

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BA (Hons) Sociology and Criminology (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5 / 120 Credits, ECTS 60 Level 6)	
<b>Intermediate award(s), title(s) and credits</b> Dip HE Sociology and Criminology: (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5)  Cert HE Sociology and Criminology: (120 Credits, ECTS 60 Level 4)	
<b>UCAS Programme Code(s) (where applicable and if known)</b> H2L9	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100505 Sociology (Balanced) 100484 Criminology (Balanced)
<b>External reference points</b> QAA UK Quality Code for HE (2018) QAA Subject Benchmark Statement Criminology (2014) QAA Subject benchmark statement Sociology (2016) British Sociological Association (2017) BSA Statement of Ethical Practice <a href="https://www.britsoc.co.uk/ethics">https://www.britsoc.co.uk/ethics</a> <a href="http://www.britsocrim.org/ethics/">British Society of Criminology (2015) Statement of Ethics http://www.britsocrim.org/ethics/</a> Social Research Association (2003) Ethical guidelines <a href="http://the-sra.org.uk/wp-content/uploads/ethics03.pdf">http://the-sra.org.uk/wp-content/uploads/ethics03.pdf</a> Social Policy Association (2009) SPA Guidelines on Research Ethics <a href="http://www.social-policy.org.uk/one-off-publications/spa-guidelines-on-research-ethics/">http://www.social-policy.org.uk/one-off-publications/spa-guidelines-on-research-ethics/</a>	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Not applicable	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full-time; full-time sandwich; part-time; part-time sandwich	<b>Language of delivery</b> English
<b>Typical duration</b> 3 years (full-time); 4 years (sandwich with optional 30 week placement year); part-time (at least 4 years); part-time sandwich (at least 5 years)	
<b>Date of first intake</b> September 2019	<b>Expected start dates</b> September
<b>Maximum student numbers</b> Not applicable	<b>Placements</b> Optional 20-day (or 150 hours) Placement Learning Unit Level 5 Optional 30-week Sandwich Placement P year between Level 5 and Level 6. Students are expected to find their own placements with support from the Faculty placements team.

## Programme Specification - Section 1

<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> May 2021	
<b>Version number</b> V1.4-0921	
<b>Approval, review or modification reference numbers</b> E201919 35 BU 2021 01, approved 30/09/2020. Previously v1.0-0920 FHSS 2021 05, approved 20/01/2021. Previously v1.1-0920 FHSS 2021 19, approved 05/05/2021. Previously v1.2-0921 FHSS 2122 02, approved 19/11/2021, Previously v1.3-0921	
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## Programme Specification - Section 1

### PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Sociology and Criminology								
Year 1/Level 4								
Students are required to complete all 6 core units								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Introduction to Social Theory	Core	20	100%			30	v3.0	100628
Introduction to Social Research	Core	20		100%		30	v3.0	100505
Key Themes and Perspectives in Criminology	Core	20		100%		30	v1.1	100484
Introduction to Criminological Theory	Core	20	100%			30	v1.0	100484
Social Inequality and Exclusion	Core	20		100%		30	v3.0	100505
Crime and the Criminal Justice System	Core	20	100%			30	v2.0	100484
<b>Progression requirements:</b> Requires 120 credits at Level 4								
<b>Exit qualification:</b> Cert HE Sociology and Criminology (requires 120 credits at Level 4).								

## Programme Specification - Section 1

<b>Year 2/Level 5</b>								
Students are required to complete all 4 core units including either Quantitative Skills or Doing Ethnographic Research as a core unit, and choosing 2 option units. Option units will run if selected by a minimum of 10 students. Some combinations of optional units may not be available depending on the semester of delivery and timetable configurations.								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Qualitative Research Skills	Core	20		100%		30	v1.0	100962
Contemporary Social Theory	Core	20	100%			30	v1.0	100628
Human Trafficking and Criminality	Core	20		40%	60%	30	v2.0	100484
Quantitative Skills	Core or option	20		100%		30	v1.0	100962
Doing Ethnographic Research	Core or option	20		100%		30	v2.0	100437
Impact of Crime	Option	20		100%		30	v2.0	101405
Ethnographies of Crime and Policing	Option	20		100%		30	v2.0	100484
Understanding Globalisation	Option	20		30%	70%	30	v3.0	100505
Crime, Health and Society	Option	20		100%		30	v2.0	100619
Placement Learning unit	Option	20		100%		20 days or 150 hours	v2.0	100619
Understanding Cultures	Option	20		100%		30	v2.0	100437
Growing Up and Growing Old	Option	20		50%	50%	30	v3.0	100437
Youth Crime, Gangs and On-road Life	Option	20		100%		30	V1.0	100484
<b>Progression requirements:</b> Requires 120 credits at level 5								
<b>Exit qualification:</b> Dip HE Sociology and Criminology (requires 120 credits at Level 4 and 120 credits at Level 5).								
<b>Optional placement year in industry/business</b>								
<b>Progression requirements:</b> Satisfactory completion of a minimum 30-week placement in industry/business. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.								

