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| **INTRODUCTION PART ONE**  *Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.*  *Examples of programme variants include:*   1. BSc Computer Science (full-time) – *single honours degree* 2. BSc Computer Science (Part-time) – *single honours variant* 3. BSc Computer Science with a Year in Industry *– single honours variant* 4. BSc Computer Science with a Year Abroad *– single honours variant* 5. BSc Computer Science with a Foundation Year *– single honours variant* 6. BSc Computer Science (Games Development) – *single honours with pathway* 7. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant* 8. MEng Computer Science – *integrated masters* 9. MEng Computer Science (Games Development) – *integrated masters with pathway* 10. Diploma Computer Studies – *named exit award* |

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| **A** | **GENERAL INFORMATION** | |
| **1** | **Partner institution**  *Please state the name of the partner institution.* | |
|  | TEC Partnership   1. Grimsby Institute of Further and Higher Education 2. Scarborough TEC | |
| **2** | **Programme awards and titles**  *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.* | |
|  | BA Criminology – Single Honours Degree – a. & b. | |
| **3** | **Cluster to which the programmes and their variants belong**  *If new, please state NEW. For existing clusters please state the rationale for inclusion.* | |
|  | BA Criminology | |
| **4** | **Type of programmes**  *Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.* | |
|  | |  |  | | --- | --- | | UG Single honours | a,b | | Integrated Masters |  | | PG Cert |  | | PG Dip |  | | Taught Masters |  | | Foundation Degree |  | *Please indicate articulation routes:* | | Honours Stage (Top-up) |  | | Other |  | *Please detail:* | |  |  |  | | |
| **5** | **Validation category**  *Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.* | |
|  | |  |  | | --- | --- | | **Franchised** |  | | **Consortium** |  | | **Validated** | a,b | | |
| **6** | **UCAS codes**  *If known, please include the UCAS code for these programmes.* | |
|  | 1. LL61 2. TBC | |
| **7** | **HECoS codes**  *If known, please include the appropriate HECoS codes for the programmes.* | |
|  | a & b - 100484 | |
| **8** | **Awarding Institution** | |
|  | University of Hull | |
| **9** | **Locations within Partner Institution**  *State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.* | |
|  | 1. HE School of Education and Social Science, Faculty of Health, Wellbeing and Society | |
| **10** | **Partner Institution Programme Leader’s name and email**  *Please identify one lead person per programme.* | |
|  | 1. Sarah Nelson [nelsons@grimsby.ac.uk](mailto:nelsons@grimsby.ac.uk) 2. Cheryl Eade [eadec@scarboroughtec.ac.uk](mailto:eadec@scarboroughtec.ac.uk) | |
| **11** | **University Link Faculty and School**  *Please state the primary link faculty and school at the University of Hull* | |
|  | Faculty of Arts, Culture and Education – Department of Criminology | |
| **12** | **University Link Faculty Academic Contact**  *Please provide a contact name, title, address, email and telephone number* | |
|  | Paul Dearey [H.P.Dearey@hull.ac.uk](mailto:H.P.Dearey@hull.ac.uk) | |
| **13** | **Locations of delivery**  *Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.* | |
|  | TEC Partnership   1. Grimsby Institute of Further and Higher Education 2. Scarborough TEC | |
| **14** | **Types of Study**  *Please place the relevant programme identifiers (a,b,c etc.) against each type of study.* | |
|  | |  |  | | --- | --- | | Full-time | a,b | | Part-time |  | | |
| **15** | **Modes of study**  *Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.* | |
|  | |  |  | | --- | --- | | On-campus/Blended | a,b | | Online/Distance |  | | Other |  | *Please specify:* | | |
| **16** | **Duration**  *Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.* | |
|  | 3 years full-time – a,b | |
| **17** | **Trimesters**  *Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.* | |
|  | |  |  |  |  | | --- | --- | --- | --- | | Trimester 1 – T1 | | a,b | | | Trimester 2 – T2 | | a,b | | | Trimester 3 – T3 | |  | | | TEC Partnership Triune | | | | Triune 1 | a,b | | | Triune 2 | a,b | | | Triune 3 | a,b | | | |
| **18** | **Number of weeks per trimester**  *Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.* | |
|  | Week 1 – Orientation to this level of study  Triune one – Beginning September - 8 weeks delivery (plus two weeks of assessments) – a,b  Triune two – Beginning December - 8 weeks delivery (plus two weeks of assessments) – a,b  Triune three – Beginning March - 8 weeks delivery (plus two weeks of assessments) – a,b  Academic year total = 31 weeks | |
| **19** | **Balance of credits across trimesters**  *Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.* | |
|  | a,b - 40 credits per triune.  In Level 5, triune 2 students must choose one of the two optional modules in that triune. In level 6, triune 2 students must choose two of the four optional modules in that triune. In level 6, the dissertation module is scheduled over all three triunes with the main delivery in triune 1 and 3. This means that the balance of credits remains 40 per triune. | |
