



| A. Course Information | | | | |
|---|---|-------------------------------|----------------------|-----------------------|
| Final award title(s) | BSc (Hons) Criminology | | | |
| Intermediate exit award title(s) | CertHE Criminology DipHE Criminology | | | |
| UCAS Code | | Course Code(s) | 1358 | |
| | London South Bank University | | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS | | | |
| Division | DSS | | | |
| Course Director | Rashid Aziz | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | |
| Length of course/start and finish dates | Mode | Length years | Start - month | Finish - month |
| | Full time | 3 | September | June |
| | Full time with placement/ sandwich year | | | |
| | Part time | | | |
| | Part time with Placement/ sandwich year | | | |
| Is this course generally suitable for students on a Tier 4 visa? | Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated. | | | |
| Approval dates: | Course(s) validated / Subject to validation | November 2011 / 23 April 2018 | | |
| | Course specification last updated and signed off | September 2020 | | |
| Professional, Statutory & Regulatory Body accreditation | n/a | | | |

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| Reference points: | Internal | Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations |
| | External | QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (March 2014) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 |
| B. Course Aims and Features | | |
| Distinctive features of course | <p>A rich and exciting programme with an inter-disciplinary approach to the study of criminology.</p> <p>The curriculum incorporates both traditional and cutting-edge elements of criminology and is underpinned by internationally recognised research expertise and scholarship.</p> <p>Optional modules to study at level 5 and 6 allow students to tailor the degree to their own interests and future career ambitions.</p> <p>International comparative elements are embedded within the programme</p> <p>The degree encourages students to actively engage with the School's 'social justice and global responsibility' ethos.</p> <p>Students are trained in appropriate research methods.</p> <p>Employability and skills development are embedded throughout the programme.</p> <p>There is an optional work placement module to provide a firm link between the academy and the world of work.</p> <p>Direct entry at levels 5 or 6 is possible for suitably qualified applicants.</p> <p>Criminology at LSBU is rich in criminology but also recognises the social and political context in which the discipline is situated. It is truly inter-disciplinary in its approach</p> <p>The teaching on the degree draws upon a wide range of external speakers involved in the professional world of Criminology and the Criminal Justice System</p> <p>A vibrant and active student-led Criminology Society hosting employability, networking and social events.</p> | |
| Course Aims | <p>The BSc Criminology aims to:</p> <ol style="list-style-type: none"> 1. Enable students from a variety of personal and educational backgrounds to acquire a critical understanding of crime and criminal justice. 2. Provide a rigorous, broadening and rewarding educational experience in a range of disciplinary approaches to crime in social context. 3. Develop students' general cognitive, analytical, critical and research skills in the field of criminology and beyond. 4. Foster students' critical thinking and their ability to synthesise ideas and information from primary and secondary sources | |

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| | <p>5. Encourage an appreciation of the importance of, and ability to use, complex theoretical ideas in the study of crime and justice.</p> <p>6. Enhance students' employment opportunities by developing their capacity to initiate and carry out complex academic and professional tasks individually and in groups.</p> |
| <p>Course Learning Outcomes</p> | <p>a) Students will have knowledge and understanding of:</p> <p>A1 The nature and extent of crime in the UK and elsewhere;</p> <p>A2 key historical and contemporary social, political, and economic issues and processes, and their inter-connectedness;</p> <p>A3 a range of criminological, political and social scientific concepts and their application, as well as major theoretical approaches used in the academic areas of criminology;</p> <p>A4 workings of the Criminal Justice System and key criminal justice agencies, processes of criminalisation and their impact on society and social policy at both national and international levels;</p> <p>A5 the requirements for carrying out research in the field of criminology, using a variety of research methods, in a self-critical fashion and with appropriate use of evidence;</p> <p>A6 the practical contribution of criminological concepts, theories and forms of understanding to problem solving and in forging more socially just and sustainable global futures.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 synthesise a range of information and data from a variety of sources related to issues and debates in criminology and the broader social sciences;</p> <p>B2 critically analyse a range of concepts, principles and practices within the criminological domain and their application at both national and international levels;</p> <p>B3 demonstrate the cognitive skills necessary to review and evaluate arguments, concepts, theoretical perspectives, evidence and texts in the field of criminology and related areas (e.g. political economy, sociology, law, politics and social policies);</p> <p>B4 demonstrate an understanding of the requirements for initiating and carrying through criminological research in an analytical and theoretical way, whilst making appropriate and critical use of evidence;</p> <p>B5 exercise intellectual and evaluative skills in pursuit of a more sustainable and socially just international future.</p> |