## Programme Specification - Section 1

<b>Year 3/Level 6</b>								
Students are required to complete all 3 core units (Dissertation unit equivalent to 40 credits) and choose 2 option units. Option units will run if selected by a minimum of 10 students. Some combinations of optional units may not be available depending on the semester of delivery and timetable configurations.								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Dissertation	Core	40		100%		20	v4.0	100962
Criminology of Organisations	Core	20		100%		30	v1.0	100484
Politics and Ideology	Core	20		100%		30	v2.0	100629
Seekers, Believers and Iconoclasts: Sociology of Thought	Option	20		100%		30	v2.0	100505
Terrorism, Protection and Society	Option	20		100%		30	v3.0	100629
Drugs, Crime & Society	Option	20		100%		30	v1.0	100484
'Troubling' Gender	Option	20		100%		30	v3.0	100505
Anthropology of International Intervention	Option	20		100%		30	v2.0	100437
Crime and Criminal Justice in the 21 <sup>st</sup> Century	Option	20		60%	40%	30	v2.0	100484
Intersectional Criminology	Option	20		100%		30	v2.0	100484
The Sociology of Health and Illness	Option	20		100%		30	V1.0	100619
<b>Exit qualification: BA (Hons) Sociology and Criminology</b>								
<b>Sandwich UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.								
<b>Full-time UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5, and 120 credits at Level 6.								

### AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

### AIMS OF THE PROGRAMME

#### Academic and Professional Contexts

Sociology and Criminology are viewed as popular disciplines for undergraduates, holding strong social relevance to contemporary society, in terms of changing demographics, societal challenges and issues relating to globalisation and migration. Sociology seeks to address the need for a clear understanding of society and social processes to address the problems of late modernity. Criminology concerns the systematic study of crime, criminal behaviour and its causes and prevention.

QAA subject benchmarks for honours degrees in the academic disciplines of sociology and criminology have informed the design of this programme. Students undertaking the BU programme benefit from an opportunity to develop specialist knowledge of diversity, social processes and social change, crime, criminal justice and criminological theories from a sociological perspective. Graduates are equipped with communication skills, along with analytical and research skills that are increasingly necessary for professional work. Studying this degree gives students a chance to seek employment in local and national government departments, education, the corporate sector together with higher study and professional study for social work, alongside providing 'graduateness' in a key area for the contemporary world and for the global citizen required within it.

#### Programme Aims

Drawing on QAA Code for HE and Subject Benchmarks, the programme aims to develop challenging, questioning and adaptable graduates who:

- Demonstrate critical knowledge and a systematic understanding of key contexts, concepts and theoretical approaches in sociology and criminology.
- Demonstrate critical awareness and understanding of social and cultural diversity, inequalities and social exclusion.
- Articulate and justify a range of social and policy approaches that have, and can be used to prevent, address or reduce crime and its adverse impacts on individuals and society at large.
- Critically analyse the processes of globalisation and demographic change and their impact on the operation of social processes and exchange, such as in trafficking and in criminality.
- Develop a critical understanding of comparative social and criminological analysis using appropriate social research methodologies.
- Demonstrate awareness of the distinctive features of sociology and criminology and their limitations in relation to other forms of explanation, and their relationship to other associated disciplines.
- Display independence of thought, as well as critical, analytical and synoptic skills sufficient to pursue further postgraduate study in sociology and cognate disciplines, or careers in a range of areas.

### **ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN**

The BA (Hons) Sociology & Criminology programme aligns with BU 2025's distinctive approach to fusion, inspiring learning, advancing knowledge, and enriching society. The programme is designed to improve and enhance departmental education and research excellence, providing our students with an outstanding education and research experience, and preparing them for work in a range of professions, through the academic and applied study of social relations and criminology. The focus on active research engagement underpinning the educational philosophy of our programmes is designed to attract high quality learners. The fusion approach will foster relationships with social oriented and criminal justice agencies in the region and abroad.