| **20** | **Classification weighting**  *Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant,**e.g. 40:60 (Diploma:Honours).* | |
|  | A,b – 30:70 (Diploma: Honours) | |
| **21** | **Progression arrangements for Integrated Masters and/or Preliminary Stage**  *Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).* | |
|  | Not applicable to this programme | |
| **22** | **Professional, Statutory or Regulatory Bodies**  *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.* | |
|  | None | |
| **23** | **Relevant Subject Benchmark Statements**  *State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank.* [*QAA subject benchmark statements*](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements) *exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.* | |
|  | QAA Subject Benchmark Criminology (2014) | |
| **24** | **Other references used in designing the programmes**  *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.* | |
|  | None | |
| **25** | **Anticipated student numbers**  *Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years’ intake onto each programme.* | |
|  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Identifiers** | **First intake** | | **Second intake** | | **Third intake** | | | Home/EU | Overseas | Home/EU | Overseas | Home/EU | Overseas | | a | 20 | 1 | 22 | 1 | 24 | 1 | | b | 6 | 0 | 10 | 0 | 15 | 0 | | |
| **26** | **Programme cohort start dates**  *Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.* | |
|  | a – September 2018  b – September 2021 |
| **B** | **PROGRAMME DESIGN**  *Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.* | |
| **27** | **Programme Rationale and Overview**  *Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?*  *Please refer to* ***Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design*** | |
|  | Criminology is concerned with the investigation, analysis, and production of knowledge in relation to crime, criminal behaviour, criminal activity (on micro, meso and macro levels), deviance, criminal justice and crime cessation. It is a discipline that takes its influence from sociology, law, psychology, psychiatry, history, biology, chemistry and geography. The programme provides a challenging and high quality academic grounding for the study of crime and society, from classic criminological theory, the Chicago School, post-modern criminological thought, through to contemporary and global concepts. It seeks to do this by encouraging students to develop a critical understanding of crime and justice, informed by these criminological and sociological theoretical debates and research. It aims to facilitate opportunities for students to develop their own conceptual understanding, so they can critically evaluate research, scholarship, and different policies, practices and approaches to understanding crime, and apply the knowledge gained from this to their own future practice and research.  This degree will enable students to examine different points of view, through research, lectures, seminars and debates. There will be regular guest lectures from the background of academia and employment that will help students to question pre-existing ideals, thus allowing the development of a 'big-picture' understanding to criminology and criminal justice. In turn, this will help the development of a professional outlook. As potential practitioners in the criminal justice field, students must be able to relate with those in their care, the public, colleagues and customers. This relationship is built upon empathy and being able to understand another person's position.  This degree will help the students within the local area to become increasingly important within the local employment market. The criminal justice services are one of the largest employers in the area. The newly formed Her Majesty’s Prison and Probation Service (HMPPS), manages the local probation trust, the community rehabilitation companies (who are a partnership agency), and the majority of the local prisons (Hull, Lincoln, Moorlands, North Sea Camp, Humber). As these services modernise, they are looking for workers who have high-level qualifications. The police service are increasingly looking for graduates, especially those with high grades. This could be at an entry level or as part of a graduate scheme. Furthermore, the court services also look for graduates from the local area and this degree will help students to prepare for such a job with this large employer within the criminal justice system. In addition to this, the local councils are a significant employer and they offer a wide range of jobs and opportunities for graduates at all levels. With the help of our employability team, this degree will ensure that students are able to enter professional services such as these, with a good quality degree that is sector relevant.  This degree links directly to the contemporary social world, on local, national and global levels. This is an important element of this degree, as the cohort of students may come from the local community. Therefore, the students will be able to gain a wider understanding of the social impact of crime and criminal behaviour, enabling them to become 'change agents'. This international aspect of the degree is thus complemented by the 'local flavour' of the teaching, delivery, learning and whole university experience.  