

PART ONE: Programme Specification

Course record information

Name and level of final award:	BA/BA (Hons) Sociology and Criminology
Name and level of intermediate awards:	Diploma of HE in Sociology and Criminology; Certificate of HE in Sociology and Criminology
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Regent Street
Language of delivery and assessment:	English
Course/programme leader:	Dorrie Chetty
Course URL:	westminster.ac.uk/sociology westminster.ac.uk/criminology
Mode and length of study:	Three Years Full-Time Five Years Part-time
University of Westminster course code:	W50
JACS code:	
UCAS code:	LM39
QAA subject benchmarking group:	Sociology and Criminology
Professional body accreditation:	None
Date of course validation/review:	October 2013
Date of programme specification:	October 2013

Admissions requirements

Normally students should:

- Be aged 18 or over on 1st September in the year of entry;
- Have the following qualifications, either:
- Three BBC grades at A2-level, or two AB grades at A2-level, plus GCSE in English Language Grade C or above, or
- BTec DMM plus at least one academic A-level grade C or above, or
- International BAC 28 points.

Non-native speakers will be required to provide test evidence of English proficiency (IELTS 6.0 points or equivalent).

Non-traditional mature applicants are considered on the basis of their qualifications and experience. Details of the current entry requirements are available from the Programme Leader or the Admissions Office. All applicants are invited to an Open Day where they can meet staff, current students and find out more about the course.

Aims of the course

The main aim of the BA (Hons) Sociology and Criminology degree at Westminster is to offer students an exciting and 'cutting edge' programme and produce graduates with knowledge and attributes which will make them informed and active citizens in their personal, social and professional lives.

Sociology plays a vital role in answering important questions about our society, said the Guardian journalist Polly Toynbee at the 2013 British Sociological Association Annual Conference. Some of these questions relate to crime, justice and welfare which will be the focus of the 2014 annual conference of the British Society of Criminology. Sociology and Criminology therefore are complementary disciplines that make perfect partners in a degree programme. With current fears and anxieties about 'Broken Britain' and growing concerns relating to national and global security, the study of these two disciplines has never been more important.

Sociology studies how societies work in both national and global contexts, engaging with the social, cultural, political and economic processes which shape them and drawing on different theoretical perspectives to explain them. Criminology examines these processes in relation to the role played by the major institutions of law and criminal justice, from the role played by Parliament and the courts in producing and interpreting criminal law, to the role played by the police as the 'gatekeepers' of the criminal justice process. Whilst sociology will engage you with issues such as racism, sexism and class, in criminology inequalities will be discussed focusing on concepts of justice, human rights and crime. Combining sociology and criminology enable students to study the ways in which power relations operate in society and critically examine the complex social, political and ideological dimensions of legal institutions and relationships between law, justice and society.

In both sociology and criminology we aim to foreground issues of equality, social justice and human rights, in order to help develop our students as effective, active and critical global citizens. The lives and interests of our students are reflected both in modules about diversity/difference and our approach to learning and teaching. The course team endorses the view of the Quality Assurance Agency for Higher Education and. The aims of the BA Sociology and Criminology degree at Westminster fit within the university's mission statement to provide for "the intellectual, social and professional development of the individual".

More specifically the course aims to do the following:

- enable students to fulfil their potential;
- develop students' ability to identify sociological and criminological problems, formulate questions and investigate them;
- to provide a wide variety of modules in sociology and criminology which will engage, stimulate, challenge and enthuse students, to develop their qualities of perception and judgement;
- to promote academic and personal progression through a programme which offers increasing specialisation and demands higher-order work at upper levels, culminating in the final demonstration of independent learning in a self-managed dissertation;
- to encourage students to make the best use of the unparalleled opportunities for study and research in London
- enable students to analyse, assess and communicate empirical information about inequalities, social injustice and human rights, and representations of complex issues such as immigration;

- enable students to identify and deploy a range of research strategies, including qualitative and quantitative methods and the use of published data sources, and to select and apply appropriate strategies for specific research problems;

