

## Programme specification

### 1. Overview / factual information

<b>Programme/award title(s)</b>	BA (Hons) Criminology
<b>Teaching Institution</b>	Nottingham College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	March 2024
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	CRM3
<b>HECoS Code</b>	100484
<b>LDCS Code (FE Colleges)</b>	EE.24
<b>Programme start date and cycle of starts if appropriate.</b>	September 2024
<b>Underpinning QAA subject benchmark(s)</b>	<p>Criminology (March 2022)</p> <p>QAA UK Quality Code for Higher Education:  <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</a></p> <p>QAA Subject Benchmark Statement 2022:  <a href="https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/criminology">https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/criminology</a></p>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	N/A
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	PT, FT Face-to-Face

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

<b>Duration of the programme for each mode of study</b>	3 years (Full-time) 6 years (Part-time)
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	March 2024

## 2. Programme overview

### 2.1 Educational aims and objectives

Students who have successfully completed this course should be able to demonstrate a comprehensive understanding of major criminological theories, including classical, biological, psychological, sociological, and critical theories, and their applications to various aspects of criminal behaviour and societal responses to crime. Acquire in-depth knowledge of the structures, functions, and processes of criminal justice systems at local, national, and international levels, including law enforcement, judiciary, prison system, and related agencies. Demonstrate a sound understanding of substantive criminal law principles, procedural law, and legal systems, including key legal concepts, doctrines, and landmark court decisions relevant to criminological inquiry. Develop an understanding of deviant behaviour within the context of social structures, cultural norms, economic disparities, and institutional dynamics, including the intersections of race, class, gender, and other forms of social inequality. Gain knowledge of criminal profiling techniques, behavioural analysis methods, and the use of forensic evidence in criminal investigations, including the psychological, behavioural, and environmental factors influencing criminal behaviour. Develop an awareness of global trends in crime and justice, comparative criminological perspectives, cross-cultural variations in legal systems. Critically evaluate criminological theories, research findings, policy initiatives, and practical interventions aimed at crime prevention, criminal justice reform, and social change, while considering diverse viewpoints and empirical evidence.

Students will develop the skillset to critically analyse and evaluate criminological theories, research findings, legal arguments and policy proposals, while identifying underlying assumptions and biases. Develop effective problem-solving skills to address complex issues in criminology, including crime prevention strategies, criminal justice reform efforts and responses to emerging challenges in the field. Demonstrate the ability to make informed decisions based on ethical considerations, empirical evidence and theoretical insights, while weighing the potential consequences and trade-offs of alternative courses of action in criminal justice practice and policy. Demonstrate analytical reasoning skills, including the ability to interpret quantitative and qualitative data, draw valid conclusions, and generate hypotheses to explain patterns of criminal behaviour, societal responses to crime, and the effectiveness of interventions. Analyse knowledge from multiple disciplines, such as sociology, psychology, law and political science, to analyse the multifaceted nature of crime, criminal behaviour and the criminal justice system from diverse theoretical and methodological perspectives. Apply evidence-based reasoning by utilising empirical research findings, theoretical frameworks and best practices to inform decision-making processes, policy development, and professional practice in criminology and criminal justice. Engage in reflective practice to critically evaluate their own assumptions, biases, and limitations as aspiring criminologists, while continuously seeking opportunities for self-improvement, lifelong learning, and ethical development in the field.

Demonstrate proficiency in conducting criminal investigations, including crime scene analysis, evidence collection, witness interviews and case documentation, while adhering to legal and ethical standards. Develop the use of practical skills in forensic analysis, including the examination of physical evidence, such as fingerprints, DNA samples, blood splatter and trace materials, to support criminal investigations and legal proceedings. Develop an expertise in criminal profiling techniques, behavioural analysis methods, and the interpretation of offender characteristics, motives, and patterns of criminal behaviour to assist in identifying suspects and developing investigative leads. Demonstrate competence in providing support services to victims of crime, including crisis intervention, emotional support, information referrals, and assistance in navigating the criminal justice system, while advocating for their rights and needs. Engage with diverse sources of information, including academic literature, research studies, statistical data, and other relevant materials, to inform the conceptualisation, research design, analysis, and presentation of dissertation projects. Use technology effectively to enhance critical and reflective study. Reflect on own value systems, development and practice.