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| | <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 initiate, plan, manage and execute work (both individually and in small groups, where students are expected to respect the viewpoints of others);</p> <p>C2 communicate with others, in a variety of ways, demonstrating clarity of thought and critical understanding of criminological concepts and issues related to crime, deviance, crime control and criminal justice;</p> <p>C3 produce work (within quality and time frameworks) involving problem solving and evaluation, drawing on supporting evidence;</p> <p>C4 retrieve, sift, synthesise and analyse material from a wide range of sources, and present their findings in a clear and balanced manner.</p> <p>C5 identify appropriate practices within a professional and ethical framework, and understand the continuing need for professional and personal development;</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 retrieve information and ideas effectively and critically from a variety of primary and secondary sources, including internet sources;</p> <p>D2 present in written and oral form, complex information and ideas in a variety of contexts and in a balanced fashion;</p> <p>D3 make effective use of IT skills;</p> <p>D4 demonstrate literacy and numeracy skills;</p> <p>D5 appreciate that problems are often multi-faceted and interconnected, and require thoughtful, creative and logical approaches.</p> |
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C. Teaching and Learning Strategy

A1 – A6 are woven into modules at all levels. Level 4 modules are introductory and lay the foundation for all learning outcomes. Level 5 modules emphasise the substantive and comparative learning outcomes and level 6 modules extend the critical and analytical learning outcomes.

Acquisition of A1 – A6 is, at all levels, through a combination of lectures, seminars, workshops, small group exercises, individual and group projects/activities. These are supplemented by guest speakers from public, private and third sector organisations, as well as academia, which provide additional specialisms and real world contextualisation, as well as by the research project tutorials at Level 6.

Interactive seminars and workshops support the lectures and encourage the active participation of students in free and open debate, developing peer learning, the sharing of knowledge and support amongst the diverse student body. Student engagement is further encouraged through the use of small group exercises and the requirement that all students make a seminar presentation at each level.

Scheduled teaching is supported and consolidated by private study structured by provision of comprehensive reading lists and core electronic resources, and the use of Moodle and other online teaching methods and resources. The Division of Social Sciences aims to provide a truly 'blended' learning experience extending well beyond the use of the VLE as a mere repository for documents.

The development of subject specific intellectual and research skills will be delivered via a structured and progressive strategy of support throughout the programme.

Acquisition of B1 – B5 is at all levels, through a combination of lectures, seminars, and workshops, as well as through coursework feedback and the use of online sources and the VLE.

Particular emphasis is placed on seminar discussion of key texts and other materials. These assist student understanding of complex theoretical ideas and the relationship between theory, practice and empirical enquiry. They also assist the development of critical, evaluative and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body. B4 is developed and encouraged through both tutorial discussion and practical coursework projects, including the final year research project.

As students move through the programme their ability to generate, evaluate and synthesise subject-related information is developed through application to more complex case-study and policy-related problems. The aim is to progressively develop greater independence of thought and practice.

As with subject understanding and knowledge learning outcomes, self-managed learning activities supplement in-class learning and include the reading and critique of academic journals, policy reports and data sets, and preparation for problem-based exercises and peer debate. Links to core journals are available via the VLE, and on-line fora will be used to encourage debate and discussion of key issues.

Acquisition of C1 – C5 again typically takes place through a combination of lectures, seminars, workshops and the project tutorials, accompanied by online teaching support. The acquisition and development of practical skills are a particular focus of the lectures and seminars at Level 4, and the research project lectures, seminars and supervision at Level 6. Students are encouraged to reflect on their skills through feedback on assessed work at all levels.

