is the focus of the Effective Interdisciplinary Study module. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essays, self-reflection, portfolios of evidence, sector report production, preparation of a

		targeted plan, etc.
B3 Analyse conceptual and doctrinal difficulties within the study of Sociology and Criminology and present solutions to contentious debates. B4 Recognise different and competing perspectives on criminological and sociological issues and that these disciplines involve a range of research methods, theories, evidence and applications. B5 Synthesise ideas and findings across different perspectives in Criminology and Sociology, recognising distinctive approaches to relevant issues. B6 Identify general patterns in theoretical approaches, which have been developed in relation to criminological and sociological issues.		
11c. Practical Skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
C1 Engage in academic debate in a professional manner. C2 Work productively and independently both within and between disciplines to produce work in a variety of formats as specified. C3 Present information clearly and coherently in an	Practical skills are employed in the production of ethical solutions to real life situations developed through set briefs and are a particular focus in Research and Ethics in Action, Research Planning and Project and Effective Interdisciplinary Study. The important modern day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all modules and forms of assessment on the programme. Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer-to-peer	To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessments, which include practical examples towards improvement.

appropriate form using subject specific terminology. C4 Show an ability to read a range of complex academic works suitable for study at undergraduate level, summarising the arguments accurately weighing up the merits and substance. C5 Examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis. C6 Construct discipline-specific and informed questions and, deploy appropriate research methodologies and data collection methods and evaluate research findings examining practical, ethical and theoretical constraints associated with the chosen methodology and paradigm. C7 Demonstrate a confident understanding of interdisciplinary themes and skills and comment on the value of this work with regard to policy issues. C8 Demonstrate a confident understanding of interdisciplinary themes and problem-solving skills.	discussion of ideas, progress, discussion of the work of others and the strengths and weakness in the work and ideas presented. They particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.	

11d. Transferable skills	The means by which these outcomes are achieved and demonstrated	The means by which these outcomes are demonstrated
D1 Communicate succinctly in written and oral forms at a level suitable for an undergraduate student. D2 Reflect upon working supportively and effectively in collaboration with others and evaluate own strengths and weaknesses in engaging in critical reflection and acting on feedback. D3 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance.	Transferable skills are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and research informing practice are integral to coursework at all levels. All modules promote practical application and employability that a student may develop further in their dissertation topic at level 6 if they wish. As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. Students are required to complete a number of assignments and a dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills.	To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection, which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.

Criminology & Sociology Exit Awards: Programme Outcomes

As a joint honours award, students will be required to meet the credit thresholds set out in the AU Assessment Regulations. It is therefore not possible to map precisely which outcomes will be met for each exit award as this will depend across which modules the credits have been achieved. However, the table below provides an indication which Programme Outcomes will typically be achieved for each exit award.

Exit Award	Knowledge & Understanding	Intellectual Skills	Practical Skills	Transferrable Skills
BA (Ordinary) (300 credits)	A1, A3, A4, A5, A7, A8, A9	B1, B2, B4	C1, C2, C3, C4, C6	D1, D2, D3
Diploma of Higher Education (240 credits)	A1, A3, A4	B1, B2, B4	C1, C2, C3, C5	D1, D3
Certificate of Higher Education (120 credits)	A1, A4	B1	C1, C2, C3	D1, D3

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The concept of the Arden Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes:

E1 – Discipline Expertise

E2 – Effective Communication

E3 – Responsible Global Citizenship

E4 - Professional Skills

E5 - Reflective Practitioner

E6 - Lifelong Learning

The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme but will be developed through levels 4-6 of the undergraduate award where they are integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Face to face or Adobe Connect seminars where theory and practice are integrated.
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work.

Based upon our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essays, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.'

16. Entry Requirements

Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or

Completion of a recognised Access Programme or equivalent.

IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.

Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Exemptions may be granted in respect of other qualifications subject to Arden University's APL regulations.

17. Programme Structure

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
SKI4002	Effective Interdisciplinary Study	20	C	Portfolio of Tasks
CRI4001	Crime & Society	20	C	Essay
CRI4002	Criminal Justice System	20	C	Essay
SOC4001	Introduction to Sociology	20	C	Coursework
SOC4002	Medicalisation of the Self	20	C	Project
SOC4003	Inequalities in the Modern World	20	C	Campaign Poster and Analysis Report

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES5001	Research and Ethics in Action	20	C	Report and Reflective

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
				Learning Statement
CRI5001	Contemporary Debates in Criminology	20	C	2 x 2,000 word 'Newspaper Articles'
CRI5002	Environmental Criminology	20	C	Report and Proposal
CRI5004	Abnormality & The Deviant Other	20	C	Time Constrained Essay
CRI5003	Policing and Police Powers	20	C	Essay
CRI5005	Protests, Mass Movements & Rebellion	20	C	Poster and Reflective Discussion

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
CRI6001	Cybercrime	20	C	Assignment 1 Essay and Assignment 2 PowerPoint or Video Presentation
CRI6002	Youth Justice	20	C	Assessment
SOC6001	Consumer Society & The Commodification of Beings	20	C	Consumerism Portfolio
SOC6002	Insecurity & Precariousness in the Globalised World	20	C	Time Constrained Essay
RES6004	Research Planning & Project	40	C	Interdisciplinary Research Project

18.	Subject:	*Select from:* https://www.hesa.ac.uk/component/content/article?id=1787

Annex – Mapping of Programme Learning Outcomes and Modules

	Modules	Module Type	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
Level 4	Skills for Interdisciplinary Study	C		✓				✓		✓															✓	✓		
	Crime & Society	C			✓	✓						✓									✓							✓
	Criminal Justice System	C					✓								✓		✓	✓		✓								
	Introduction to Sociology	C	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓						✓	✓
	Medicalisation of the Self	C	✓		✓	✓			✓		✓		✓		✓	✓	✓	✓	✓	✓	✓			✓			✓	✓
	Inequalities in the Modern World	C	✓	✓	✓	✓	✓		✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓					✓	✓
Level 5	Research and Ethics in Action	C						✓		✓									✓				✓	✓	✓		✓	
	Contemporary Debates in Criminology	C			✓						✓			✓						✓								
	Environmental Criminology	C		✓		✓				✓					✓									✓				
	Abnormality & The Deviant Other	C	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓			✓	✓
	Policing and Police Powers	C					✓				✓			✓		✓												

Modules		Module Type	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
Level 6	Protests, Mass Movements & Rebellion	C	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓					✓		✓
	Research Planning & Project	C						✓						✓		✓	✓								✓			
	Cybercrime	C								✓			✓							✓						✓		
	Youth Justice	C				✓						✓				✓						✓	✓					
	Consumer Society & The Commodification of Beings	C	✓		✓	✓			✓				✓		✓	✓	✓		✓	✓	✓	✓				✓		✓
	Insecurity & Precariousness in the Globalised World	C	✓		✓	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓				✓		✓