In order to achieve BU 2025's strategic plan to ensure academic sustainability and consistent high quality, the Department of Social Sciences and Social Work delivers all its social science programmes as part of an integrated suite which ensures that in addition to providing students with a sound basis in their disciplines of choice, also introduces them to a broad social scientific perspective. Students are able to choose optional units in their own discipline or those of other disciplines within the integrated suite.

### **LEARNING HOURS AND ASSESSMENT**

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for each unit considers the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations at Level 6 are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound. The word count for the Dissertation unit is 10,000 words, equivalent to 40 credits,

Students who choose to undertake the sandwich placement will engage in a minimum of 30 weeks of full-time work-based learning between Levels 5 and 6. Sandwich students must pass the non-credit bearing placement portfolio assessment between Level 5 and Level 6 in order to graduate.

### **STAFF DELIVERING THE PROGRAMME**

Students will usually be taught by a combination of academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

## INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

### PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>		<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
A1	Demonstrate broad and in-depth knowledge of a range of key concepts and theoretical approaches in sociology and criminology.	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A4, A6);</li> <li>• seminars (A1 – A4, A6);</li> <li>• directed reading (A1, A3);</li> <li>• use of the VLE (A4, A5);</li> <li>• independent research (for dissertation) (A5-A6).</li> </ul>
A2	Provide a critical account of the relationships between individual, social and cultural forms, global processes and historical change.	
A3	Critically evaluate a wide range of sociological and criminological research methods and their use in generating related knowledge and theory.	
A4	Analyse the nature of social relationships between individuals, groups and social institutions and processes underpinning social change, social stability, deviance and criminal acts.	
A5	Analyse a range of qualitative, quantitative and digital sources, research strategies and methods of data collection, analysis and argumentation.	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (A1, A3, A2);</li> <li>• coursework essays (A1 – A4);</li> <li>• dissertation (A5-A6).</li> </ul>
A6	Evaluate theory and research related to society and the possible causes of crime, how crime may be socially constructed, its impact on individuals and societies, and the various approaches to addressing it ethically, historically and in contemporary societies.	
<p><b>B: Intellectual skills</b></p> <p>This programme/level provides opportunities for students to:</p>		<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level outcomes:</p>
B1	Weigh up the merits of competing sociological and criminological perspectives and explanations of human social behaviour, social processes, social situations and events.	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 - B4);</li> <li>• seminars (B1 – B4);</li> <li>• directed reading (B1 – B5);</li> <li>• use of the VLE (B2 – B5);</li> <li>• independent research (for dissertation) (B1 – B6).</li> </ul>
B2	Draw on evidence from a wide range of sources and demonstrate an ability to analyse and synthesise them.	
B3	Construct appropriate sociologically and criminologically informed questions subjecting them to critical discussion and review.	
B4	Develop reasoned and articulate discussions based on a range of scholarly sociological sources and using a range of scholarly formats.	



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<p>B5 Demonstrate an ability to critically and reflexively question cultural and sociological assumptions (one's own and those of others) and apply best ethical practice.</p> <p>B6 Demonstrate proficiency in planning and executing, within supportive guidelines, an independent dissertation or project.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (B1- B4);</li> <li>• coursework essays (B1 - B5);</li> <li>• dissertation (B1 – B6).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Demonstrate ability to formulate, investigate, discuss and review sociologically and criminologically informed questions using major theoretical perspectives in sociology and criminology.</p> <p>C2 Possess the ability to gather, evaluate, analyse and synthesise evidence relevant to sociological and criminological questions.</p> <p>C3 Select and judiciously use appropriate research tools to engage in primary research and identify and apply research ethics appropriately.</p> <p>C4 Discuss sociological topics with a mature appreciation of theory and evidence, their relevance to current debates and present conclusions in a variety of sociological formats.</p> <p>C5 Demonstrate ability to plan, undertake and present scholarly work that shows an advanced understanding of sociological and criminological aims, methods and theoretical considerations and a high degree of polish and maturity in style.</p> <p>C6 Demonstrate active alertness to the potential applications of sociological and criminological knowledge in a variety of contexts and apply best ethical practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 - C3, C6);</li> <li>• coursework essays (C1 - C3, C5, C6);</li> <li>• independent research for empirical dissertation (C1 – C2, C6);</li> <li>• group exercises (C3 – C5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (C1, C4);</li> <li>• coursework essays (C1, C2, C3, C5, C6);</li> <li>• dissertation (C1, C2, C5, C6).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Demonstrate independence of thought and analytical, critical and synoptic skills</p> <p>D2 Demonstrate scholarly skills, including the ability to make a structured argument, reference the works of others and assess a range of evidence</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D7);</li> <li>• seminars (D1- D7);</li> <li>• use of the VLE (D1 – D6);</li> </ul>

