

## Programme Specification: BA (Hons) Sociology and Criminology

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/elss>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

1.	<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
2.	<b>Teaching Institution:</b>	<b>Birmingham City University</b>
3.	<b>Programme accredited by:</b>	<b>Birmingham City University</b>
4.	<b>Final Award:</b>	<b>BA (Hons)</b>
5.	<b>Programme Title:</b>	<b>Sociology and Criminology</b>
6.	<b>UCAS Code:</b>	<b>LM39</b>
7.	<b>QAA Benchmarking Group:</b>	<b>Sociology and Criminology</b>

### 8. Aims of the programme

The programme aims:

- To provide an academically rigorous education relevant to a wide range of career outcomes.
- To give students a firm and critical grounding in sociological theory and research, one that can be applied to contemporary dilemmas of social life.
- To enable students to recognise, analyse and question discriminatory structures and practices in a range of social contexts.
- To introduce students to a substantive body of knowledge drawn from Sociology and Criminology.
- To provide a basis for the development of personal and transferable skills that can be applied in an organisational and/or community context.
- To enable students to develop an awareness of the many educational opportunities for lifelong learning after graduation.
- To encourage students to reach their personal and academic potential.

9. **Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:**

**Knowledge and understanding**

<b>Knowledge and understanding of:</b>	<b>Teaching, learning and assessment methods used:</b>
<ul style="list-style-type: none"> <li>• Major classical and contemporary theoretical perspectives in sociology.</li> <li>• A range of methodological perspectives and the philosophical assumptions that underpin them.</li> <li>• An appreciation of the intellectual and historical context of the emergence of sociology and the study of society.</li> <li>• Key concepts in the critical analysis of social inequality.</li> <li>• Strategies used to address social inequality.</li> <li>• An understanding of the potential for sociological knowledge to effect social change.</li> <li>• The relationship of the individual to society.</li> <li>• The core schools of criminological thought, their history, contemporary relevance and applications.</li> <li>• Contemporary issues in criminology.</li> <li>• The processes involved in criminal justice.</li> <li>• The principles which influence crime and punishment in practice, and criminal behaviour and punitive measures at the disposal of the legal system.</li> <li>• Current debates on the explanations of crime.</li> <li>• Cultural aspects of crime and criminology.</li> <li>• Research methods in relation to crime and criminology and related disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding are acquired through formal lectures, student-led seminars, tutor led seminars and other directed independent learning activities including moodle based learning at every stage.</li> <li>• Knowledge is assessed by a number of methods, including, examinations, coursework oral presentations, group work, including moodle based assessments and project work.</li> <li>• Assessment criteria are published widely. Minimum standards of referencing and citation are specified. Anonymous marking systems are in place, where appropriate, for assessments of all kinds.</li> </ul>

### Skills and other attributes

<b>Intellectual / cognitive skills:</b> <ul style="list-style-type: none"><li>• Apply theoretical knowledge to an appreciation of a range of social contexts.</li><li>• Construct arguments concerning sociological and criminological issues.</li><li>• Develop the ability to think sociologically and criminologically.</li><li>• Analysis and critical evaluation of theories, concepts, social issues and social contexts, and personal experience.</li><li>• Proficient use of information and materials from a range of sources.</li></ul>	<b>Teaching, learning and assessment methods used:</b> <ul style="list-style-type: none"><li>• Intellectual and cognitive skills are developed by means of a range of techniques including formal study skills workshops, seminar preparation and presentation, researching, planning and producing a range of coursework assignments and workshops.</li><li>• Intellectual and cognitive skills are assessed by a number of methods, including, examinations, coursework, oral presentations, practical workshop based tasks, group work and project work.</li></ul>
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<p><b>Practical, research and independent learning skills:</b></p> <ul style="list-style-type: none"> <li>• Work independently in constructing own learning models, plan and undertake tasks including working to deadlines, and accept accountability for own learning decisions.</li> <li>• Reflect on and appraise learning needs and adopt appropriate learning strategies.</li> <li>• Practical competences in applying research methods to the investigation of social life including:</li> <li>• Quantitative techniques of survey design and administration, data analysis using computers and the production of research reports.</li> <li>• Qualitative techniques of interviewing and observation.</li> <li>• Develop a critical capacity to analyse and interpret existing data, for example, official statistics.</li> <li>• Relate sociological and criminological theorizing to research practice.</li> <li>• Further develop basic skills of practical research.</li> <li>• Develop an awareness of bias in methodological procedures.</li> <li>• Collect relevant information, assimilate knowledge, and marshal a coherent and rational argument.</li> <li>• Draw independent conclusions based on rigorous, analytical and critical assessment of different viewpoints.</li> </ul>	<p><b>Teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• Practical, research and independent learning skills are developed through a range of techniques including formal study skills workshops, seminar preparation and presentation, researching, planning and producing a range of coursework assignments and practical, task-based, workshops.</li> <li>• Practical, research and independent learning skills are assessed by a number of methods, including, examinations, coursework oral presentations, practical workshop based tasks, group work and project work.</li> </ul>
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<p><b>Transferable / key skills:</b></p> <ul style="list-style-type: none"> <li>• Understand and use language in an accomplished way, both orally and in writing, in relation to sociological and criminological issues.</li> <li>• Make effective oral and written presentations which are coherent and well communicated to others.</li> <li>• Work with and relate effectively to others.</li> </ul>	<p><b>Teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• Transferable/key skills are incorporated into the curriculum at every level. For example team-working skills are fostered via group work, communication skills through assessed oral presentations</li> <li>• Assessment methods include seminar presentations, role-play, course work production, examinations and group assessments.</li> </ul>
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<ul style="list-style-type: none"> <li>• Manage and prioritise workloads.</li> <li>• Access and make appropriate use of relevant numerical and statistical information.</li> <li>• Make effective use of relevant IT packages including word-processing, spreadsheets, World Wide Web, e-mail, SPSS, and electronic information retrieval systems.</li> </ul>	
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## 10. Programme structure and requirements, levels, modules, credits and awards

