

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Criminology

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| Awarding institution | Liverpool John Moores University |
| Teaching institution | LJMU |
| UCAS Code | L31F |
| JACS Code | L311 |
| Programme Duration | Full-Time: 4 Years |
| Language of Programme | All LJMU programmes are delivered and assessed in English |
| Subject benchmark statement | Criminology (2014) |
| Programme accredited by | |
| Description of accreditation | |
| Validated target and alternative exit awards | Bachelor of Arts with Honours (Fnd) in Criminology Diploma of Higher Education (Fnd) in Criminology Certificate of Higher Education (Fnd) in Criminology |
| Programme Leader | Janet Jamieson |

Educational aims of the programme

1. To provide, for all students, a defined academic programme with clear learning outcomes.
2. To develop students' critical, analytical and evaluative skills, and transferable skills, to prepare them for graduate employment.
3. To encourage students to acquire a critical understanding of criminology topics which demonstrates an appreciation of criminological theory, evidence and the relevance to contemporary debates.
4. To encourage students to critically evaluate responses to deviance, crime, harm, victimisation, punishment and justice and representations of these at national, international and global levels.
5. To equip students with the necessary knowledge, understanding and skills to formulate and ethically investigate criminological questions using appropriate quantitative and/or qualitative methods.
6. To encourage students to make an academic and practical contribution to the discipline of Criminology.
7. To develop those learning, information technology, communication and reflective skills necessary to enable students to undertake independent study, and to participate in lifelong learning.
8. To develop new areas of teaching in Criminology in response to the advance of scholarship and the needs of the community.
9. To encourage students to engage with the development of employability skills, including the completion of a self awareness statement.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

A student who is eligible for this award will be able to:

- Recognise the various concepts and theories used in criminology that seek to explain these activities.
- Identify the methods employed within criminological research to generate claims to knowledge regarding these activities.
- Appreciate that these activities generate responses at international, national and local levels, within and beyond the state
- Recognise a variety of competing interpretations of crime and crime control.

- Describe the various social divisions which structure definitions and effects of crime, harm and criminal justice.
- Situate criminological knowledge in relation to a range of cognate disciplines and their own personal development planning.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)

A student who is eligible for this award will be able to:

- Examine the various concepts and theories used in criminology that seek to explain these activities.
- Evaluate the methods employed within criminological research to generate claims to knowledge regarding these activities.
- Assess the various responses to these activities at international, national and local levels, within and beyond the state, and the dynamics between these responses.
- Evaluate a variety of competing interpretations of crime and crime control.
- Analyse the relationships between various social divisions and the definitions and effects of crime, harm and criminal justice.
- Understand the relationship between criminological theory and research, and the relationship between these and other disciplines which attempt to grasp 'crime' and 'crime control'.

Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Engage critically with concepts and theories in a series of substantive criminological concerns.
2. Critically appraise, select and utilise appropriate methods to generate empirical knowledge on a substantive criminological concern.
3. Evaluate critically the origins, trajectories and impacts of international, national and local state responses to these activities, as well as the co-opted roles of actors and institutions beyond the state sector.
4. Critically assess competing interpretations of crime and crime control.
5. Critically interrogate the relationships between a variety of social divisions and definitions, practices and effects of crime, harm, criminal justice and criminology.
6. Synthesise insights from a range of disciplines pertaining to the relationships between crime, harm, power and the state.
7. Apply major theories and concepts to the study of crime and its control.
8. Assess the values and practices of the key agencies which administer responses to deviance, crime and harm.
9. Recognise the relevance of criminological knowledge to questions of power, human rights and social justice.
10. Identify a range of research methodologies and methods and assess their relative merits.
11. Analyse quantitative and/or qualitative data.
12. Design conduct and communicate criminological enquiry using appropriate quantitative and/or qualitative methods.
13. Understand the ethical implications of criminological enquiry.
14. Retrieve and organise relevant information effectively
15. Use a variety of concepts and theories to analyse and understand complex issues around contemporary criminal justice, social policy and related practice.
16. Applying skills of choosing and applying appropriate advanced empirical methods in criminological research and the treatment of resulting data with appropriate analytical methods.
17. Apply skills of literature search, critical review and selection of relevant sources, and systematic synthesis and treatment of key materials and relevant policy documentation.
18. Communicate effectively via discussion, written materials and presentations (oral and poster).
19. Self-evaluate academic and professional performance.
20. Utilise problem-solving skills in respect to theoretical, research, policy and practice contexts.

21. Demonstrate a wide range of study, IT and computational skills.
22. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
23. Understand continuing professional development, identifying career opportunities and challenges ahead.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching is delivered via lectures, workshops, tutorials, group work, supervision, online activities, study trips, independent learning and private study. All of these methods are complemented by staff and student use of and interaction within the virtual learning environment to support and facilitate student learning.

Modes of assessment used in the programme are: essays, examinations (including multiple choice, unseen, seen and 'take-home'), portfolios (skills and reading), presentations (seminar, group), SPSS data-files, reports, poster presentations, case studies, article reviews, blogs, visual essays, Geographical Information Systems reports; research plans, research reports, dissertation proposition and dissertation.

Intellectual skills are strongly linked to the development of knowledge and understanding. Lectures provide the foundations of and models for students to develop and consolidate their intellectual skills, while workshops, tutorials and independent learning provide opportunities for students to practice and apply these intellectual skills.

The assessment of intellectual skills is closely linked with subject knowledge and assessment, however the focus is upon the student's ability to recognise, construct and defend arguments, to undertake critical analysis and to identify and resolve intellectual problems. A variety of written coursework and exam based assessments focus directly on the student's ability to construct rigorous arguments and analysis. While the more applied nature of some assessments (briefing papers, blogs, case studies, reports), particularly those requiring students to understand and undertake Criminological research encourages students to creatively develop their intellectual skills.