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D3	Demonstrate research, numeracy and information technology skills	<ul style="list-style-type: none"> <li>• directed reading (D1- D6).</li> </ul>
D4	Gather information from a wide range of sources and by a variety of methods to inform relevant sociological and criminological inquiry	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (D1 – D7);</li> <li>• open book examinations (D1 – D6);</li> <li>• dissertation (D1- D6).</li> </ul>
D5	Be articulate in both verbal and written communication.	
D6	Demonstrate time planning, organisational and management skills	
D7	Demonstrate an ability to engage in constructive discussion in group situations and group work skills	

### LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

<b>A: Knowledge and understanding</b>		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:		
A1	Demonstrate broad and detailed knowledge of a range of key concepts and theoretical approaches in sociology and criminology.	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1- A4, A6);</li> <li>• seminars (A1 – A4, A6);</li> <li>• directed reading (A1, A3);</li> <li>• use of the VLE (A4, A5);</li> <li>• independent research (for dissertation) (A1).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (A3, A5);</li> <li>• coursework essays (A2 – A6).</li> </ul>
A2	Critically identify the relationships between individual, social and cultural forms, global processes and historical change.	
A3	Have an understanding of a wide range of sociological and criminological research methods and critically describe their use in generating related knowledge and theory.	
A4	Critically describe the nature of social relationships between individuals, groups and social institutions and processes underpinning social change, social stability, deviance and criminal acts.	
A5	Describe a range of qualitative, quantitative and digital sources, research strategies and methods of data collection, analysis and argumentation.	
A6	Have a critical understanding of some key theory and research related to society and the possible causes of crime, how crime may be socially constructed, its impact on individuals and societies, and the various approaches to addressing it ethically, historically and in contemporary societies.	

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<b>B: Intellectual skills</b>		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
This programme/level provides opportunities for students to:		
B1	Identify and articulate the merits of competing sociological perspectives and explanations of human social behaviour, social processes, social situations and events.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (B1 - B4);</li> <li>• seminars (B1 – B4);</li> <li>• directed reading (B1 – B6);</li> <li>• use of the VLE (B2 – B5);</li> <li>• independent research (for dissertation) (B1 – B6).</li> </ul> Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• open book examinations (B1- B4);</li> <li>• coursework essays (B1 – B6).</li> </ul>
B2	Draw on evidence from a wide range of sources and demonstrate an ability to analyse and deploy them effectively in constructing an academic argument.	
B3	Conceive of appropriate sociologically and criminologically informed questions subjecting them to some critical analysis.	
B4	Contribute reasoned and articulate arguments based on some key scholarly sociological sources and using a range of scholarly formats.	
B5	Demonstrate an ability to critically identify cultural and sociological assumptions (one's own and those of others) and how they might influence ones understanding of a topic under consideration, and do so ethically.	
B6	Demonstrate skill in planning and writing academic papers and presentations appropriate to the level.	
<b>C: Practical skills</b>		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
This programme/level provides opportunities for students to:		
C1	Demonstrate ability to identify, analyse and critically discuss sociologically and criminologically informed questions using major theoretical perspectives in sociology and criminology.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (C1 - C3, C5-C6);</li> <li>• coursework essays (C1 - C3, C5-C6);</li> <li>• group exercises (C4, C5).</li> </ul> Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• open book examinations (C1, C3, C5);</li> <li>• coursework essays (C1, C3, C5, C6).</li> </ul>
C2	Possess the ability to identify, gather, analyse the quality of evidence relevant to sociological and criminological questions.	
C3	Have a critical knowledge and understanding of appropriate research tools and research ethics used in sociological and criminological research.	
C4	Discuss sociological and criminological topics with a detailed appreciation of key theory and evidence, their relevance to current debates, and present conclusions in a variety of sociological formats.	
C5	Demonstrate ability to plan, undertake and present scholarly work that shows a high level of understanding of sociological and criminological	

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<p>aims, methods and theoretical considerations and a good degree of polish and maturity in style.</p> <p>C6 Demonstrate some critical awareness of the potential ethical applications of sociological and criminological knowledge in a range of contexts.</p>	
<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Demonstrate independent learning, study skills and analytical skills</p> <p>D2 Demonstrate scholarly skills, including the ability to construct a structured argument, referenced to a range of evidence</p> <p>D3 Demonstrate communication, numeracy and information technology skills</p> <p>D4 Gather information from a range of sources and by a variety of methods to inform relevant sociological inquiry</p> <p>D5 Be articulate in both verbal and written communication.</p> <p>D6 Demonstrate time planning, organisational and management skills</p> <p>D7 Demonstrate an ability to engage in constructive discussion in group situations and group work skills</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D7);</li> <li>• seminars (D1- D7);</li> <li>• use of the VLE (D1 – D6);</li> <li>• directed reading (D1- D6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (D1 – D7);</li> <li>• open book examinations (D1 – D6);</li> <li>• dissertation (D1- D6).</li> </ul>

### LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p><b>A: Knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Demonstrate a sound knowledge of a range of key concepts and theoretical approaches in sociology and criminology.</p> <p>A2 Describe some key relationships between individual, social and cultural forms, global processes and historical change.</p> <p>A3 Have an understanding of some sociological and criminological research methods and describe their use in generating related knowledge and theory.</p> <p>A4 Describe and discuss the nature of social relationships between individuals, groups, social</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1- A4, A6);</li> <li>• seminars (A1 – A6);</li> <li>• directed reading (A1, A3, A6);</li> <li>• use of the VLE (A4, A5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>institutions and processes that can lead to social change, social stability, deviance and criminal acts.</p> <p>A5 Describe some key ways in which sociology and social criminology can be distinguished from other forms of understanding.</p> <p>A6 Understand and describe some key theory and research related to the possible causes of crime, how it may be socially constructed, its impact on individuals and societies, and some of the approaches to addressing it ethically, historically and in contemporary societies.</p>	<ul style="list-style-type: none"> <li>• open book examinations (A3, A5);</li> <li>• coursework essays (A2 – A6).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Demonstrate a sound understanding of competing sociological perspectives and explanations of human social behaviour, social processes, social situations and events.</p> <p>B2 Identify and use evidence from a broad range of sources and demonstrate an ability to deploy them appropriately in constructing an academic argument.</p> <p>B3 Recognise and use appropriate sociologically and criminologically informed questions in the course of their study.</p> <p>B4 Identify and offer arguments based on some key scholarly sociological sources and using a range of scholarly formats.</p> <p>B5 Begin to identify cultural and sociological assumptions (one's own and those of others) and how they might influence ones understanding of a topic under consideration.</p> <p>B6 Demonstrate skill in planning and writing academic papers and presentations appropriate to the level.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B6);</li> <li>• seminars (B1 – B6);</li> <li>• directed reading (B1 – B6);</li> <li>• use of the VLE (B2 – B5);</li> <li>• independent research (for dissertation) (B1 – B6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (B1- B4);</li> <li>• coursework essays (B1 – B6);</li> <li>• dissertation (B1 – B6).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Demonstrate ability to identify and discuss sociologically and criminologically informed questions using major theoretical perspectives in sociology and criminology.</p> <p>C2 Possess the ability to identify, gather and deploy evidence relevant to sociological and criminological questions.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 - C3, C6);</li> <li>• coursework essays (C1 - C3, C5, C6);</li> </ul>

## Programme Specification - Section 2

<p>C3 Have a sound knowledge and understanding of appropriate research tools and research ethics used in sociological and criminological research.</p> <p>C4 Discuss sociological and criminological topics using some key theory and evidence, describe their relevance to current debates, and present conclusions in a range of sociological formats.</p> <p>C5 Demonstrate ability to plan, undertake and present scholarly work that shows a sound level of understanding of sociological and criminological aims, methods and theoretical considerations and a good degree of polish and accuracy in style.</p> <p>C6 Demonstrate some awareness of the potential ethical applications of sociological and criminological knowledge in a range of contexts.</p>	<ul style="list-style-type: none"> <li>• group exercises (C4, C5, C6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (C1, C3, C5);</li> <li>• coursework essays (C1, C3, C5, C6).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Demonstrate preliminary independent learning, study skills and analytical skills</p> <p>D2 Demonstrate scholarly skills relating to the ability to construct a structured argument, referenced to a range of evidence</p> <p>D3 Demonstrate communication, numeracy and information technology skills</p> <p>D4 Identify information from scholarly sources to inform relevant sociological inquiry</p> <p>D5 Be articulate in both verbal and written communication.</p> <p>D6 Demonstrate time planning, organisational and management skills</p> <p>D7 Demonstrate an ability to engage in constructive discussion in group situations and group work skills</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D7);</li> <li>• seminars (D1- D67);</li> <li>• use of the VLE (D1 – D6);</li> <li>• directed reading (D1- D6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (D1 – D7);</li> <li>• open book examinations (D1 – D6).</li> </ul>

## **Learning and Teaching Strategies and Methods**

The overall programme learning outcomes will be achieved through a range of teaching and learning methods and strategies appropriate to each level.