The BA (Hons) Sociology and Criminology programme is normally studied over three years full-time study or five years part-time and students may, if they wish, move between full-time and part-time modes. The academic year is divided into terms. Four single modules (or equivalents) are studied in the first term and a further four modules are studied in terms 2/3.

Stage one of the course is a foundation year, of core subjects, in social science. Stage Two of the course consists of a set core which is half Sociology and half Criminology.

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

### BA Sociology and Criminology

#### Stage 1 Level 4

Module number	Module name	Credit
	Understanding Society	30
	Survey Design and Data Analysis	15
	Introduction to Psychology	15
	Doing Sociology	15
	Sociology of the Everyday	15
	Social Construction of Deviance	15
	Introduction to Social Policy	15

**Award: Cert HE (120 credits)**

#### Stage 2 Level 5

Module number	Module name	Credit
	Classical Social Theory	15
	Contemporary Social Theory	15
	Understanding Popular Culture	30
	Crime and the Media	15
	Criminological Research	15
	Core Issues in Crime and Punishment	30

**Award: Dip HE (240 credits)**

#### Stage 2 Level 6

Module number	Module name	Credit
	Dissertation*	30
	Social Identities*	30
	Globalisation Empire and Development*	30
	Applied Criminology	15
	Victimology and Restorative Justice	15
	Transnational Organised and Corporate Crime**	15
	Crime Prevention	15

\* Students will choose two out of three

**Award: BA (Hons) (360 credits)**

\*\*Minor amendment approved by FASQEC June 2010

## **11. Support for Learning**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- An induction programme dealing with orientation and the dissemination of essential information.
- A programme of study skills as part of the year one first semester core.
- A Personal tutor group system at stage one.
- A year tutor system at stage two.
- Sessions on revision and examination techniques.
- Student handbook containing information relating to the University, the faculty, the department of social sciences, the course and modules, assessment regulations.
- Access to administrative staff and to academic staff, at clearly notified times.
- Access to faculty resources including the University Learning Zones and a range of IT equipment.
- Access to the services of a faculty librarian.
- Access to careers advice from student services.
- Assistance and support for learning skills from specialist Support Tutors and University Central Services.
- Access to the University's Student Services, including careers advice, financial advice, medical centre, disability service, crèche, counselling service and chaplaincy.

## **12. Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

### 13. Evaluation and improvement of quality and standards

<b>Committees:</b> Board of Studies. Divisional Committee. Examination Boards. Faculty Academic Standards and Quality Enhancement Committee. Faculty Board. Learning and Teaching Committee. Student Experience Committee.	<b>Mechanisms for review and evaluation:</b> Review and Approval events. Annual Monitoring Report. Module evaluation. Teaching Observation. External Examiners Reports. Course team meetings. Course team annual Away Day. BCU Student Experience Survey. National Satisfaction Survey.
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### 14. Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final degree classifications, are published widely. Students are issued with copies of the University's Standard Undergraduate Assessment Regulations on commencing the course, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

To qualify for an Honours degree a student must successfully complete all required assessments and obtain 360 credits. Only assessments at Stage 2 levels 5 and 6 are used to calculate the degree classification. The pass-mark in all modules is 40%.

The degree classifications are as follows:

<b>First class honours</b>	<b>average mark of 70%</b>
<b>Upper second class honours</b>	<b>average mark of 60%</b>
<b>Lower second class honours</b>	<b>average mark of 50%</b>
<b>Third class honours</b>	<b>average mark of 40%</b>

**External Examiners** are appointed. Their work includes:

- Approving examination papers.
- Monitoring standards through moderation of completed assessments.
- Attending Examination Boards.
- Participating in the review and approval processes.

Steve Aldred  
Programme Director  
June 2011