Students will also be able choose optional modules at level 5 and 6. They will be able to talk to their relevant tutor about these options. This will help the student to guide their own learning and choose whether to complete a more sociological or criminological final year. It is hoped that this provision will help students to engage with the module, as it will be a subject that they find interesting.  Finally, this degree is unique within the local areas of TEC Partnership, as it fills a gap in provision. The closest degree courses of this nature are within Lincoln and Hull, locations that may be too far to travel for some potential students. This degree is a subject that holds the imagination of people and will allow them to study a course that may not have been possible to study in the past. | |
| **28** | **Programme Aims**  *As a guide, you should have four to six programme aims. Please see:* ***A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*** *for further information.*  *Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.* | |
|  | * To understand and critically analyse the key criminological concepts and theoretical approaches that have developed and are developing in relation to crime. * To develop knowledge of victimisation, punishment, human rights, desistance from crime, and responses to crime, criminal justice, deviance and society. * To develop an ability to understand and demonstrate the relationship between social class, gender, age, race, ethnicity, religion and belief, alongside other salient aspects of diversity in relation to crime, victimisation and responses to wider society and social inequality. * Students will be encouraged to adopt an autonomous learning approach to research. Thus, developing their understanding of the nature and appropriate use of research strategies and methods in relation to issues of crime, victimisation, and responses to crime, deviance and society. | |
| **29** | **Programme Outcomes**  *As a guide you should have six to eight programme outcomes. Please see:* ***A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*** *for further information.*  *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.*  *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.* | |
|  | ***On successful completion of this programme, students will:***   |  |  |  | | --- | --- | --- | | **POs** | **Programme Outcome Text** | **Programme/**  **Variant Identifier** | | PO1 | Understand the importance of global culture and diversity and how this impacts criminology on a local level.  Crim: 4.2.20, 4.2.19, 4.2.9, 4.2.3, 5.3.7, 7.3.3, 7.3.4, 7.4.1, 7.5.8. | a,b | | PO2 | Accurately interpret data from a variety of sources to help further criminological perspectives and discourses.  Crim: 4.2.2, 4.2.4, 4.2.19, 4.2.21, 4.2.22, 5.2.1, 5.2.2, 5.2.3, 5.3.4, 5.2.6, 5.2.7, 5.2.9, 5.2.11, 5.2.14, 5.2.15, 5.2.16. 5.3.1, 5.3.4, 5.3.5, 5.3.1, 5.4.6, 5.4.8, | a,b | | PO3 | Develop theoretical knowledge and apply this knowledge to historical, contemporary, legal and practical criminological settings.  Crim: 4.2.2, 4.2.5, 4.2.7, 4.2.10, 4.2.11, 4.2.12, 4.2.14, 4.2.15, 4.2.16, 4.2.17, 7.5.7. | a,b | | PO4 | Gain an appreciation of the effects of the media, politics and culture on the criminal justice system as a whole.  Crim: 4.2.6, 4.2.8, 4.2.9, 4.2.10, 4.2.13, 4.2.15, 4.2.16, 4.2.18, 4.2.20, 5.3.1, 5.3.3, 5.3.7, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.11, 7.4.2, 7.4.3, 7.5.7. | a,b | | PO5 | Understand wider theoretical positions and how they are used to explain crime, deviance, harm, social change, victimisation and power.  Crim: 7.5.7, 4.2.1, 4.2.2, 4.2.3, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.9, 4.2.12, 4.2.16, 4.2.18, 4.2.19, 5.2.6, 5.2.7, 5.3.2, 5.3.3, 5.3.4, 7.4.1 | a,b | | PO6 | Develop research skills and utilise these within primary and secondary criminological research.  Crim: 4.2.21, 4.2.22, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.9, 5.2.10, 5.2.11, 5.2.12, 5.2.16, 5.3.9, 5.3.10, 5.3.11, 5.4.2, 5.4.4, 5.4.7, 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5, 7.5.6, | a,b | | PO7 | Develop an understanding of the ethical approaches taken within criminological theoretical positions and work places connected with criminology.  Crim: 4.2.21, 5.2.10, 5.2.11, 5.2.13, 5.3.7, 5.3.8, 5.3.11, 5.4.1, 5.4.4, 5.4.6, 7.3.5, 7.3.6, | a,b | | PO8 | Be able to explain complex global, international and national social problems that relate to deviance, crime, crime control, youth justice, social class and ethnicity.  Crim: 4.2.3, 4.2.5, 4.2.6, 4.2.8, 4.2.9, 4.2.10, 4.2.11, 4.2.12, 4.2.13, 4.2.14, 4.2.15, 4.2.16, 4.2.17, 5.3.7, 7.3.10, 7.5.8, 7.4.2, 7.4.3, 7.4.8 | a,b | | |
| **30** | **Learning and Teaching Approach**  *Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.*  *Please refer to* ***Briefing Note B: Developing Disciplinary Pedagogies*** | |