The choices implied in C5 inform the entire course but may be particularly developed through the Work Placement module at Level 5.

The development of practical skills via classroom teaching is strongly reinforced by the students' own self-managed study.

Transferable skills D1-5 are acquired and developed throughout the programme via the teaching practices described in previous sections (lectures, seminars, workshops, tutorials, class feedback and (with particular focus on D4), online learning). Their initial acquisition is at Level 4, when support is given for cognitive skills development, oral presentations, academic writing and referencing, and data retrieval and presentation, in preparation for subsequent levels of study. These transferable skills and attributes are then continually developed throughout each level demonstrating progressive enhancement, including via group presentations at Level 4, 5 and 6, empirical observations and case-study type assignments at Levels 5 and 6, and the Level 6 research project.

The optional Work Placement module is an opportunity for students to enhance their employability skills and to reflect upon these in a critical and reflective manner.

In acquiring these skills and in achieving the learning outcomes of each module, students are expected to undertake substantial private study. This is outlined in all module guides – usually 155 hours of private study per module.

Communication out of hours is maintained through Moodle, which includes module-specific information, as well as course level and support information. There are also office hours every week from each member of staff. Information about extended Library and Learning Resource Centre hours is found through the LSBU website.

Undergraduate teaching typically occurs between 9am and 5pm Monday to Friday, with no teaching scheduled for Wednesday afternoons. Each student will have access to an individual online timetable.

The degree programme is mainly taught by permanent staff members.

D. Assessment

A1-6

The student learning experience is built upon the integration of formative and summative forms of assessment and feedback as central to a student's acquisition of the skills and attributes necessary to achieve the course and module learning outcomes.

Learning outcomes are tested in a variety of ways, with assessments tailored to the requirements of specific modules. Assessment types include: examinations, essay assessments of varying lengths, reports and presentations undertaken individually and in groups, web-based work, case studies, research proposals, film and book reviews.

The increasing emphasis through each level of study on independent learning is reflected in the methods of assessment. Individual and group presentations are assessed, with students given the assessment criteria in advance. Literature reviews encourage students to read in a more critical and focused way and the assessment of their research proposal helps in the development of intellectual skills.

Formative assessment is a central feature of the course modules. It provides an opportunity for developmental feedback and reflection, which help promote student engagement in a process of continuous learning. Formative assessment takes a variety of forms, including: informal assessment of work; the provision of commentary on essay plans; the use of online tests, and marking of non-assessed work. Peer marking and feedback is another formative assessment method used during the programme.

Additionally, in-class debate and discussion provide students and staff with an understanding of the knowledge gained and areas needing further reinforcement and delivery. This will allow reflection on performance and will feed forward into future delivery.

Summative assessment details are included in Section H and the Module Statements. The methods used link to the Learning Outcomes that are central to each module and which are mapped in Appendix A. Individual modules teach and develop many of the course learning outcomes listed in this section and therefore Appendix A highlights those principally used to frame the assessment strategy.

B1-5

These intellectual skills are mainly tested through examinations and various coursework assignments. As above, formative in-class assessments, together with engagement with the VLE,

enable assessment of student learning of these objectives. In terms of summative assessments, the module statements show a range of approaches.

As students progress through the course there is an expectation that they will exhibit greater autonomy in their learning, and will refine their intellectual skills, and approach their work in a more critical and analytical way. The range of assessment types reflects these expectations. This process culminates in the Level 6 research project, which is a significant assessment of student independent research skills.

The variety of assessments reflects the course team's wish to maximise the opportunities for students to display their strengths in different ways.

C1-5

Practical skills are only assessed in a small number of modules, for instance the Work Placement. They are nevertheless acquired progressively during the course

D1-5

Transferable skills are integral to all student activities at all levels.

Transferable skills are only assessed in a small number of modules, for instance the Work Placement. They are nevertheless acquired progressively during the course and are integral to the Division's commitment to enhancing student employability

Coursework constitutes approximately 75% of the assessment.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

General

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

- GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus one of the following:
 - A Level BCC (or equivalent);
 - BTEC National Diploma MMM;
 - Access to HE Diploma with 9 Distinctions and 36 Merits (or equivalent);
 - Other equivalent level 3 qualifications worth 106 UCAS points
- Mature students will be considered on the basis of their overall qualifications and work experience.