### ***Subject knowledge and understanding***

This will be achieved at each level through the following:

- Lectures that capture students' interest and excite their curiosity about the two subject areas of sociology and criminology
- Discussion-based seminars, designed to facilitate and reinforce students' understanding of the subject areas, and encourage critical and independent thinking
- Access (via Bightspace) to a range of online learning resources, tutorials and subject-specific websites
- Individual or group tutorials, which are usually student-led

At Level 4 the emphasis is on acquiring foundational knowledge of sociology and criminology through six core units.

Level 5 units build on these foundations by developing more in depth theoretical knowledge of each subject area, through the core units Contemporary Social Theory and Ethnographies of Crime and Policing which are supplemented by of sociological and criminological option units. Level 5 also builds students research knowledge and skills through Qualitative Research Skills, and Quantative Skills or Doing Ethnographic Research.

At Level 6 students have a wide range of option units to choose from, enabling them to develop specialist knowledge in specific areas across sociology and criminology in relation to belief, gender, penology, terrorism and conflict. In addition, they undertake a 40-credit dissertation on a topic of their own choice, within which they receive personalised guidance from an appropriate dissertation supervisor.

## Programme Specification - Section 2

### ***Intellectual skills***

At all levels, students will be encouraged to explore and actively reflect on the nature of sociological and criminological theories and methods, and to think critically about the different kinds of data which emerge from them. This will include encouraging students to develop an informed reflexivity about their own knowledge and perspectives, and challenging their habitual understanding of the world by learning about social processes and human experiences which are unfamiliar to them, both historically and culturally. Lectures, discussion-based seminars, student field trips and online learning resources will provide ample opportunities for students to develop these skills throughout the programme.

At Level 4 students will be introduced to distinctive sociological and criminological methods of acquiring and analysing data, through units such as Introduction to Social Research. They will learn about people and places that are both familiar and unfamiliar to them.

Level 5 seeks to develop students' critical understanding of sociology and criminology, social research methods and the different kinds of data which can result, with opportunities to develop quantitative skills. They will be encouraged to broaden their historical and global awareness of different human experiences, for example through units such as Contemporary Social Theory and Ethnography of Crime and Policing. A range of sociological and criminological option units will allow students to develop pathways to knowledge of health, society, crime and its boundaries.

Building on this foundation, students at Level 6 will increasingly have the opportunity to carry out their own, self-directed study of a particular topic of interest. This will enable them to develop an informed evaluation of different sociological and criminological understandings of the world, including a range of methodological and theoretical approaches. In addition, students will be able to study innovative, contemporary units, such as Politics and Ideology, Terrorism, Protection & Society, Seekers, Believers & Iconoclasts: Sociology of Thought and Anthropology of International Policy and Intervention.

### ***Subject specific skills***

Throughout the programme, students will be encouraged to develop ways of thinking and asking sociological, criminological and social policy-informed questions about the world, which build on their knowledge of theoretical approaches and methodologies specific to both subjects. Through taking part in lectures, seminars and self-directed study for various units, they will be expected to develop skills in gathering appropriate evidence and evaluating it in order to address these questions. Several units will also explicitly enable students to develop their awareness of the potential application of sociological and criminological knowledge to a variety of contexts.

At Level 4 students will gain a general, elementary understanding of the kinds of questions sociologists and criminologists pursue in their study of social life and human experiences, as well as an understanding of the theoretical underpinnings of these questions and issues, for instance through units such as Introduction to Social Theory, Introduction to Social Research, Social Inequality and Exclusion and Crime and the Criminal Justice System.

At Level 5 students will broaden and deepen their understanding of social inquiry and expand their understanding of the kinds of methods appropriate to exploring different criminological and sociological questions, for instance through units such as Qualitative Research Skills and Doing Ethnographic Research .

At Level 6 students will increasingly be expected to plan and carry out their own independent investigation of topics of interest to them, using appropriate theoretical and conceptual frameworks and with appropriate academic guidance from lecturers.



## Programme Specification - Section 2

### ***Transferable Skills***

Through studying this programme, participating in lectures and seminars and undertaking a range of assessments, students will develop key transferable skills, in particular the ability to think independently and evaluate different moral and intellectual positions critically. Through a blend of structured and student-led activities across different units, students will learn to manage their time effectively. They will develop their written and oral presentation skills, and to engage in constructive group discussions.