|  | Core knowledge and understanding of criminology is acquired through lectures, seminars, tutorials, group work, research activities, computer assisted learning, case studies and other multi-media presentation. There will be several enrichment opportunities for students throughout each academic year that will be presented via guest speakers as well as master classes within the Institute that will hold a number of foci; such as research or employability.    The use of self-directed study and independent learning will be essential to all levels, with tutors guiding and assisting self-direct learning, dependent on the level of the student. A VLE will be used widely to encourage self-directed study and involvement with the sector and other institutions and will be utilised for independent engagement with students.    Intellectual thinking skills are developed during the sessions that students will attend; including lectures, seminars, workshops and group work where students will be encouraged to engage in discussion, evaluation and analysis. Study skills will also be in place across all levels, in specific modules or in tutorials that will aim to further develop these intellectual and academic skills.    A wide variety of practical and professional skills will be introduced throughout the teaching and learning process at all levels. Students will be encouraged to use these skills throughout assessments and also throughout teaching sessions. The strategy to embed this into students’ practice will be to encourage their engagement in seminars to show and give guidance in these skills and also through the use of tutorial and mentoring where students require further input.    Transferable skills will be developed through a variety of methods and strategies aimed to challenge students in order to address the needs of different people within society and the criminal justice system. These methods will introduce students to managing research, time management, presentation skills and also the ability to work with a wide range of materials. Team building and working independently are also key elements of transferable skills for students and are embedded in a number of seminar activities and module assessments.  TEC Partnership operates over three triunes; this equates to trimester 1 and 2 at the University of Hull.  Each triune consists of eight weeks of module delivery. Triune 1 has an extra week in which students are prepared for study at the new level. | |
| **31** | **Assessment Approach**  *Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.*  *Please refer to* ***Briefing Note C: Transforming the Experience of Students Through Assessment*** | |
|  | A wide range of assessment methods will be used throughout the programme, reflecting the diverse nature and levels of the cohorts. Assessment activities include those common to undergraduate education; essay, exams, case studies and presentations along with the use of oral exams or a viva voce. The unique experience of a viva voce will assess students on the understanding behind a previous assessment, allowing students to answer questions and discuss elements of their assessment in greater depth. All methods of assessment will allow students to demonstrate both depth and breadth of their knowledge and understanding of the key areas around criminology and social science.  The assessment activities associated with each module will all have opportunity for formative and summative feedback with the latter contributing to the final mark of the module. The process of formative feedback will assess the knowledge and understanding displayed by each student; feedback will be given to help students develop and improve their assessments.  Specific strategies for assessing intellectual thinking skills will include oral and written assessments that will test for critical analysis and evaluation of students’ criminological, sociological and research based knowledge. This will include students demonstrating the ability to synthesise and analyse information from a wide variety of source.  Practical skills will be assessed using a variety of assessment techniques including written assignments, examinations and presentations. Students will have the opportunity to demonstrate these skills within an independent project or dissertation. | |
| **32** | **Key Areas of Study**  *Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.* | |
|  | At Level 4 of study, students will investigate criminology as a discipline, and will examine its primary principles and theories in this context. Students will also be introduced to criminal justice practices and criminal law alongside crime and deviance. Students will focus on study and research skills. Modules at this level give students the foundations for criminological studies that will be essential throughout their degree.  Following this at Level 5, students will progress to more in depth criminological teachings. They will be able to investigate the nature of media and politics and how this affects crime and policy. Students will have the opportunity to examine the nature of desistance from crime; a theory that, over the last 20 years, has gathered pace and interest from academics, professionals and policy makers alike. Furthermore, the topic of victimology will be considered and will offer an exciting accompaniment to the modules covered thus far. Students will then be able to consider the nature of 'doing' social science research and be able to apply this to their already developing criminological knowledge. Finally, the students will have the opportunity to take one of two optional modules: Global Crime and Justice or Gender, Sexuality and Disability. These modules will be chosen in consultation with the level 5 tutor, who will provide advice and guidance surrounding the module content. These modules will add a rich layer of understanding to the students' knowledge base for level 6.    