The programme provides opportunities to undertake work placements, providing essential practical experience and facilitating graduate career progression.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Enhancing students' employability skills and opportunities is at the heart of this degree. The course is designed to prepare students for a wide range of careers, including policy and research careers in central and local government, teaching, the media, Non-governmental organizations and the private sector. A number of students go on to further study for Masters' degrees and PhDs and subsequently make the transition to academic jobs in teaching and/or research at this or other universities. Students are encouraged from the first year onwards, to develop personal strategies of independent learning and career management, identifying any skills gaps and remedying them through further training or employment. The course assessment strategy and assessment regimes are all intended to develop the type of employability attributes that contemporary employers look for in graduates, namely:

- the ability to work as part of a team;
- the ability to take initiative and work independently;
- numeracy and ICT skills;
- evaluative and analytical skills;
- problem-solving skills;
- research skills;
- communication skills – both oral and written;
- presentation skills using audio visual technology
- time management.

The work placement modules on this degree require students to find and negotiate a suitable placement where they can apply their subject knowledge and gain valuable experience in the workplace. The course has links with a range of employers in government, the third sector, research institutes and criminal justice agencies who can offer work placements. Our alumni work in a range of occupations such as policing, the probation or prison services or pursue careers in the civil service, local government or voluntary organisations. Many go into social research in a wide variety of different institutions.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. The Quality Assurance Agency has produced a number of Subject Benchmark Statements for the UK academic community. These provide a means for universities to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications. The Subject Benchmark Statements for Criminology and those for Sociology have been instrumental in guiding the design of learning outcomes on this programme. Listed below are the learning outcomes for the course, divided into three areas: knowledge and understanding, subject-specific skills and key transferable skills.

Knowledge and understanding

The most important intellectual skills identified by the teaching team and developed in the Criminology degree are skills of evaluation, analysis, critique and independence of thought. Collectively these skills enable students to build criminological conceptual frameworks upon which practical, evidence-based skills can be developed. By the end of the degree, we want students to develop and apply their criminological imagination, have acquired a substantial body of criminological knowledge, undertaken personal development and to be equipped for graduate employment.

The degree is broadly structured at three levels:

Level 4 is equivalent to first year and students are not expected to have studied the subjects before (although some may have studied Sociology at A-Level and they are expected to understand the difference between what they learnt at this level and degree level);

Level 5 consists of core and option modules and is equivalent to second year; Second year students can take a Level 6 options in Semester 2.

Level 6 is equivalent to third year and includes core and option modules.

The specific learning outcomes are drawn from the QAA benchmarks (2007) for Sociology and QAA (2007, 2013) for Criminology and have been applied to our modules. These are categorised in terms of 'knowledge and understanding, specific skills and key transferable skills', providing threshold criteria at each level.

Essentially, in terms of knowledge and understanding, modules at Level 4 introduce ways of thinking critically about society, crime, representations of and responses to crime and deviance in historical and social context, core concepts/methods.

Level 5 develops knowledge about the disciplines and their perspectives and methods, drawing more on primary sources to develop competence and application of theoretical concepts in relation to specialist options. By level 6, students are expected to think analytically, formulate dissertation questions, design and conduct primary research and be competent in interpreting theory and evidence. Similarly, there is progression in specific skills from orientation to Higher Education and academic literacy at level 4 to being able to describe accurately, conduct, analyse and report empirical information at level 5 and to be competent practitioners, able to think critically, undertake research, and marshal arguments at level 6. Key transferable skills progress from strategies to support independent learning, ICT skills, referencing and group work at level 4 to reflecting on and improving personal

learning strategies, more sophisticated information retrieval and skills and career management skills at level 5 and dissertation skills, work experience and awareness of the relevance of sociological knowledge to policy and career pathways. Together, the threshold knowledge required of a combined sociology/criminology graduate, demonstrates a disciplinary commitment to equipping students for graduate employment.