Demonstrate effective oral and written communication skills, including the ability to articulate complex ideas, convey information clearly and persuasively. Develop teamwork and collaboration skills through participation in group projects and collaborative research endeavours, demonstrating the ability to work cooperatively. Exhibit problem-solving skills and adaptability in addressing real-world challenges, demonstrating resilience, flexibility, and resourcefulness in navigating complex situations. Cultivate critical thinking and analytical reasoning skills, including the ability

to evaluate information critically, analyse evidence systematically, and make well-reasoned judgments based on logical reasoning and empirical evidence. Develop information literacy skills to locate, evaluate, and utilize a wide range of information resources effectively.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

## 2.4 List of all exit awards

Certificate of Higher Education (CertHE) in Criminology (120 credits)  
Diploma of Higher Education (DipHE) in Criminology (240 credits)  
BA in Criminology (300 credits)  
BA (Hons) in Criminology (360 credits)

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
CRM401 Theories of crime	30		120	NO	A
CRM402 Powers of the police	20			YES	B
CRM403 Offender Profiling	20			YES	A/B
CRM404 Introduction to Crime Scene Investigation and Photography	30			NO	B
CRM405 Study Skills	20			YES	A

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1: Demonstrate an understanding of the key theoretical and practical concepts that underpin criminology</p> <p>A2: Apply the powers of the police to relevant scenarios</p> <p>A3: Describe and explain the principles, processes and techniques used to investigate a crime</p> <p>A4: Develop an understanding of the theories surrounding offender profiling</p> <p>A5: Develop and reflect on academic study skills for personal development</p> <p>A6: Understand and describe the roles, responsibilities, procedures, and liabilities of crime scene personnel.</p> <p>A7: Explain the legislation and other legal constraints that govern criminology</p>	<p>The teaching learning methods throughout Level 4 are integrated and assessed through summative assessments. The learning outcomes are divided between module learning outcomes which are module specific, and programme learning outcomes which encompass the whole Level 4 part of the programme.</p> <p>The modules at level 4 are designed to introduce the student to all key criminological areas, allowing students to build their knowledge and skills for Level 5.</p> <p>The formal teaching at Level 4 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as case studies, in-class tests, practical group work, quizzes, discussions and peer assessments. To add enrichment, visiting speakers are invited in. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Learning outcomes are assessed through summative assessments in a variety of ways designed to build upon and develop throughout the rest of the programme. These assessments include case studies which allow the student to demonstrate knowledge by applying and evaluating; an open book exam which will build on previous exam experience and gives the basis for all following exams; presentations which help to build students' confidence in order to present in a professional and formal format; and academic writing in order to learn and accomplish different writing styles needed for essays and reports. Self-development is key throughout level 4, with students being taught how to self-reflect, in order to improve and build upon developmental and academic skills. Personal tutorials support this, where development plans are discussed and individual targets set.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Demonstrate problem solving skills in analysing &amp; interpreting data</p> <p>B2: Demonstrate an informed and unbiased argument</p> <p>B3: Assume responsibility for own learning and continuing personal development</p>	<p>Cognitive skills at Level 4 are focused on equipping the students towards analysing information at a higher level. The skills are embedded into all modules and assessments helping to develop their skills throughout the academic year.</p> <p>B1 and B2 are delivered in lectures, seminars and group work. They are assessed in both formative and summative tasks such as case studies and problem based scenarios</p>

<b>3B. Cognitive skills</b>	
	B3 is delivered within lectures and developed within seminars. It is assessed formatively and summatively, through self-reflection, peer assessments and target setting
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Demonstrate the ability to work effectively as a team in order to enhance synergy</p> <p>C2 Demonstrate the ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources</p> <p>C3 Show the ability to present data in an appropriate format</p> <p>C4 Demonstrate good practical skills in the investigation of a crime scene</p>	<p>Practical and professional skills are embedded into all modules throughout Level 4, to equip the students for employment.</p> <p>C1,C2,C3 and C4 will be delivered in lectures and seminars and be assessed by both formative and summative tasks.</p>
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> To be able to self-reflect to develop as an independent learner</p> <p><b>D2:</b> Develop Interpersonal and communication skills when presenting information whether oral or written</p>	<p>Key and transferrable skills are embedded into all Level 4 modules, in order to help develop the student and equip them for life.</p>