All Level 4 students will be encouraged to discuss and ask questions about the topics that are the focus of their learning. Guidance from academic staff and librarians will enable them to develop their scholarly and study skills (e.g., in referencing, managing their time, independent learning and making a structured argument). They will be encouraged to plan their time and manage the competing workload of different units. They will also gain experience in presenting their work in oral and written form.

Level 5 students will advance these skills as unit content becomes more challenging and wide-ranging.

Level 6 will make new demands on students in terms of managing an increasingly self-directed workload, including independent study for the dissertation, providing them with opportunities to further develop their communication, time management and scholarly skills.

### **Assessment Strategies and Methods**

The programme will combine a wide-range of different forms of assessment of the intended learning outcomes.

#### Level 4

At Level 4, subject knowledge and understanding, intellectual skills, subject-specific skills and transferable skills may be assessed by:

- seen and unseen examinations
- written assignments
- presentations
- group study

The methods of assessment employed are well suited to Level 4 intended learning outcomes, including promoting well-rounded, foundational knowledge of the subject areas and skills, and enabling students to develop their written communication and presentation skills, as well as their time planning and management skills.

#### Level 5

At Level 5, subject knowledge, intellectual skills, subject-specific skills and transferable skills may be assessed in core units by:

- written assignments
- individual written evaluations of group presentations
- seen examination

## Programme Specification - Section 2

At this level there may be a greater emphasis on coursework assessment through written assignments and reports than exams within core units. Coursework assessment will enable students to expand on the foundational knowledge and skills gained at Level 4, develop stronger critical and reflexive skills and the ability to think independently, all of which will be important preparation for Level 6 work.

### Level 6

At Level 6, core subject knowledge, intellectual skills, subject-specific skills and transferable skills may be assessed by

- written assignments
- portfolio development
- 10,000 word dissertation
- examinations
- oral presentations

At this level, assessments are designed to further enhance students' critical and reflexive skills, their in-depth knowledge of specialist subject areas, competence in independent study and learning, as well as time management and written and oral communication skills.

## ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admissions regulations. These are available at:

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

## PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register for a full list of approved Recognition arrangements and agreed entry criteria.

## ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations. These can be found at:

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

## WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The programme offers two placement opportunities:

- *Placement Learning unit*- An optional Placement Learning Unit (20 days or 150 hours) will be available at Level 5.
- *Practice Placement (Sandwich option)* - A 30-week placement taken over the course of a full-time academic year at Level P.
- Further details are available in the unit specifications and placement handbooks.

Students wishing to undertake placements through either route **will be expected to actively seek out opportunities for placement and make arrangements to undertake them** in a way which meets all appropriate guidelines.

# Programme Skills Matrix

Units		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	
L E V E L 6	Politics and Ideology	•	•	•			•	•	•	•	•			•			•	•	•	•	•			•	•	
	Anthropology of International Intervention	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	•	•	•
	Criminology of Organisations	•	•	•	•		•	•	•	•	•			•			•	•		•	•	•	•	•	•	•
	Seekers, Believers & Iconoclasts: Sociology of Thought	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	•	•
	Crime and Criminal Justice in the 21 <sup>st</sup> Century	•	•	•	•		•	•	•	•	•			•			•	•		•	•	•	•	•	•	•
	'Troubling' Gender	•	•	•	•		•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	•	•
	Intersectional Criminology	•	•	•	•		•	•	•	•	•			•			•	•		•	•	•	•	•	•	•
	Drugs, Crime & Society	*	*		*		*	*	*		*	*			*	*		*	*	*	*	*	*	*	*	*
	Terrorism, Protection & Society	•	•	•	•		•	•	•	•	•	•			•			•	•		•	•	•	•	•	•
	Placement Learning Unit			•	•		•	•	•	•					•	•	•	•	•	•	•	•	•	•	•	•
The Sociology of Health and Illness	•	•	•	•			•	•	•	•	•			•			•	•		•	•	•	•	•	•	
Dissertation	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	
L E V E L 5	Understanding Cultures	•	•	•	•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	
	Quantitative Skills	•	•	•	•		•	•	•	•	•		•	•	•	•	•	•		•	•	•	•	•	•	
	Qualitative Research Skills	•		•		•	•		•	•	•		•	•	•	•	•			•	•	•	•	•	•	
	Understanding Globalisation	•	•	•	•	•	•	•	•	•	•			•			•	•	•	•	•	•	•	•	•	
	Growing Up & Growing Old	•	•	•	•		•	•	•	•	•	•			•			•	•	•	•	•	•	•	•	
	Ethnographies of Crime and Policing	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	•	
	Human Trafficking and Criminality		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Doing Ethnographic Research	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Placement Learning Unit			•	•		•	•	•	•					•	•	•	•	•	•	•	•	•	•	•	
	Impact of Crime	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•		•	•	•	•	•	
Crime, Health and Society	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•		•	•	•	•	•		
Contemporary Social Theory	•	•	•	•	•	•	•	•	•	•	•			•			•	•		•	•	•	•	•		
Youth Crime, Gangs and On-road Life	•	•	•	•		•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	•		
L E V E L	Introduction to Social Theory	•	•	•	•	•	•	•	•	•	•			•			•	•		•	•	•	•	•		
	Introduction to Social Research	•	•		•	•	•	•	•	•	•		•	•	•	•	•	•		•	•	•	•	•	•	
	Key Themes and Perspectives in Criminology	•	•	•	•	•	•	•	•	•	•	•			•			•	•		•	•	•	•	•	
	Social Inequality and Exclusion	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	•	
Introduction to Criminological Theory	*			•		•	•	•	•	•	•			•	•		•	•		•	•	•	•	•		