Key transferable skills

The Sociology and Criminology degree at the University of Westminster aims to allow and encourage students to develop the following skills:

- self-discipline;
- self-direction;
- independence of mind, and initiative;
- computing skills in relation both to text and the presentation of basic research data
- the ability to work with others, and have respect for others' reasoned views;
- the ability to gather, organize and deploy evidence, data and information; and exchanging information;
- analytical ability and the capacity to consider and solve problems, including complex problems
- structure, coherence, clarity and fluency of oral expression;
- structure, coherence, clarity and fluency of written expression;
- intellectual integrity and maturity;
- imaginative insight and creativity

Teaching, Learning and Assessment Methods

Learning

This section addresses how students learn for a sociology/criminology combined programme at Westminster. The University's Teaching and Learning strategy (2007/10) has been interpreted within policy and the primary aim is to 'promote independent, self-directed learning'. We are committed to research-led teaching and research seminars are open to undergraduates.

Students are supported and encouraged to develop into autonomous, self-directed learners through experiential, reflective and research-based learning. This progresses incrementally through the three-year degree programme. In the first year, students are encouraged to become more aware of their learning strategies, in order to develop their capacity for independent learning. As students progress through their second and third years, they are expected to make more use of their own initiative in the coursework they undertake, selecting their own topics for analysis. Independent learning is most developed in the final-year dissertation, where students have the opportunity to research in depth a topic that most interests them, with limited supervision.

Student independent learning is supported through:

- access to advice and support from research-active teaching staff;
- the provision of clear information about content, expectations, assessment and appropriate reading for all modules;
- access to a range of paper and electronic resources (texts, monographs and journals, other external sources); and
- access to computing resources including hardware, software and the necessary technical support.

A variety and combination of teaching methods are used on the programme 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 develop the skills of listening, note-taking and reflection. A variety of audio-visual and presentational methods is used. In some modules, guest lectures are given by external speakers who are practitioners in criminal justice agencies, providing specialist expertise and insight into topical issues.
- **Seminars and workshops:** These provide opportunities for student-centred and active learning and are used to aid understanding of the material covered in lectures, examine and discuss issues raised in the lectures in more depth, and provide support and guidance on the preparation of coursework. To meet these aims, seminars and workshops encompass a varied range of activities. Individual or group presentations are a key element, providing an opportunity for students to practice new ways of thinking, rehearse their ideas and revise them in interaction with others, and to develop skills in oral presentation and communication. Seminars also provide opportunities for early formative assessment and feedback.
- **Project work:** Individual or group projects are a key element of a number of modules, encouraging students to engage with current debates and arguments surrounding criminological and criminal justice issues. They provide an opportunity for students to source information, learn to discriminate between different sources in the public domain, to apply and interrogate theoretical concepts in a real-life context, use problem-solving skills, practice time management and work organisation and work collaboratively with other students.
- **Guided Independent Study:** Much student learning takes the form of guided independent study, including reading, preparation of course work and personal reflection on the issues raised in lectures and seminars. It generally takes the form of reading books and journal articles, but use of other types of teaching materials and resources will be encouraged including sources in the public domain (newspapers, websites, blogs, research reports etc).
- **Blackboard:** This on-line learning system is used as a central communication point between staff and students and between the students themselves. Course or module announcements are made here, lecture slides and handouts are posted, and discussion threads/forums, group working and links to external teaching materials and resources are all hosted through this site. The Blackboard system is also used for submission of coursework and return of marked work and feedback.
- **Laboratory-based computing sessions:** Some research analysis methods will be taught in computer laboratories where specialist software packages are available, to provide the opportunity for practical, hands-on learning.
- **Work Experience Placements:** The programme offers an optional work experience module where students can work for a period in a relevant Criminal justice organization or a government department or a third sector group. This provides students with an opportunity to develop their knowledge in a substantive area and to enhance their generic transferable skills.
- **Visits to external sites:** For some modules, visits to relevant sites and organisations are arranged. These provide opportunities to examine policy issues and outcomes at first hand, discuss them with practitioners and to apply theories and skills in practical circumstances. Students are also encouraged to attend relevant seminars and events in the University and at other institutions in London to add to their awareness and understanding of current criminal justice policy-research developments.
- **Individual supervision:** This is provided in modules which require students to take a high level of responsibility for their own learning, particularly the dissertation module in the final year. It may also be used to provide guidance on specific problems.