Level 6 of the programme will provide students with the opportunity to develop a much more in-depth understanding of the concepts of punishment and society. It will introduce Green Criminology which is an exciting chance for the students to engage with a new and abstract criminological concept. An optional module for semester 1 will be Genocide, building upon their knowledge of global crime. In semester 2 the students will be able to learn about serious, serial and sexual crime. This is relevant in contemporary society as these issues are at the fore of criminological thought. Finally, two optional modules on family violence and morality and evil will be included, furthering again the knowledge base that the students have gained thus far. Students will be able to choose the module they feel is suitable to them, with help and advice from the level 6 Tutor.  **Final Year Independent Learning Pathway**  Also at Level 6, students are expected to undertake an advanced element of independent and autonomous learning. One of the key features of the programme at the Institute is the level of choice that is made available for students for this. Students will be able to choose to complete a dissertation of 10,000 words, or an extended essay of 5,000 words and an extra optional level 6 module. | |
| **33** | **Curriculum Structure**  *In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:*   * ***Progression:*** *how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;* * ***Coherence and Integrity:*** *the overall coherence and intellectual integrity of the programmes and student experience.*   *You may wish to refer back to section B25 of this form as part of this discussion.* | |
|  | In the first year, the areas of study focus on giving a foundational base of knowledge that is built on throughout the rest of the degree. This focuses on the key theoretical principles in criminology, whilst identifying significant issues that are experiences in the contemporary social world. The modules you will study include;   * Introduction to Criminal Justice * Understanding Criminological Theory * Study Skills for Lifelong Learning * Introduction to Criminal Law and Policy * Crime, Deviance and Social Control * Introduction to Social Science Research       The second year of study gives the opportunity to build criminological knowledge, focusing on refining this knowledge, improving research skills and engaging further into contemporary criminological thought. The modules studied include the following plus one of the optional modules;   * Crime Media and Politics * Understanding Desistance * Researching Society – Qualitative Research * Victims of Crime * Researching Society – Quantitative Research * Gender, Ethnicity and Disability (Optional) * Global Crime and Justice (Optional)     The final year gives further opportunity to develop skills, knowledge and active position in specialised topics in Criminology. There are a selection of modules and options available for this academic year, so that the degree can be tailored to the profession or interest of choice. The modules at this level include:   * Green Criminology (Optional) * Genocide (Optional) * Punishment and Society * Serious, Serial and Sexual Crime * Morality and Evil (Optional) * Family Violence (Optional) * Offenders and Mental Disorder (Optional)     The choices for the independent project are;   * 5,000 Extended Essay (20 Credits) + an extra optional level 6 module * 10,000-word Dissertation (40 Credits) | |
| **34** | **Compensation rules**  *Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.* | |
|  | The dissertation and extended essay are non-compensatable. | |
| **35** | **Condonement rules**  *Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.* | |
|  | The dissertation and extended essay are non-condonable. | |
| **36** | **Internationalisation**  *‘Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society’ (HEA, 2014). Please outline the programmes’ approaches to internationalising the curriculum.*  *Please refer to* ***Briefing Note F: Internationalising the Curriculum*** | |
|  | The degree has been designed specifically to allow students to understand the local, national and global aspects and effects of crime, deviance and criminal justice. For example, this degree has modules covering international thought: Green Criminology; Global Crime and Justice; Genocide; and Understanding Desistance. However, throughout many of the modules, students will be encouraged to research beyond the UK, enabling them to appreciate how international criminological thought may influence their own research and the research of others. Comparative analysis and evaluation of international perspectives will help the student to develop a rounded and holistic knowledge base. | |
| **37** | **Inclusivity**  *Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.*  *Please refer to* ***Briefing Note E: Developing an Inclusive Curriculum*** | |