All teaching and learning activities focus on developing and improving communication skills: lectures enable students to become effective listeners who can assimilate ideas and information; discussions in workshops and small group settings develop spoken communication skills, collaboration and interpersonal skills. Students are also encouraged and supported, via tutor guidance and the VLE, to undertake independent learning which, in turn, promotes planning, organisational and time-management skills.

All assessment utilized on the programme encourages students to develop their communication skills and to present arguments and ideas with precision and clarity. Achievement of good time management and organizational skills is demonstrated by students completing work on time to a satisfactory standard.

These skills and abilities are integrated into the teaching and learning activities and methods described above. They are central to every activity that is undertaken as part of study for the degree.

The development of transferable skills is a core aim of the programme, with the study of criminology allowing students to apply their knowledge and aptitude in a variety of employability settings.

Students will be allocated a personal tutor who will teach them at this level and normally remain their personal tutor throughout their time at LJMU.

Programme structure - programme rules and modules

The programme is taught within the University Academic Framework. Students must take 120 credits at each level of the programme (Levels 3, 4, 5 and 6). Each Level of the programme should normally be completed in one academic year. Modules are of two types: core and options. Modules are all 20 credits with a 120 credit studying abroad module (L5).

At Levels 3, 4 and 5 students will undertake a core programme of 120 credits. At Level 6 students must undertake two 20 credit research project modules. There is a choice with regard to which L6 core modules students undertake, that is, they either undertake 6100CRIM Dissertation Proposition and Development and 6101CRIM Research Dissertation or 6102CRIM Interchange: Working with communities and 6103CRIM Interchange: Community-based learning. A selection of the validated Level 6 option modules will run each year.

The programme will offer the opportunity of an additional year of study abroad following Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. Of the 600 credits, 120 will be taken via 5106CRIM Studying Abroad module. The modules to be studied at the host institution must be agreed in advance. the Level 5 mean for the final award mark will be calculated upon the 240 credits at Level 5.

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| Level 6 | Potential Awards on completion | Bachelor of Arts with Honours (Fnd) |
| Core | Option | Award Requirements |

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| | 6100CRIM Dissertation: Proposition and Development (20 credits) 6101CRIM Dissertation (20 credits) 6102CRIM Interchange: Working with Communities (20 credits) 6103CRIM Interchange: Community-based learning (20 credits) 6104CRIM Eco-Global Crime and Harm (20 credits) 6105CRIM Victims and Justice (20 credits) 6106CRIM International Fieldwork in Criminology (20 credits) 6107CRIM Police, Power and Social Order (20 credits) 6108CRIM Drugs, Intoxication and Society (20 credits) 6109CRIM Children and Young People 'at Risk' (20 credits) 6110CRIM Theorising Sexed Violence (20 credits) 6111CRIM Human Rights (20 credits) 6112CRIM Crime, Media, Culture (20 credits) 6114CRIM Children and Young People in Conflict with the Law (20 credits) 6115CRIM Crime, Space and Place (20 credits) 6116CRIM Security, Crime and Terrorism (20 credits) 6117CRIM Criminalisation, Punishment and the State (20 credits) 6118CRIM Criminology Work Placement 1 (20 credits) 6119CRIM Criminology Work Placement 2 (20 credits) 6120CRIM Understanding and challenging Inequalities and Exclusion (20 credits) | 0 core credits at level 6 120 option credits at level 6 |
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| Level 5 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 5100CRIM Advanced Criminological Theory (20 credits) 5101CRIM Criminology into Practice (20 credits) 5102CRIM The Politics of Social Control (20 credits) 5103CRIM Imagining Crime: Progressive Criminological Theory (20 credits) 5104CRIM Local and Global Criminology (20 credits) 5105CRIM Criminological Research Enquiry (20 credits) | | 120 core credits at level 5 0 option credits at level 5 |

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| Level 4 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 4100CRIM Introduction to Criminological Theory (20 credits) 4101CRIM Criminology into Action (20 credits) 4102CRIM Inside the Criminal Justice System (20 credits) 4103CRIM Contemporary Issues in | | 120 core credits at level 4 0 option credits at level 4 |

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| Criminology (20 credits) 4104CRIM Researching Crime and Justice (20 credits) 4105CRIM Media, Crime and Victimisation (20 credits) | | |
| Level 3 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDLCP Investigating Liverpool (20 credits) 3103FNDLAW Contemporary Issues in Law (20 credits) 3104FNDHSS Understanding Contemporary Social Issues (20 credits) 3107FNDLCP Contemporary Issues in Security and Policing (20 credits) 3108FNDLAW Contemporary Issues in Criminal Justice (20 credits) | | 120 core credits at level 3 0 option credits at level 3 |

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

All LJMU undergraduate programs are required to incorporate into a L4 module an assessment item of the submission of a personal Self Awareness Statement. Students have the opportunity to choose from work-based/related/transferrable skills modules at L5 and L6, while the programme's PDP system provides opportunities for students to reflect on and document their achievements inside and outside of university and think about future employability paths.

Criteria for admission

A/AS Level

72 UCAS tariff points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

BTEC National Diploma

72 UCAS tariff points

Irish Leaving Certificate

72 UCAS tariff points with a maximum 20 UCAS Tariff points from Ordinary Level

Scottish Higher

72 UCAS points to include Advanced Higher

International Baccalaureate

24 IB Diploma points

Access

At least 24 Merits and 21 Passes or any other combination which equates to 72 UCAS Tariff points in a relevant subject

Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English

- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

Mature entry

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience.

Overseas qualifications

International applications will be considered in line with UK qualifications.

Any Applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component)

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations

- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.