Teaching

The QAA Sociology and Criminology benchmarks documents identify distinctive features of the discipline which are critical to teaching and learning. Firstly students need to be given the chance to learn how to think in both abstract and concrete terms. Secondly, students need to be able to evaluate competing perspectives and conflicting explanations and to develop the skills to judge whether theories offer valid, logical explanations and to justify their arguments. Thirdly, knowledge is intimately bound up with most areas of social/ public life and different perspectives are connected to value positions, so students need to be self-aware in relation to how their own values and other people with different values will influence rival interpretations of evidence.

Teaching advances student learning through a range of methods within and outside the teaching slot for each module. Typically, modules are divided between lectures and seminars, with the lectures being used to provide a framework for further study by defining the topic, identifying and evaluating significant theories/ research evidence and issues in relation to it. Seminars provide an opportunity for students to practise skills and explore or test their understanding through specific exercises, such as case studies, detailed textual analysis, data interpretation, discussion and debate. Students can ask questions about things they do not understand, shape the direction of discussion and seek guidance on assignments in seminars, but the success of seminars depends on the extent to which students have read and prepared for them. During lectures and seminars, students have the opportunity to practise specific skills of academic literacy through analysing primary data and sources. They also develop key transferable skills such as, for example, time management in working through activities, information retrieval, group work, use of ICT, communication and presentation skills etc. which may be taught and practised but not necessarily assessed. This contributes to personal development planning which is an essential element of being a student.

Outside formal classes, students can communicate with the academic staff via email or drop-in during office hours and use the Blackboard virtual learning environment to find out information about the module, links to related web-based resources and use discussion boards to communicate with one another and academics. Guided study enables students to make use of a range of resources, both paper and electronic to support their learning. First year students are given more guidance in terms of suggested reading, appropriate websites etc. whereas second and final year students will be expected to also find their own resources and use wider, more complex search facilities from within and outside the university. In summary, teaching is more lecturer-led in the first year and becomes more student-led in the second and especially the third year.

Assessment

The assessment strategy for the programme has been designed to enable students to demonstrate that they have met the learning outcomes, at an appropriate level of achievement, for each individual module as well as for the programme as a whole. This requires a varied range of assessment methods in order to test students' capabilities in all areas of performance, including knowledge, understanding of relevant issues and concepts and a broad skillset, both subject-specific and transferable (see learning outcomes above). The range of assessment methods used on the programme includes:

- exams (both unseen and open-book),
- essays,
- critical reviews and commentaries,
- reports,

- oral presentations (group and individual),
- analytical exercises,
- literature reviews,
- reports on project work,
- practical research tasks (designing materials, collecting data and analysis),
- computer-based assessments,
- dissertation.

Methods of assessment reflect progression across the three years of the programme. Some of the modules rehearse skills required at a more advanced level in subsequent modules to allow for the development of core skills, eg literature review and research methods tasks in level 5 (2nd year) modules, which will be subsequently used for the dissertation at level 6 (3rd year).

Formative assessments are an important part of the assessment strategy, used to facilitate the development of independent learning, by providing 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. This is crucial to student motivation. In first-year modules, there are formative assessments at an early stage which do not carry many marks but help to give students an idea of what is required for degree-level learning. Detailed guidance is provided in module handbooks and support is given in seminars to assist students. Where appropriate, in-class tests are used to test understanding of concepts. Some modules use a log as the formative assessment in order to encourage students to prepare for and attend seminars and test their application of knowledge and their ability to write in a concise way.

Sociology and Criminology Course Structure 2014-2015.