|  | The learning needs and experiences of a diverse range of learners are considered in the design of all learning programmes at TEC Partnership.    Students will be screened at induction to identify those with individual learning support needs. The Institute has well established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which may be required. Students will also be invited in for advice and support through the Disabled Students’ Allowance (DSA) procedure.    The nature of the support will be academic and pastoral and where the pastoral requires, further referral to specialist groups will be advised.   * Induction (college and course specific) * Tutorials: personal and course * Additional support (literacy, numeracy, financial, personal) * E-mail * Named programme leader * Study skills workshops * Face to face contact during seminars or prior arrangement in tutorials (held at college or place of work) * IT workshops * Personal Supervision System     Assessment of programme and module learning outcomes will be designed to observe the acquisition of knowledge rather than the personal demonstration of practical skills where the latter might present a potential barrier to these learners. | |
| **38** | **Employability**  *Please outline the approach taken by the programmes to engage students in gaining employability skills.* | |
|  | Throughout the degree, employability is embedded in a number of ways. First and foremost, this is through the transferable skills of time management, organisation, autonomy, working under pressure, accuracy of expression, clarity of thought, analysis and interpretation of information and data. Although this list is not exhaustive, students will be able to demonstrate these skills through the assessments provided on the course. The second aspect of employability will occur through the delivery of the module content. Here, contextualised learning will be applied, encouraged and critiqued. This is where the students will apply their theoretical knowledge to real-life, everyday situations; many of which will be employment based. Within TEC Partnership, the Employability teams work closely with the Criminology team to promote voluntary and employment opportunities. Together, the teams work with VANEL (a local voluntary provider), Humbercare and HMPPS to inform students of possible career progression and the skills required to undertake jobs in this sector.  Upon completion of the BA Criminology degree, students will be in a position to take a number of alternative vocational, non-vocational, and academic pathways. Potential opportunities will include employment within the public or private sector - either within or outside of the criminal justice system - as well as other occupational options that can follow from a degree in social science, such as research based positions or working with communities and people. There are also a large number of opportunities for students to continue into postgraduate studies either taught or by research, to further progress knowledge already gained during the BA Criminology programme. | |
| **39** | **Student engagement in curriculum and pedagogic design**  *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.* | |
|  | Feedback from current cohorts on a similar programme have been consulted to build and design this programme, In particular, feedback for the annual monitoring report and staff student committee meetings regarding pedagogical design has been taken forward.  All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module delivered. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation and enhancement document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward to the awarding HEI for minor or major modifications as appropriate.    TEC Partnership policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.    Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.    Further, TEC Partnership holds HE Student Subcommittee meetings each semester at which their remit is to:   * consider matters relating to the student experience within Higher Education * enhance the learner voice within the TEC Partnership's Higher Education strategic and operational agenda * look at areas for development * provide feedback on areas of good practice * put forward suggestions of the development of Institutional policy and strategy * collate from and report back to other students any key themes and outcomes relating to the learner experience | |
| **40** | **Ethical issues and risk**  *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).* | |
|  | The programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work.    Where assessments are judged by module tutors to require ethical approval, such as in the case of dissertations and final major projects, students will be expected to submit a proposal to the School/Faculty and/or TEC Partnership’s Ethics Committee. Information regarding ethics approval can be obtained from the TEC Partnership’s Higher Education Quality Handbook at the following link <https://grimsby.ac.uk/documents/highereducation/quality/HE14/HE14-Ethics-Approval.pdf> | |
| **41** | **Other information/programme special features**  *Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.* | |