<b>3D. Key/transferable skills</b>	
<p><b>D3:</b> Develop interpretation and selecting skills in terms of theory and data</p> <p><b>D4:</b> Develop the use of ICT tools and numerical analysis skills to support studies</p>	<p>D1 is delivered in lectures and practiced within seminars. It is assessed by both formative and summative tasks such as self-reflection, peer assessments and target setting. It is encouraged that the students start to self-reflect in response to all feedback</p> <p>D2, D3 and D4 are delivered in lectures, seminars and employer visits. They are assessed using both formative and summative tasks such as presentations, group work, report writing and referencing.</p>

Exit Award on completion of Level 4: Certificate of Higher Education (CerHE) in Criminology (120 credits)

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
CRM501 The Criminal Justice System	30	N/A	120	NO	A
CRM502 Youth Crime	30			NO	A
CRM503 Sociological perspectives of crime	20			YES	B
CRM504 Victimology	20			YES	B
CRM505 Crime and deviance	20			YES	B

**Intended learning outcomes at Level 5 are listed below:**

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1: Develop an in-depth understanding on the theories and concepts regarding crime showing developing critical analysis of theories</p> <p>A2: Identify and assess the various forms of crime with key analytical depth.</p> <p>A3: Define and investigate the role of institutions on offenders</p> <p>A4: Develop a wider-ranging understanding of relevant sociological perspectives and how they impact on criminology</p> <p>A5: Evaluate the reliability and validity of information on different types of victims and how they are dealt with in the criminal justice system</p>	<p>The formal teaching at Level 5 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as case studies, in-class tests, practical group work, quizzes, discussions and peer assessments. To add enrichment, visiting speakers are invited in. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p> <p>Learning outcomes are assessed through summative assessments in a variety of ways designed to build upon and develop throughout the rest of the programme. These assessments include case studies which allow the student to demonstrate knowledge by applying &amp; evaluating it; an open book exam which will build on previous exam experience and gives the basis for all following exams; presentations which help to build students' confidence in order to present in a professional and formal format; academic writing in order to learn and accomplish different writing styles needed for essays and reports. Self-development is key throughout level 5, with students using self reflective techniques that have been in introduced in level 4, the idea of self reflection helps the students to improve and build upon developmental and academic skills. Personal tutorials support this, where development plans are discussed and individual targets set.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Communicate ideas fluently and effectively in a variety of written and spoken formats</p> <p>B2: Apply a range of problem solving skills by breaking down complex issues related to crime and justice</p> <p>B3: Synthesis information when applying theoretical knowledge and analytical skills to propose effective solutions to problems within the criminal justice system</p>	
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Demonstrate competency in the practical skills needed to investigate, analyse and extract relevant data.</p> <p><b>C2:</b> Establish personal development, responsibility and effective self - management in planning, motivation and time management</p> <p><b>C3:</b> Acquire leadership, interpersonal skills, motivation and responsibility</p> <p><b>C4:</b> Produce effective and informed solutions to legal and social problems</p>	<p>Practical and professional skills are embedded into all modules throughout Level 6, building upon and cementing those they learnt in Level 4 and 5.</p> <p>C1, C2, C4 are delivered in lessons and seminars. They are assessed in both formative and summative tasks such as in discussions, practical activities, group work, employer visits and the articulation and professionalism of work submitted</p> <p>C3 is delivered in lectures and practiced in seminars. It is assessed formatively and summatively, through self-reflection, peer assessments and target setting</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1: Communicate justified arguments and ideas effectively, using styles and language suitable to criminology, purpose and intended audience	<p>Key and transferable skills are embedded into all Level 5 modules, building and developing those learnt at Level 4.</p> <p>D1, D2, D3 and D4 are delivered in lectures and seminars. They are assessed by both formative and summative tasks such as discussions, debates, problem base scenarios, presentations and business plans.</p> <p>D5 is assessed and developed through formative and summative tasks such as group work, peer assessments, debates, case studies and problem-based scenarios.</p>
D2: Evaluate and use information and data accurately in a wide-range of contexts within criminology	
D3: Synthesis ideas and arguments in a coherent and effective manner	
D4: Validate information using ICT Tools and numerical skills in a professional and academic format	
D5: Creatively utilise interpersonal and team working skills such as effective listening, negotiating and influencing.	