The Cert HE courses are not offered via our normal student marketing, but are an option for students who have applied in clearing for the main degree programme but have not met the entry requirements. For entry onto the Cert HE courses applicants will be required to have the following qualifications:

- GCSE grade “C” or above in 5 subjects (including Mathematics and English Language) plus one of the following:
 - A Level DEE (or equivalent);
 - BTEC National Diploma MMP;
 - Access to HE Diploma Pass;
 - Other equivalent level 3 qualifications
- Mature students will be considered on the basis of their overall qualifications and work experience.

For direct entry into Level 5 of the course, applicants will be required to hold:

- 120 credits at Level 4 or above in a relevant subject; or
- LSBU’s Certificate in Higher Education in the relevant subject area.

For direct entry into Level 6 of the course, applicants will be required to hold:

- 120 credits at Level 4 and 120 credits at Level 5 in the relevant subject area.

For progression from the Cert HE into the main degree students are required to pass all modules (120 credits).

Accreditation of Prior Learning (APL)

All awards for APL will be in line with the University’s policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.

Transfer credit

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for an LSBU award. Credit may also be transferred from a previous experience of learning at LSBU. Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure

Course overview

The course is delivered on a semester pattern, each semester being of 15 weeks duration. Students study 120 credits (normally 6 modules) at each of Levels 4, 5 and 6. A University module is the equivalent of 200 student study hours. Each module is a self-contained part of the programme of study and normally carries a single credit value. The only exception to this is the Level 6 research project, which is a double (40 credit) module.

Core and elective modules: The course involves a set of compulsory (core) modules and a range of elective modules, as identified below. At Level 5, in semester 1 students study one core module and choose two elective modules; in semester 2, students study two core modules and choose one

elective module. At Level 6 students study two core modules and choose one elective module per semester.

Course Title: Criminology BSc – **Full time**

| | Semester 1 | | Semester 2 | |
|----------------|---|---------------------------|--|----|
| Level 4 | Deconstructing the Crime Problem (compulsory) | 20 | Issues in Crime (compulsory) | 20 |
| | Introduction to the Criminal Justice System (compulsory) | 20 | Understanding Crime: Criminological theory in context (compulsory) | 20 |
| | Global Issues in Sociology (compulsory) | 20 | Social Justice in Action (compulsory) | 20 |
| Level 5 | Understanding Punishment: Penal theory and practice (compulsory) | 20 | Researching Crime, Deviance and Justice (compulsory) | 20 |
| | Behind Bars: Prisons and Society (optional) | 20 | Youth, Crime and Delinquency (compulsory) | 20 |
| | Issues in Criminal Justice History (optional) | 20 | Barriers to learning (optional) | 20 |
| | Policing and Society (optional) | 20 | The Environment, Sustainability and Climate Change | 20 |
| | | | London: Crime and Social Exclusion (optional) | 20 |
| | | Work placement (optional) | 20 | |
| Level 6 | Gender, Crime and Justice (compulsory) | 20 | Contemporary Criminology (compulsory) | 20 |
| | Project (compulsory) | 20 | Project (compulsory) | 20 |
| | Hate crime (optional) | 20 | Crimes of the Powerful: States, Corporations and Human Rights (optional) | 20 |
| | Genocide and Crimes against Humanity (optional) | 20 | Media, Crime and Culture (optional) | 20 |
| | Political Sociology: contemporary debates (optional) should be removed (AB) | 20 | Politics and Protest | 20 |
| | Race, Culture and Identity (optional) | 20 | | |
| | | | | |

Placements information

n/a

H. Course Modules

In any given year there may be circumstances where option modules will not run. There will need to be sufficient student demand for the option and staff expertise will need to be available. We will ensure that there are sufficient option choices available to students.