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 (Year One)				
Module code	Module title <i>Students must take the following Cores</i>	Status	UK credit	ECTS
SSOC406	Thinking Sociologically	Core	15	7.5
SSOC407	Classical Sociological Theory	Core	15	7.5
SSLC401	The Criminological Imagination	Core	30	15
	PLUS ONE OF THE METHODS MODULES			
SSLC403	Researching Crime and Justice	Core	15	7.5
SSOC403	Researching Society	Core	15	7.5
	Plus at least 30 credits from the following options			
SSOC408	Self and Society	Option	15	7.5
SSOC409	Introducing Gender	Option	15	7.5
SSOC400	Understanding Race	Option	15	7.5
SSOC401	Globalisation and the Media	Option	15	7.5
SSOC402	Culture and Everyday Life	Option	15	7.5
SSOC405	London Explored	Option	15	7.5
SSLC404	Controversies in Criminal Justice	Option	15	7.5
SSLC400	Media and Crime	Option	15	7.5
SSLC405	Crime and the London Underworld	Option	15	7.5
SSLC406	Psychology and Crime	Option	15	7.5
	One 15 credit module can be taken from polylang or from History or the Microsoft module	Option	15	7.5
	Students <u>must</u> take 120 credits at level 4.			
Award of Certificate of Higher Education available (120 credits)				
Credit Level 5 (Year Two)				
Module code	Module title <i>Students must take the following cores</i>	Status	UK credit	ECTS

SSOC507	Modern Social Theory	Core	15	7.5
SSLC502	Radical Criminology	Core	15	7.5
	Plus one of the three methods modules			
SSOC503	Research in Action: Qualitative Methods	Core	15	7.5
SSOC505	Research in Action: Quantitative Methods	Core	15	7.5
SSLC503	Researching Crime and Justice 2	Core	15	7.5
	Plus at least 15 credits from Sociology options if a sociology methods module was not taken.			
SSOC500	Youth, Culture and Identity	Option	15	7.5
1SOC508	Education Now	Option	15	7.5
SSOC509	Emotional Life: Psycho-Social Dimensions	Option	15	7.5
SSOC504	Work Experience: Practice and Reflection	Option	15	
	One level 6 Sociology module can be taken in semester 2. See level 6 choices below.			
	Plus at least 15 credits from Criminology options if the criminology methods module was not taken.			
SSLC504	Youth, Crime and Justice	Option	15	7.5
SSLC505	Race, Crime and Justice	Option	15	7.5
SSLC506	Gender, Crime and Justice	Option	15	7.5
SSLC507	Globalisation and Crime	Option	15	7.5
	One level 6 criminology module can be taken in semester 2. See level 6 choices below			
	One 15 credit module can be taken from polylang	Option	15	7.5
	Students <u>must</u> take 120 credits at level 5 or above. NB students must take a minimum of 90 credits in each subject area across the second and third year, of which 45 credits in each subject must be at level 6.			

Award of Diploma of Higher Education available (240 credits)				
Credit Level 6 (Year Three)				
Module code	Module title	Status	UK credit	ECTS
	<p><i>For the BA (Hons) degree, students must take the 30 credit dissertation in either Sociology or Criminology.</i></p> <p><i>BA students need not take a dissertation module but can choose to do it as an option.</i></p>			
SSOC601	Dissertation (Sociology)	Core	30	15
1SLC699	Dissertation (Criminology)	Core	30	15
	Plus at least 15 credits from Sociology options.			
SSOC600	Sexualities	Option	15	7.5
SSOC602	Making the News	Option	15	7.5
SSOC604	Gender, Education and Identity Work	Option	15	7.5
SSOC603	Crossing Borders and Boundaries: Migration, Identity and Culture	Option	15	7.5
SSOC605	Contemporary Gender Studies: Feminist Theory and Beyond	Option	15	7.5
SSOC606	Sociological Research Practice: Doing Research for Organisations	Option	15	7.5
SSOC607	Life and Death: Medicalising the Body	Option	15	7.5
SSOC609	Consuming Race	Option	15	7.5
SSOC610	Perils and Pleasures: A London Sociology of Leisure	Option	15	7.5
SSOC611	Families and Intimate Life	Option	15	7.5
	Plus at least 15 credits from Criminology options.			
SSLC602	International Criminal Justice	Option	15	7.5
SSLC603	Human Rights and Global justice	Option	15	7.5
SSLC604	Policing and Global Security	Option	15	7.5
SSLC605	Punishment and Modern Society	Option	15	7.5
SSLC600	Psychology, Crime and the Popular Imagination	Option	15	7.5
SSLC606	The Drama of Crime: Crime, Film and Society	Option	15	7.5