|  | Students will also be encouraged to join the British Criminological Association so that they can benefit from their wider network of student groups, events and also support through publications and networks.  Students may have the opportunity to take part in at least one international trip, related to the topic of criminology.  Each triune, the students will be able to attend guest lectures and the criminology seminar series. | |
| **C** | **RECRUITMENT AND ADMISSIONS INFORMATION** | |
| **42** | **Proposed marketing strategies**  *Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.* | |
|  | * Accessing FE provisions that deliver and teach criminology and law across colleges and schools in the local area, detailing to them the opportunities that we are offering in relation to the degree and also to studying higher education at TEC Partnership. * Through collaboration with internal colleagues on the Access to HE programmes. * Through actively promoting the programme to employers and across the community. * To conduct a launch event for the degree to build a reputation with the wider community by showcasing the work conducted by the students in the first year of the programme. * To follow TEC Partnership regular marketing strategies that engage web-based promotion, social media promotion and also face-to-face promotion through masterclasses to a number of potential applicant students. * To follow other TEC Partnership marketing strategies. | |
| **43** | **Academic entry requirements**  *Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.* | |
|  | a,b - All applicants irrespective of entry qualification(s) will be formally interviewed.  **Standard Offer**  80 UCAS points from a minimum of two A’ Levels, BTEC Diploma or Extended Diploma or 60 Access to HE credits (of which a minimum of 45 must be at Level 3). Students are also required to hold English & Maths GCSE (or equivalent) grade 4/C or above.  **Non-standard Offer**  Non-standard entry is intended to support students who may not meet the standard academic  entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points  (for instance, A-levels or BTEC level 3 courses).  In order to qualify through the non-standard route, an applicant must be able to demonstrate  recent work/experience in the relevant sector which would give them skills and knowledge  comparable to applicants with Level 3 qualifications.  All qualifying non-standard applicants will be set an appropriate piece of work, in the form of an essay question (1500-word essay) that will consider their academic potential and relevant experience.  **Accreditation of Prior Learning**  Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). This will be decided on a case by case basis, through the provision of evidence by the student.  **International Admissions**  TEC Partnership recognises a wide range of entry qualifications as being equivalent to A’ level standard. International students must evidence they possess a satisfactory command of the English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by the UK Visas and Immigration. | |
| **44** | **Other entry requirements**  *e.g. relevant IELTS score, Disclosure and Barring Service etc.* | |
|  | None | |
| **D** | **IMPLEMENTATION STRATEGY** | |
| **45** | **Implications for other areas of the Partner Institution**  *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.* | |
|  | |  |  | | --- | --- | | Estates: |  | | Library: | With all validations at TEC Partnership, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend. | | Admissions: | The careers department will need to extend their seeking of opportunities to ensure that they have employment opportunities for all criminology students and graduates. They will also be sought to support in the location of placements for the year in industry. | | Careers: |  | | Visa Compliance: |  | | Other (*Please specify*): |  | | |
| **46** | **Existing programmes/students affected by this proposal**  *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.* | |
|  | There will be no direct negative impact for any other provision within TEC Partnership, as this programme offers to collaborate and build a collective working relationship with other programmes. Therefore, criminology will include the use of national and international trips, access to the seminar series and also further specialisations of academic staff who teach on modules to support with independent projects towards the end of the degree. This working relationship will not only benefit criminology, but sociology and psychology for the same reasons.    The inclusion of a criminology degree does provide a new market and pathway for new students, which has a positive impact that you are accessing the right course for your interest and desires. | |
| **E** | **POST PROGRAMME OPPORTUNITIES** | |
| **45** | **Progression opportunities to further academic or professional programmes**  *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?* | |
|  | The current range of further academic or professional programme for progression are not specific to criminological study, but might be of interest to specific students. In particular, the PGCE programme might engage interest with our students who wish to teach in FE, HE or lifelong learning. The programme will be supportive of this avenue as a method of becoming an academic criminologist and will support students in gaining teaching experiences through voluntary opportunities. | |