| Module Code | Module Title | Level | Semester | Credit Value | Assessment |
|-------------|---|-------|----------|--------------|---|
| DSS_4_DCP | Deconstructing the Crime problem | 4 | 1 | 20 | Online Crime statistics quiz (30%) 1500-word essay (70%) |
| DSS_4_GIS | Global Issues in Sociology | 4 | 1 | 20 | Group presentation (50%), each student must present for c.5 minutes Report from the group presentation: 1000 words (50%) |
| DSS_4_CJS | Introduction to the Criminal Justice System | 4 | 1 | 20 | Online test (50%) Online test (50%) Each online test comprises a range of question formats and will last 60 minutes |
| DSS_4_IIC | Issues in Crime | 4 | 2 | 20 | Crime Survey Report 1000 words (50%) 1500-word essay (50%) |
| DSS_4_SJA | Social Justice in Action | 4 | 2 | 20 | 1x portfolio (2,500 words) (100%) |
| DSS_4_UCC | Understanding Crime: criminological theory in context | 4 | 2 | 20 | 2-hour seen exam (100%) |
| DSS_5_BBP | Behind bars: prisons and society | 5 | 1 | 20 | 1000-word film review (40%) Group oral Presentation, each student to present for c.5 minutes (60%) |
| DSS_5_ICJ | Issues in Criminal Justice History | 5 | 1 | 20 | 3000-word Project (100%) |
| DSS_5_PAS | Policing and Society | 5 | 1 | 20 | 2.5-hour unseen exam (100%) |
| DSS_5_UPT | Understanding Punishment: Penal theory and practice | 5 | 1 | 20 | 500-word essay outline (20%) 2000-word essay (80%) |
| EDU_5_BTL | Barriers to Learning | 5 | 2 | 20 | 2500-word case study |
| DSS_5_LCS | London: crime and social exclusion | 5 | 2 | 20 | 500-word research proposal for CW2 20% 2000-word report exploring theme/s from |

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| | | | | | the course in relation to a borough of student's choosing 80% |
| DSS_5_RCD | Researching Crime, Deviance and Justice | 5 | 2 | 20 | Three 500-word seminar reports (50%) 1500-word statistic assignment (50%) |
| DSS_5_ESC | The Environment, Sustainability and Climate Change | 5 | 2 | 20 | 1,500-word Critical appraisal of internet sources (40%) 1,500-word Analysis of an organisation that is embedded in the environmental sustainability agenda (60%) |
| DSS_5_WPC | Work Placement | 5 | 2 | 20 | 1500-word Placement Portfolio (50%) 1500-word reflective report (50%) |
| DSS_5_YCD | Youth, Crime and Delinquency | 5 | 2 | 20 | 2500-word essay (100%) |
| DSS_6_GCJ | Gender, Crime and Justice | 6 | 1 | 20 | 3-hour seen exam (100%) |
| DSS_6_RPJ | Research Project | 6 | 1 and 2 | 40 | 1500-word Project proposal (15%) 9000-word Project (85%) |
| DSS_6_HCR | Hate Crime | 6 | 1 | 20 | 1000 word annotated bibliography (40%) 2500-word case study (60%) |
| DSS_6_PSO | Political Sociology: Contemporary Debates | 6 | 1 | 20 | 3-hour seen exam (100%) |
| DSS_6_RCI | Race, Culture and Identity | 6 | 1 | 20 | 3000-word essay (100%) |
| DSS_6_PAP | Politics and Protest | 6 | 2 | 20 | 3-hour seen exam (100%) |
| DSS_6_CCR | Contemporary Criminology | 6 | 2 | 20 | 2000-word essay (50%) 2000-word essay (50%) |
| DSS_6_COP | Crimes of the Powerful: States, Corporations and Human Rights | 6 | 2 | 20 | 1000 word annotated bibliography (40%) 2500-word case study (60%) |
| DSS_6_GCH | Genocide and Crimes against Humanity | 6 | 1 | 20 | 3500-word essay (100%) |
| DSS_6_MCC | Media, Crime and Culture | 6 | 2 | 20 | 2500-word Content analysis of contemporary newspapers (70%) Group presentation, each student will present for |