SSLC607	Issues in State Crime	Option	15	7.5
SSLC608	Victims of Crime	Option	15	7.5
SSLC609	Contemporary Issues in Criminology	Option	15	7.5
SSLC610	Work Experience in Criminology	Option	15	7.5
	One 15 credit module can be taken from polylang	Option	15	7.5
	<i>BA (Hons) students must take a minimum of 90 credits in each subject across levels 5 and 6, of which at least 45 credits must be at level 6. However, they must complete a total of 120 credits at level 6.</i>			
	<i>BA students must take at least 75 credits in each subject across levels 5 and 6, of which at least 30 credits in each subject must be at level 6.</i>			
Award of BA available (300 credits)				
Award of BA Honours available (360 credits)				

Academic Regulations

The University has regulations that govern the progression through the course. The BA Honours Sociology and Criminology 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).

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Progression Requirements

The University has regulations that govern the progression through the course.

- 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 35%.
- In order to progress from Level 4 to Level 5, a full-time student must obtain a 40% overall average at level 4;
- In order to progress from Level 5 to Level 6, 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)

To qualify for the award of a Certificate of Higher Education, a student must have:

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

The University may award:

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

To qualify for the award of a Diploma of Higher Education, a student must have:

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

The University may award:

- 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;
- 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 an Honours Degree

To qualify for the award of BA Honours Sociology and Criminology, a student must have:

- Obtained at least 360 credits including:
 - Passed 75 credits at credit Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
 - Passed a minimum of 120 Credits at credit Level 5 or higher; and
 - Passed a minimum of 120 credits at credit Level 6 or higher.
 - Attempted modules with a maximum value of 330 credits at credit Levels 5 and 6; and
 - Satisfied the requirements contained within any course specific regulations for the relevant course scheme.

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

Award of a Non-Honours Degree

To qualify for the award of a Non-Honours Degree, a student must have:

- 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 and
 - obtained at least 300 credits including:
 - satisfied the requirements contained with any course specific regulations for the relevant Course Scheme.

The University may award:

- 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;
- 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.

Support for Students

On arrival, a departmental orientation programme will register students, introduce you to the staff responsible for your course and most importantly, help you to choose your subjects and modules to embark on your degree programme. You will be introduced to the Library and IT facilities and to the Faculty registry. You will be provided with a Course Handbook, which provides detailed information about your course. You will be allocated a personal tutor who can provide advice and guidance on academic matters.

Academic tutoring

The new tutoring system operates in conjunction with core modules at level four and is provided by your seminar leaders in those modules.. This is to be replicated at level 5 through the core research methods modules and at level 6 through the dissertation module. The content of the tutoring will be:

- Helping you to understand and make the most of feedback loops and forward feeding;
- Learning plans, which will set up learning aims linked to forward feeding from previous assessments;
- Integrating a new curriculum in information literacy (ancil) to formalise the acquisition of digital literacies;
- Use of peer assessments to improve your oral and written communication and the articulation of core competencies and skills for employability and increased awareness and confidence.

Personal tutoring

Personal support is also crucial to the quality of your experience. Personal tutoring includes formal elements such as helping you choose modules, signing off forms, writing references etc. and also informal advice or support if you experience difficulties. We can direct you to the university advice services (counselling, financial) when needed and students repeatedly express how much they value it.