| **46** | **Employment opportunities**  *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.* | |
|  | With the aid of TEC Partnership’s career development teams, the students will be able to utilise the skills and knowledge attained in this criminology degree in a variety of ways, for instance within the varied world of the criminal justice system. This incorporates HMPPS (Prisons and Probation which has fast track (Graduate) schemes available, Youth Offending Teams (YOT), mental health teams, the police (of which there are a variety of front line and support staff roles, plus a graduate scheme) and the court services. Furthermore, this degree allows for the development of transferable skills that are appropriate within many employment sectors such as retail management, policy development, research and other professional vocations. Finally, graduates of this degree may wish to pursue a career in teaching and/or further study. | |

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| **F** | **CURRICULUM MAPS**  *Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.*  *Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.*  *In* ***Columns 1-3****, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*  *In* ***Column 4****, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*  *In* ***Column 5****, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).*  *In* ***Column 6****, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).*  ***Please note:***  ***A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.***  *A worked example is provided in Appendix 1.*   |  |  | | --- | --- | | **KEY:** | | | P/V= Programme or Variant | PO = Programme Outcome | | PW = Pathway | T1,2,3 = Trimester 1,2,3 | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS** | | | | | | | | | | | | | | | |
| **Programme/Variant Titles and Identifiers:** | | | | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | | | | **6** | | | | | | | |
| **Module Title** | **Level** | **Credit** | **Assessment Method**  *(e.g. exam, essay, presentation)* | **P/V** | **PW1** | **PW2** | **PW3** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** |
| **Certificate Stage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Triune 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Introduction to Criminal Justice** | 4 | 20 | Essay  Presentation | C |  |  |  |  |  |  | P | P |  | P |  |
| **Study Skills for Lifelong Learning** | 4 | 20 | Portfolio | C |  |  |  |  | P |  |  |  | P |  |  |
| **Triune 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Crime, Deviance and Social Control** | 4 | 20 | Report  Publication | C |  |  |  | P |  | P | P | P |  |  | P |
| **Introduction to Criminal Law and Policy** | 4 | 20 | Essay  Case Study | C |  |  |  | P |  | P |  |  | P | P | P |
| **Triune 3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Understanding Criminological Theory** | 4 | 20 | Essay  Case Study | C |  |  |  |  | P | P |  | P |  | P |  |
| **Introduction to Social Science Research** | 4 | 20 | Journal Article Review  Research Proposal | C |  |  |  |  |  |  |  |  | P | P | P |
| **Diploma Stage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Triune 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Researching Society: Qualitative Research** | 5 | 20 | Reflective and Reflexive Qualitative Workbook  Podcast | C |  |  |  |  | P | P |  |  | P |  |  |
| **Victims Of Crime** | 5 | 20 | Essay  Exam | C |  |  |  |  |  |  |  | P |  |  | P |
| **Triune 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Researching Society: Quantitative Research** | 5 | 20 | SPSS Workbook  Independent Quantitative Research Project | C |  |  |  |  | P |  |  |  | P |  |  |
| **Global Crime and Justice** | 5 | 20 | Case Study  Presentation | O |  |  |  | P |  | P |  | P |  |  | P |
| **Gender, Sexuality and Disability** | 5 | 20 | Essay  Group Publication | O |  |  |  | P |  | P |  | P |  | P |  |
| **Triune 3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Understanding Desistance** | 5 | 20 | Essay  Poster Presentation | C |  |  |  |  |  |  |  | P |  |  | P |
| **Crime, Media and Politics** | 5 | 20 | Documentary  Policy Analysis | C |  |  |  |  |  | P | P |  |  |  | P |
| **Honours Stage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Triune 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Punishment and Society** | 6 | 20 | Essay  Poster Presentation | C |  |  |  |  | F |  |  |  |  | F |  |
| **Serious, Serial and Sexual** | 6 | 20 | Essay  Group Podcast | C |  |  |  | F |  |  | F |  |  | F | F |
| **Triune 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Green Criminology** | 6 | 20 | Report  Video Campaign | O |  |  |  | F |  |  | F |  |  | F | F |
| **Triune 1, Triune 2 and Triune 3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Dissertation (40 Credit)** | 6 | 40 | Dissertation | C |  |  |  |  | F |  |  |  | F | F |  |
| **Triune 3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Family Violence** | 6 | 20 | Essay  Poster Presentation | O |  |  |  |  |  | F |  | F |  |  | F |
| **Morality and Evil** | 6 | 20 | Presentation  Essay | O |  |  |  |  | F | F |  | F |  |  |  |
| **Genocide** | 6 | 20 | Report Portfolio | O |  |  |  | F |  | F |  | F |  | F | F |
| **Offenders and Mental Disorder** | 6 | 20 | Essay  Viva | O |  |  |  | F |  |  | F | F |  | F | F |