4	Crime and the Criminal Justice System	•		•	•	•	•	•	•		•	•		•			•	•	•	•	•	•	•
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<p><b>A - Subject Knowledge and Understanding</b></p> <p>A1 Demonstrate broad and in-depth knowledge of a range of key concepts and theoretical approaches in sociology and criminology.</p> <p>A2 Provide a critical account of the relationships between individual, social and cultural forms, global processes and historical change.</p> <p>A3 Critically identify a wide range of sociological and criminological research methods and evaluate their use in generating related knowledge and theory.</p> <p>A4 Analyse the nature of social relationships between individuals, groups and social institutions and processes underpinning social change, social stability, deviance and criminal acts.</p> <p>A5 Analyse a range of qualitative, quantitative and digital sources, research strategies and methods of data collection, analysis and argumentation.</p> <p>A6 Evaluate theory and research related to society and the possible causes of crime, how crime may be socially constructed, its impact on individuals and societies, and the various approaches to addressing it ethically, historically and in contemporary societies.</p>	<p><b>C – Subject-specific/Practical Skills</b></p> <p>C1 Demonstrate ability to formulate, investigate, discuss and review sociologically and criminologically informed questions using major theoretical perspectives in sociology and criminology.</p> <p>C2 Possess the ability to gather, evaluate, analyse and synthesise evidence relevant to sociological and criminological questions.</p> <p>C3 Select and judiciously use appropriate research tools to engage in primary research and identify and apply research ethics appropriately.</p> <p>C4 Discuss sociological topics with a mature appreciation of theory and evidence, their relevance to current debates and present conclusions in a variety of sociological formats.</p> <p>C5 Demonstrate ability to plan, undertake and present scholarly work that shows an advanced understanding of sociological and criminological aims, methods and theoretical considerations and a high degree of polish and maturity in style.</p> <p>C6 Demonstrate active alertness to the potential applications of sociological and criminological knowledge in a variety of contexts and apply best ethical practice.</p>
<p><b>B - Intellectual Skills</b></p> <p>B1 Weigh up the merits of competing sociological and criminological perspectives and explanations of human social behaviour, social processes, social situations and events.</p> <p>B2 Draw on evidence from a wide range of sources and demonstrate an ability to analyse and synthesise them.</p> <p>B3 Construct appropriate sociologically and criminologically informed questions subjecting them to critical discussion and review.</p> <p>B4 Develop reasoned and articulate discussions based on a range of scholarly sociological sources and using a range of scholarly formats.</p> <p>B5 Demonstrate an ability to critically and reflexively question cultural and sociological assumptions (one's own and those of others) and apply best ethical practice.</p> <p>B6 Demonstrate proficiency in planning and executing, within supportive guidelines, an independent dissertation or project.</p>	<p><b>D Transferable Skills</b></p> <p>D1 Demonstrate independence of thought and analytical, critical and synoptic skills</p> <p>D2 Demonstrate scholarly skills, including the ability to make a structured argument, reference the works of others and assess a range of evidence</p> <p>D3 Demonstrate research, numeracy and information technology skills</p> <p>D4 Gather information from a wide range of sources and by a variety of methods to inform relevant sociological and criminological inquiry</p> <p>D5 Be articulate in both verbal and written communication.</p> <p>D6 Demonstrate time planning, organisational and management skills</p> <p>D7 Demonstrate an ability to engage in constructive discussion in group situations and group work skills</p>