University Services to Support Learning and ANCIL

The ANCIL project is consistent with our student-centred, joined up pedagogy where all the support networks of the university are integrated with the disciplines to produce a holistic

approach to your learning. Some key points from ANCIL include:

- ability to access, evaluate and use information is a key skill in our digital age;
- learning these skills at HE level needs to be embedded in subject teaching and developed and assessed as you progress;
- Learning needs to be supported by partnerships across the university eg. academic staff, library staff, study skills advisors, it trainers, careers counsellors.

Learning Adviser

Academic support in the university is available from the Academic Learning Development Advisors Shahzeena Ahmad and Laura Niada. This is a vital service offering one-to-one sessions, workshops, worksheets and online resources to meet your individual learning needs and is additional to the dedicated support the Sociology team offers you in modules.

Disability Support

The Disability Service plays a crucial role in the experience of students across a spectrum of learning needs. Central to our disability policy is an inclusive curriculum and delivery, which meets the needs of all students without discriminating against students with disabilities. In Sociology, we have adjusted our pedagogic delivery and materials for the benefit of all students, knowing that learning support required for students with disabilities will help everyone. For example, the provision of teaching materials and reading lists electronically on Blackboard and organising the sites for every module in more or less the same way has been a significant improvement for all students but especially for those with disabilities in providing consistency in the learning experience

We have also integrated our support of the wider variety of learning needs to our student engagement initiatives and this has seen some of our students with disabilities providing peer support to others as mentors or simply encouraging them in their work. It is important within the social justice pedagogic framework in which we operate in Sociology, that every one of you feels entitled to achieve your potential.

Advice Services for Students

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 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.

Library and IT support

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. You can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

You can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. The first floor of Regent library is a very popular study space and contains most of the Sociology books as well as attractive seating areas and bookable cubicles for group work. You can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports Sociology. You can also securely connect your own laptops and mobile devices to the University wireless network.

Careers guidance and employability

The University provides an extensive service for students, which includes various

workshops ranging from raising student awareness of the job market, its structures and the dominance of the hidden job market to offering group workshops, one to one sessions on skills such as networking, mentoring and interviewing techniques. It also regularly advertises internships and other forms of employment opportunities. The website regularly up-dates employment and training opportunities and develops links with employers to extent these employment openings.

Reference points for the course

Internally

The structure and operation of the course is set by the University framework for undergraduate courses, the University handbook of academic regulations and the University Quality Assurance handbook. The course actively engages with University of Westminster and SSHL policies including those relating to teaching, learning and assessment, on-line learning etc. The course also reflects staff expertise and research interests.

Externally

In designing the course, reference has been made to the QAA Qualifications Framework and the QAA benchmark statement for Criminology to inform the content of the degree. The design of the course has also benefited from discussions with external examiners and other colleagues

Quality Management and Enhancement

Course Management

The BA (Hons) Sociology and Criminology degree and all the modules that make up the degree are the responsibility of the sociology and criminology teaching teams, overseen and co-ordinated by a Course Leader. Team meetings are attended by full-time, fractional and part-time visiting staff, who are involved early in the academic decision-making process around course review, monitoring and development. However, financial decisions are the responsibility of the Head of the Department of Social and Historical Studies and policy decisions are guided by policies at School or University level.

Course committees are held once a semester, with representatives from the teaching team, Registry, Information Systems and Library Services in attendance to update students with information about 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.

The Course Leader is:

Dorrie Chetty
Course Leader, Sociology and Criminology
Department of Social and Historical Studies
University of Westminster
309 Regent Street
London W1B 2UW
Tel: +44 (20) 3506 9040
Email: Chettyd@westminster.ac.uk

Course approval, Monitoring and Review

The course was approved by a University Validation Panel in 2013. The panel included internal peers from the University and external subject specialists from academia and industry 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 also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including 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 Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, 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 views are taken seriously. Student feedback is gathered in a variety of ways. 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 various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before 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. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's quality assurance evidence base.

For more information about this course or if you would like to discuss any issues relating to the course, please do contact your Course Leader,

Dorrie Chetty : chettyd@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.

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