Programme Specification BA Criminal Justice

Course Record Information	
Name and Level of final and Intermediate Awards	Bachelor of Arts (BA) Criminal Justice; Diploma of Higher Education (DipHE); Certificate in Higher Education (CertHE)
Awarding Body	University of Westminster
Location of Delivery	Regent Site
Mode of Study	Full-time and part-time
UW Course Code	BSOCSCI
JACS Code	L310
UCAS Code	M211
QAA Subject Benchmarking Group	Criminology
Professional Body Accreditation	N/A
Date of initial course re-approval	November 2008
Date of Programme Specification	July 2013

Admissions Requirements

Normally, three A Levels (A2) at grades BBC or two A Levels (A2) at grades AB; plus English GCSE grade C or above. Other Curriculum 2000 combinations will be considered on an individual basis. A variety of non-standard vocational, professional and other qualifications may be acceptable with evidence of capacity both to benefit from and to pass this course.

Non-native speakers of English will normally be required to have an overall IELTS score of 6 points (or equivalent), including a score of 6 in reading and writing skills.

Aims of the Course

In line with the QAA criminology benchmark statements on learning outcome thresholds the programme aims to:

- provide a broadly based interdisciplinary and vocationally relevant programme in Criminal Justice;
- provide a solid grounding in the main theoretical approaches and conceptual devices which have been developed in relation to crime, victimisation and responses to crime and deviance;

- provide a solid grounding in basic principals of social research in terms of different methodologies and research techniques;
- provide a critical understanding of criminal justice policy in the context of broader policy issues, particularly those relating to social divisions and diversity and human rights and civil liberties.
- provide opportunities to explore critically the construction and influence of representations of crime and victims and of responses to crime and deviance (for instance, in official reports, the media and public opinion);
- provide opportunities for the examination of crime in local, national and international contexts;
- develop a range of transferable skills in order to enhance students' employability. These skills include: group and team work; oral and written presentational skills; critical and analytic skills; information retrieval and management skills and autonomy in learning.

Core modules have been designed to equip students with an understanding of basic concepts, knowledge and methodologies and also the personal transferable skills which are indispensable in the study of criminal justice and for future employment, or higher degree studies, in the criminal justice field. These core modules also introduce key specialisms which can be pursued further in a range of specialist optional modules, which enable students to enhance their skills, knowledge and employability in particular fields.

Employment and Further Study Opportunities

BA Criminal Justice graduates will have access to all the vocational, employment and further study opportunities available to other social science graduates. More specialist opportunities may be available, given specialist knowledge and skills provided by the programme and depending on the options chosen. British Society of Criminology research indicates that criminology graduates enter into a variety of first destinations careers, the most popular being policing or police research, probation and prison related.

Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and Understanding

Broadly following the QAA criminology benchmark standards students will be given the opportunity to develop knowledge and understanding of:

- the key criminological and socio-legal concepts and theoretical approaches that have developed (and are developing) in the subject area;

- how crime and victimisation are constructed (in the media and by agents and practices of crime control);

- the relationship between social division and diversity in relation to crime, victimisation and responses to these phenomena;
- the social and historical development of the main institutions within the criminal justice system;
- the nature and appropriate use of research strategies and methods in relation to issues of crime and victimisation, and responses to crime and deviance;
- the value of comparative analysis;
- the complexities inherent in analysing social and criminal justice problems in terms of criminological theory and empirical evidence;
- the distinctive and interdisciplinary nature of contemporary criminology and how this relates to other forms of understanding.

Specific Skills

The key benchmarked subject specific skills which inform the programme relate to the ability of students to;

- understand the nature of criminological questions and investigate them;
- analyse, assess methodologically and communicate information and empirical research findings about crime;
- identify a range of different strategies and methods;
- use appropriate research tools in relation to criminological problems (including qualitative, quantitative and evaluative techniques);
- investigate criminological questions in relation to victimisation, crime and responses to crime and deviance and representations of these;
- identify the ethical issues and the range of problems in research into criminological (and socio-legal) questions;
- undertake and present scholarly work;
- examine the relevance of criminological (and socio-legal) work on crime, victimisation and responses to crime and deviance.

Key Transferable skills

In line with the QAA criminology benchmark statements (s.5.4) the programme offers the opportunity for students' to develop from level four, the following technical and transferable skills;

- written and oral communication skills, including the clear presentation of research procedures, academic debates, and the student's own arguments;
- skills of time planning and management;
- the ability to work productively in a group/team;
- the capacity to present data and evidence in appropriate format for a variety of audiences;
- the ability to formulate researchable problems within a general area of concern;
- the ability to evaluate evidence of diverse kinds and to draw appropriate conclusions;

- research design and data collection skills;
- the ability to analyse both qualitative and quantitative data;
- reading skills;
- identifying, extracting and representing key arguments and evidence from a text;
- information location and retrieval using a full range of sources;
- bibliographic and referencing skills;
- computing skills in relation to both text and the presentation of basic research;
- ability to use feedback and become independent, reflective learners;
- ability to recognise ethical dimensions of their own work.