**Award on exit of level 5:** Diploma of Higher Education (DipHE) in Criminology (240 credits)

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
CRM601 Dissertation	60		120	NO	A/B
CRM602 Prison and punishment	20			YES	A
CRM603 Miscarriages of justice	20			YES	A/B
CRM605 Criminal justice and inequality	20			YES	B

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 Critically evaluate the prison system and assess the various types of punishment within the UK and globally</p> <p>A2 Demonstrate an in-depth critical understanding into miscarriages of justice and how the UK's legal system identifies and remedies them.</p> <p>A3: Critically assess the likelihood of various groups facing criminalisation for transgressive behaviours, and explore the disparities within the justice system</p> <p>A4: Application of in-depth analysis of research with evidence of proficiency and critical analysis skills.</p>	<p>The modules at Level 6 are designed not only to further the students' knowledge and skills, but also to integrate and synthesise knowledge learnt from all previous modules. Research is expected at a higher level, with a formal dissertation being completed.</p> <p>The formal teaching at Level 6 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as case studies, in class tests, practical group work, quizzes, discussions, peer assessments and proposals. To add enrichment, visits and guest speakers are woven into lessons and tutorials. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p> <p>Learning outcomes are assessed through summative assessments in a variety of ways, including academic essays and reports. The main focus of assessment at Level 6 is the dissertation. This is a student-led, but tutor-supported, independent research project, which can either be theory based or work-based. The findings and analysis of the project must be written in the form of a dissertation. A key requirement is for the student to demonstrate key problem solving, numeracy and analytical skills, in conjunction with the application of theories, concepts and principles learnt throughout the course.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	Self-development continues throughout Level 6, with students being expected to self-reflect on areas identified in assessment feedback and from tutorial discussions. In addition, self-development is integrated into the learning outcomes, allowing the students to challenge themselves in order to develop further.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Exhibit a detailed and thorough awareness of moral and ethical issues relating to criminal justice and inequality</p> <p>B2: Critically evaluate miscarriages of justice</p> <p>B3: Critically examine literature from a wide range of sources, including publications informed by current issues or research development to synthesise and produce a systematic and critical literature review</p> <p>B4: Appraise research and case studies relevant to prison, punishment and miscarriages of justice</p> <p>B5: Evaluate the application of theoretical arguments and paradigms as well as quantitative and qualitative methods in independent research</p>	<p>Cognitive skills at Level 6 build upon those learnt at Level 4 and 5, using the skills learnt to be able to critically evaluate information. These are embedded into all lessons and assessments, helping students to develop their skills further.</p> <p>B1, B2, B3, B4, B5 and 6 are delivered in lectures, seminars and group work. They are assessed in both formative and summative tasks such as case studies, quizzes, debates, presentations, seminars and portfolios.</p> <p>B6 is delivered in lectures and seminars. It is assessed both formatively and summatively through tasks such as research and interpretation of data.</p> <p>B7 is encouraged and assessed formatively and summatively throughout the year in tasks such as group work, problem solving scenarios, case studies and all end of module assessments</p>

<b>3B. Cognitive skills</b>	
B6: Demonstrate confidence and flexibility in identifying, defining and solving complex problems	
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
C1: Analyse, critique and justify reflective practice skills for personal and professional development	<p>Practical and professional skills are embedded into all modules throughout Level 6, building upon and cementing those they learnt in Level 4 and 5.</p> <p>C2, C3 and C4 are delivered in lessons and seminars. They are assessed in both formative and summative tasks such as in discussions, group work, problem based scenarios and the articulation and professionalism of work submitted</p> <p>C1 is assessed in both formative and summative tasks such as group work, allocation of roles and reflecting on skills need for improved by the student conference</p>
C2: Formulate and implement extensive research plans in order to produce independent research reports	
C3: Apply critical analysis to criminological theories and case studies in order to produce viable solutions to relevant issues	
C4: Combine a range of decision-making skills together in a logical and ordered process to make effective strategic decisions	