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| | | | | | approximately 5 minutes (30%) |
| I. Timetable information | | | | | |
| <ul style="list-style-type: none"> - Students will be notified of their confirmed timetable for study commitments in line with the new timetabling arrangements at LSBU. It is expected that this information will be available to students in August or early September each year. - Wednesday is a teaching-free afternoon set aside for e.g. sporting/cultural activities. - We will keep prospective students informed of any changes. | | | | | |
| J. Costs and financial support | | | | | |
| Course related costs | | | | | |
| <ul style="list-style-type: none"> - The division provides all students with access to the Oxford University Press Law and Politics Trove, which is included in tuition fees. | | | | | |
| Tuition fees/financial support/accommodation and living costs | | | | | |
| <ul style="list-style-type: none"> - Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or - http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding - Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses | | | | | |

List of Appendices

- Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. Developed – Taught – Assessed

| Modules | | | Programme outcomes | | | | | | | | | | | | | | | | | | | | |
|---------|---|-----------|--------------------|-------------|-------------|---------|---------|---------|---------|---------|---------|----|-------------|---------|--------|--------|----|---------|---------|---------|---------|---------|---------|
| Level | Title | Code | A 1 | A 2 | A 3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C 3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
| 4 | Deconstructing the Crime Problem | DSS_4_DCP | D T A | D T A | D T A | DT A | DT | DT | DT A | DT A | DT A | D | D TA | DT | D T | D T | DT | DT | DT | DT | DT | DT | D |
| 4 | Global Issues in Sociology | DSS_4_GIS | D T | DT | DT | DT | D | DT A | DT A | DT A | DT A | D | D T A | DT | DT | DT | DT | | DT | DT | D | DT | DT |
| 4 | Introduction to the Criminal Justice System | DSS_4_CJS | D T A | DT A | DT A | DT A | DT | DT | DT A | DT A | DT A | D | D T A | DT | DT | DT | DT | DT | DT | DT | DT | DT | D |
| 4 | Issues in Crime | DSS_4_IIC | D T A | DT A | DT A | DT A | DT A | DT | DT A | DT A | DT A | DT | D T | DT | DT | DT | DT | D | DT | DT | D | DT | DT |
| 4 | Social Justice in Action | DSS_4_SJA | | D | | D | D | DT A | | D | DT | | D T A | DT A | D | DT | DT | DT A | DT A | DT A | DT A | DT A | DT A |
| 4 | Understanding Crime: criminological theory in context | DSS_4_UCC | D T A | DT A | DT A | DT A | DT | DT A | DT A | DT A | DT A | DT | D T | DT | DT | DT | DT | | DT | T | DT | DT | D |
| 5 | Behind bars: prisons and society | DSS_5_BBP | D T A | DT A | DT A | DT A | DT A | DT | DT A | DT A | DT A | DT | D T A | DT | DT | DT | DT | DT | DT | DT | D | DT | DT |
| 5 | Issues in Criminal Justice History | DSS_5_ICJ | D T | DT A | DT A | DT A | DT A | DT A | DT A | DT A | DT A | DT | D | DT | DT | DT | DT | DT | DT | DT | D | DT | DT |