Teaching, Learning and Assessment Methods

Teaching, Learning and Assessment strategies vary between modules and are designed to meet specific learning outcomes for each module. The programme provides varied and flexible learning, teaching and assessment strategies to allow, as far as possible, students equal opportunity to acquire the requisite skills and knowledge (as set out in the QAA benchmark statements) to graduate in the subject area.

Learning and Teaching

A variety and combination of methods are used including:

- **Lectures**: These are used to provide a core of knowledge common to all students as a basis for further guided independent study. In addition to providing a common foundation of learning they also encourage the wider skills of listening, note-taking and reflection. A variety of audio-visual and presentational methods are used. In some modules, lectures may be given by external speakers who are practitioners in criminal justice agencies or academic specialists in particular areas.

- **Seminars and Workshops**: These provide for more student-centred and active learning and are normally used are used to check understanding of the material covered in the lectures; to examine the issues raised in the lectures in more depth; provide support and guidance on the preparation of assessed coursework; the development of information retrieval, presentational, communication and group work skills. To meet these aims of encouraging depth learning, seminars are therefore based on a variety activities.

- **Guided Independent Study**: Much student learning takes this form in terms of assessment preparation and personal reflection on both criminal justice and learning and teaching issues. It generally takes the form of reading books and journal articles (both hard copy and electronic forms). This is often supported by the University VLE.

- **Work Experience Placements**; The programme runs a work experience module where students work for a period n a relevant organisation or agency. This provides students with an opportunity to develop their criminological knowledge and work related skills.

- **Visits:** For some modules visits to relevant criminal justice agencies are arranged, where possible.

- **Individual supervision**: This is provided in those modules which require students to take a very high level of responsibility for their own learning, particularly the project module in the final year.

Assessment

This central component of student learning has been designed to reflect student progression and development within the programme in accordance with the knowledge and understanding, specific skills and key transferable skills set out above. In short, assessment has been designed to enable students to demonstrate their level of attainment and a range of skills and abilities; that they have met the learning outcomes for each module and to facilitate the development of independent learning.

Assessment is based on testing students' knowledge, understanding of relevant issues, concepts and skills and is based upon the ability to research, analyse and present arguments coherently in a variety of formats. Students taking the BA Criminal Justice will therefore experience a wide variety of assessment methods, including exams, essays, critical reviews, research designs, oral presentations.

Assessment is designed to evaluate student progress within individual modules and the programme as a whole. It is used to provide students with feedback to enable them to measure their own progress, to reflect upon the effectiveness of their own learning and to make appropriate improvements.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Credit Level 4

Code	Title	Status	Value
1SLC420	Introduction to Criminology	Core	30
1SLC430	Law and Criminal Justice	Core	30
1SLC435	History and Crime	Option	15
SSLC400	Crime and the Media	Option	15

To reach necessary 120 credits students will choose from 30 and 15 credit modules offered by other subject areas in the Department. They can also opt for one elective module from outside the department such as a modern language.

An award of Certificate in Higher Education is available on successful completion of 120 credits as an exit qualification.

Credit Level 5

Code	Title	Status	Value
1SLC530	Criminological Theory	Core	30
1SLC540	Research Methods for Socio-legal Studies and Criminology	Core	30
1SLC541	Punishment and Society	Option	15
1SLC542	Youth, Crime and Criminal Justice	Option	15
1SLC543	Race, Crime and Criminal Justice	Option	15
1SLC514	Law, Politics and the State	Option	15

Students must take a minimum of two level five options in the first semester and, with appropriate academic advice, may take two level six options in Semester Two. Students may also take a 15-credit University Elective from outside the Department of Social and Historical Studies, such as a Polylang (language) module, instead of one of the 15-credit options listed above.

Credit Level 6

Code	Title	Status	Value
1SLC697	Project	Core	30
1SLC652	Criminal Justice Process	Core	15
1SLC643	Victims of Crime	Option	15
1SLC644	Gender, Crime and Justice	Option	15
1SLC645	Crime in the International Context	Option	15
1SLC646	Understanding Crime Prevention	Option	15
1SLC647	Crimes of the Powerful	Option	15
1SLC649	Law and Discrimination	Option	15
1SLC651	Civil Liberties and Human Rights	Option	15
1SLC654	Policing and Social Order	Option	15
1SLC655	Images of Crime: Explorations in Cultural Criminology (3rd year only)	Option	15
1SLC657	Cybercrime and Society	Option	15
1SLC658	Crime and the City	Option	15
SSLC600	Psychology, Crime and the Popular Imagination	Option	15
1SLC653	Work Experience in SLC (3rd year only)	Option	15 **or**
1SOC695	Work Experience: Practice and Reflection	Option	15

Notes: Students MAY be permitted to take up to two 15 credit level 6 modules in main second year (or part-time equivalent) but ONLY with the approval of their Personal Tutor.