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1: Communicate complex information, arguments and ideas effectively and appropriately</p> <p>D2: Work effectively, ethically and professionally as part of a team, demonstrating reflective professional practice</p> <p>D3: Integrate ICT tools to improve learning and to extend analytical and evaluating skills and knowledge, as appropriate, for research and self-reflection</p> <p>D4: Critically analyse problems and apply appropriate knowledge and skills to develop effective solutions</p>	<p>Key and transferable skills are embedded into all Level 6 modules, building and developing those learnt at Level 4 and 5</p> <p>D1, D3, and D4 are delivered in lectures and seminars. They are assessed by both formative and summative tasks such as discussions, debates, problem base scenarios, presentations and business plans.</p> <p>D2 is assessed using both formative and summative tasks such as group meetings, group work, practical activities and the execution of the student conference</p>

Degree with 60 credits missing: BA in Criminology (300 credits) Full degree with credits: BA (hons) in Criminology (360 credits)

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

The BA (Hons) has been designed to draw together coherent disciplines and offers a highly vocational focus. It allows students to gain a broad understanding of theories and concepts of Criminology as a whole.

The emphasis throughout the course is on developing nature of criminology and on helping to equip the students with knowledge and skills they need to operate and contribute effectively in today's environment.

The course has been planned to allow students to progress in the knowledge and skills from year to year. This allows where possible cross module integration when completing assessments.

The programme is able to offer a full degree but in a smaller more supportive environment. Small class numbers enable the staff to support each student as individuals. This enables students to feel confident when asking for help and for tutors to provide small group or one to one support.

This degree has an additional element with the opportunity for students to experience a forensic science module; introduction to crime scene investigation and photography in year one. This module will allow students the opportunity to explore some of the practical skills used within criminology and developed in greater detail within forensic science. The modules will allow for practical application of criminology skills which will enhance their understanding of other professionals they will be working with in the future as well as develop their employability skills.

#### 5. Support for students and their learning

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

Students are supported throughout the programme in various ways:

**College Regulations and Policies**

All students are protected by the College policies and practices in terms of health and safety, GDPR, safeguarding, etc.

### **Induction**

A detailed induction is designed for the start of the programme, introducing the students to the content of the programme, assessments, the LRC and the support available to them within the team and cross-college. Similar but shorter inductions take place for both Year 2 and Year 3 students.

### **Tutorials**

**Personal:** Each student is appointed a personal tutor who looks after their academic and personal welfare throughout the programme. They meet with their tutor within the first few weeks of the start to identify any additional support that may be needed. After this initial session, they meet together on a regular basis. In addition, students are encouraged to book appointments with their tutor if they need further support. Working in conjunction with personal tutors is the Learning Achievement Coach who can be brought in to provide extra 1:1 support for any student having personal issues impacting on their studies.

**Group:** These take place on a regular basis and focus on areas such as: key study skills, careers and progression, discussions and guidance and feedback.

**Academic:** Each module allocates time for the tutor to meet with students in small groups or individually. It enables additional support to be given in terms of key concepts, assessments or feedback.

All lecturers meet bi-weekly to discuss how the programme is evolving. Students at risk are identified, in order for the personal tutors to take action if necessary.

### **Teaching and Learning**

All lecturers receive regular CPD in up-to-date teaching and learning strategies. This allows the team to make sure that all resources and activities meet the individual learning needs of each student. In addition, students are also enrolled on to Microsoft Teams, which allows blended learning when required.

### **VLE**

Interact is the cross-college VLE platform, which allows communication between staff and students. It is available to every student through the College website and by an App on their smart phone. Each course year has its own Course Information page, which contains information such as the student handbook, key policy documents and a notice board. Each module has its own page where students can find modular booklets, resources and Turnitin submission points.

### **Learning Resource Centres**

Both City Campuses house an LRC, with both physical and online books to support HE Criminology students. In addition, their online facilities also hold many relevant databases and journals which students can search extensively. LRC staff are trained and always willing to help students in their searches or to improve their study skills.

### **The University Centre**

This is a designated study room for all HE students, situated at the Adams Campus, where the programme is located. This facility is available for students to work independently and provides desktops and a lounge area. The HE Team is situated close by the University Centre, and members of the team are always available to support students in terms of advice and support in areas such as finance and accommodation.

### **College Wide Student Support**

The College offer a range of services to all students including: student services, wellbeing, careers guidance and additional support.

At Nottingham College we provide individual support for all learners who feel they may need additional support with accessing their course. There are a number of support strategies in place to ensure cohesive inclusion for all. We encourage all students who can to apply for Disabled Students Allowance and there is support available on how to do this from our HE Welfare and Finance Officer as well as our specialist student support advisor.

The inclusion team also offer support during enrolment as well as one-to-one consultations where students can be referred for specialist assessments such as dyslexia assessments. All students who wish to can also take part in a Cognassist assessment to look at ways to develop their overall cognitive abilities.

The Wellbeing team offer regular cafes and events for students across campuses with trips, specific events as well as coming into class to speak to groups of students about wellbeing strategies they may access. Additional financial support is also offered to those students on lower incomes who may need additional financial support to cover the costs of study this is through our HE Bursary scheme.

We also offer a student counselling programme for those students who wish to apply for more one-to-one personal support.

## **6. Criteria for admission**

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

Admissions are welcome from:

- Applicants who have achieved at least 2 A Levels at A2 (64 UCAS tariff points), including GCSE Maths and English to Grade 4/C
- Applicants who have successfully completed a Level 3 BTEC Diploma or Extended Diploma in a relevant subject (64 UCAS tariff points)
- Applicants who have successfully completed an International Baccalaureate (IB)
- Mature students who have 3 years or more professional/relevant experience

Mature applicants without formal qualifications will be required to attend an interview at which they should produce evidence of their capability to undertake the programme successfully. Candidates not able to do this may be required to sit assessments of their ability to complete the programme satisfactorily.

International applicants will require an IELTS score of at least 5.5, with no component less than 5.0, in addition to evidence of numeracy skills equivalent to GCSE grade C. Non-UK qualifications will be assessed in comparison to their UK equivalents.

The programme supports Recognition of Prior Learning (RPL), so it is possible to accept direct entrants on to both Years 2 and 3, if students have the relevant qualifications (such as an HNC or HND). Details are laid out in updated College APEL policy

### **7. Language of study**

*English*

### **8. Information about non-OU standard assessment regulations (including PSRB requirements)**

*None*

### **9. For apprenticeships in England End Point Assessment (EPA)**

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

*N/A*

### **10. Methods for evaluating and improving the quality and standards of teaching and learning**

Quality and standards of teaching are assessed and evaluated by varying means.

#### **Assessment for the Programme:**

Formative assessments including debates, group work, research tasks, quizzes, etc.

Summative assessments include exams, presentations/seminars, written work including essays, reports, portfolios, case studies and research projects.

**Improving Teaching and Learning Internally**

Within the HE Team, various methods are used that can enhance teaching and learning including:

- The College's quality assurance procedures monitor the programme in order to ensure opportunities for quality enhancement
- End of module surveys
- Unofficial feedback from students during/after lectures
- Peer observation
- Lesson observation
- College-wide Student Voice surveys
- Course committee meetings

**Improving Teaching and Learning Externally**

The College has an External Examiner in place who is responsible for monitoring the programme in order to enhance the analysis of the coherence and progression

**11. Changes made to the programme since last (re)validation**

*n/a*

Annexe 1: Curriculum map

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																			
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4		
4	CRM405 Study Skills																				
	CRM401 Theories of crime																				
	CRM402 Powers of the Police																				
	CRM403 Offender Profiling																				
	CRM404 Introduction to Crime Scene Investigation and Photography																				
Level	Study module/unit	Programme outcomes																			
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5			
5	CRM504 Victimology																				
	CRM502 Youth Crime																				
	CRM503 Sociological Perspectives																				
	CRM501 The Criminal Justice System																				
	CRM505 Crime and Deviance																				
Level	Study module/unit	Programme outcomes																			
		A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4		
6	CRM604 Criminal Justice and Inequality																				
	CRM602 Prison and Punishment																				
	CRM603 Miscarriages of Justice																				
	CRM601 Dissertation																				