Students may also take a 15-credit University Elective from outside the Department of Social and Historical Studies, such as a Polylang (language) module, instead of one of the 15-credit options listed above.

An award of Diploma in Higher Education is available on successful completion of 240 credits at levels 5/6 as an exit qualification.

Progression Requirements

The BA (Hons) Criminal Justice and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA).

A *pass* in a module is achieved when the overall mark is at least 40% and the marks for each individual element (eg coursework and exam) are at least 30%.

In order to progress from year one to year two, a full-time student must obtain a 40% overall average at level 4;

In order to progress from year two to year three, a full-time student must obtain a minimum of 165 credits at level 4 or above, including a minimum of 75 credits at level 5 or above.

Awards

Award of a Certificate of Higher Education (CertHE)

(i)   To be eligible for the award of a Certificate of Higher Education, a student must have:

a)   obtained a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and

b)   satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

(ii)   The University may award:

a)   a **Certificate of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits;

b)   a **Certificate of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits.

Award of a Diploma of Higher Education (DipHE)

(i)   To be eligible for the award of a Diploma of Higher Education, a student must have:

a)   obtained at least 240 credits including:

-     a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and

-     a minimum of 120 credits at Level 5 or higher; and

b)   satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

(ii)   The University may award:

a)   a **Diploma of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits at Level 5 or higher;

b)   a **Diploma of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits at Level 5 or higher.

Award of a Non-Honours Degree

(i)   To be eligible for the award of a Non-Honours Degree, a student must have:

a)   obtained at least 300 credits including:

-     a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and

-     a minimum of 120 credits at Level 5 or higher; and

-     a minimum of 60 credits at Level 6 or higher.

b)   satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

(ii)   The University may award:

a)   a **Non-Honours Degree with Merit** to a student whose marks average at least 60% across the best 150 credits at Levels 5 and 6;

b)   a **Non-Honours Degree with Distinction** to a student whose marks average at least 70% across the best 150 credits at Levels 5 and 6.

Award of an Honours Degree

17.1   (i)   To be eligible for the award of an Honours Degree, a student must have obtained at least 360 credits including:

a)   -   a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and

-     a minimum of 120 credits at Level 5 or higher; and

-     a minimum of 120 credits at Level 6 or higher; and

b)   attempted modules with a maximum value of 330 credits at Level 5 and 6; and

c)   satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

Time Limits

The time limit for a student to complete his/her programme of study shall be as follows:

	Full-time study	Part-time or mixed mode study
CertHE	3 years	5 years
DipHE	5 years	6 years
Degree	6 years	8 years
Honours degree	6 years	8 years

These are the overall time limits for programmes of study with the substantive mode of attendance indicated above and **include** any periods for the suspension of studies or the retrieval of failed modules. The time limit for any programme of study not listed above shall be determined by the relevant University Validation Panel.

Support for Students

On arrival, an induction programme will introduce students to the staff responsible for the course, the site on which they will be studying, the Library and IT facilities and to the School Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library which, across its four sites, holds printed collections of 412,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through Library Search, the library portal.

There are over 3,500 computers spread over the four University sites available for students' use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

In short student support is provided by;

- Induction Programme;
- Departmental intranet;
- Subject Area intranet;
- Student Handbook;
- Subject Area Module Guide;
- Personal Tutor System;
- Library and Learning Resources;
- Course committees with student representation;
- School Registry;
- Staff office hours;
- E-mail for staff and students;
- Links with relevant agencies to support optional work experience module;
- University Services for Students (covering advice on accommodation, financial and legal matters, personal counselling, health and disability and international issues; careers guidance and chaplaincy)

Reference Points for the Course

Internally

The programme is informed by the University of Westminster Learning, Teaching and Assessment Strategy, Quality Assurance and Modular Frameworks. t also reflects staff expertise and research interests

Externally

QAA subject benchmark statements (Criminology)

Quality Management and Enhancement

Course Management

The programmes are the responsibility of the subject area teaching team and co-ordinated by the Course Leader. Course team meetings are attended by full-time, fractional and PTVL staff who are involved in the academic decision-making process around Course Review, monitoring and development. However, all financial decisions are the responsibility of the Head of the Department of Social and Historical Studies and the Dean of SSHL.

Policy decisions are guided by School level or University-wide. Course committees are held once a term, with student representatives and representatives from the Registry, IT, library and course team members to update information about any changes or new initiatives, and to provide students with an opportunity to raise issues or provide feedback on specific academic services, policies or areas of concern.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2002. The Panel included internal peers from the University and external subject specialists to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners to evaluate the effectiveness of the course. The School Learning and Teaching Quality Committee audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. The most formal mechanism for feedback on the course is the course committee. Student representatives will be elected to sit on the committee to represent the views of their peer group in the discussions held at the committee. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

Students are asked to complete an end-of module questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course.

For more information about this Course:

Please contact:

Course Leader, David Manlow (d.manlow@westminster.ac.uk)

Please note – This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.