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|---|---|-----------|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|-------------|---------|---------|---------|---------|---------|---------|---------|---------|----|---------|
| 5 | Policing and Society | DSS_5_PAS | D T A | DT A | D | D T | DT | DT | DT | DT | DT | DT | DT | D | DT | DT | |
| 5 | Understanding Punishment: Penal theory and practice | DSS_5_UPT | D T A | DT A | D | D T | DT | D | DT | DT |
| 5 | Barriers to Learning | EDU_5_BTL | D | DT A | | | DT A | DT A | DT A | DT A | DT A | D | D T A | DT | DT | DT | DT | D | DT | DT | D | DT | DT | |
| 5 | London: crime and social exclusion | DSS_5_LCS | D T A | DT A | DT A | D | DT A | DT A | D | DT A | D | DT A | D | DT | DT | DT | | DT | DT | D | DT | | DT | |
| 5 | Researching Crime, Deviance and Justice | DSS_5_RCD | D T | D | DT A | D | DT A | D | DT A | D | DT A | DT A | D | DT | DT | DT | DT | DT | DT | DT | DT A | DT A | DT | |
| 5 | The Environment, Sustainability and Climate Change | DSS_5_ESC | D T A | DT A | DT A | D | DT A | DT A | D | DT A | D | DT A | D | DT | DT | DT | | DT | DT | D | DT | | | |
| 5 | Work Placement | DSS_5_WPC | | | | D | D | | DT A | | DT A | D | D T A | DT | DT A | DT A | DT A | DT A | DT A | DT A | DT | D | D | DT A |
| 5 | Youth, Crime and Delinquency | DSS_5_YCD | D T A | DT A | DT A | DT A | DT A | DT | DT A | DT A | DT A | DT A | | D T A | DT | D | DT | DT |
| 6 | Gender, Crime and Justice | DSS_6_GCJ | D T A | DT A | DT A | DT A | | DT A | DT A | DT A | DT A | | D T A | DT | DT | DT | DT | | DT | DT | D | DT | DT | |
| 6 | Hate Crime | DSS_6_HCR | D T A | DT A | DT A | DT A | D | D | DT A | DT A | DT A | DT A | D | DT A | DT | D | DT | DT |
| 6 | Political Sociology: Contemporary Debates | DSS_6_PSO | D T | DT | DT | DT | D | DT A | DT | DT A | DT A | D | D T A | DT | DT | DT | DT | | DT | DT | D | DT | DT | |

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|---|---|------------|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|-------------|----|----|----|----|----|----|----|----|----|----|
| 6 | Project | DSS_6_PRPJ | D T A | DT A | D T A | DT | DT | D | DT | DT | DT | DT | D | D | DT |
| 6 | Race, Culture and Identity | DSS_6_RCI | D T | DT | DT | DT | D | DT A | DT | DT A | DT A | D | D T A | DT | DT | DT | DT | | DT | DT | D | DT | DT | |
| 6 | Contemporary Criminology | DSS_6_CCR | D T A | DT A | DT A | DT A | | DT A | DT A | DT A | DT A | | D T A | DT | DT | DT | DT | | DT | DT | D | DT | DT | |
| 6 | Crimes of the Powerful: States, Corporations and Human Rights | DSS_6_COP | D T A | DT A | D T A | DT | DT | DT | DT | D | DT | DT | D | DT | DT | |
| 6 | Genocide and Crimes against Humanity | DSS_6_GCH | D T | DT | DT | DT | DT A | DT A | DT A | DT A | DT A | DT A | D T A | DT | DT | D | DT | DT | DT | DT | DT | D | D | DT |
| 6 | Media, Crime and Culture | DSS_6_MCC | D T A | DT | DT A | DT A | | DT A | DT A | DT A | DT A | | D T A | DT | DT | DT | DT | DT | DT | DT | DT | D | DT | DT |
| 6 | Politics and Protest | DSS_6_PAP | D T | DT | DT | DT | D | DT A | DT | DT A | DT A | D | D T A | DT | DT | DT | DT | | DT | DT | D | | | |

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| Dimension of the Educational Framework | Minimum expectations and rationale | How this is achieved in the course |
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| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p> | <p>The curriculum includes</p> <ul style="list-style-type: none"> • work placement module is focussed on developing connections with employers and the nature of work generally • guest lectures are encouraged in all modules • external examiners have been consulted • undergraduate students have been consulted • potential employers have been consulted |
| Embedded learning development | <p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p> | <ul style="list-style-type: none"> • Formative and summative assessments prepare students for transition. • Students are shown how to reference appropriately. • Theory is introduced at Level 4 and extended in the following years. • Levels 4 and 5 prepare students for Level 6 and especially for the research project. • Level 4 and 5 modules prepare methods skills for level 6 project |
| High impact pedagogies | <p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and</p> | <p>Modules at Level 4 and above include:</p> <ul style="list-style-type: none"> • Formative group presentations • Peer to peer quiz evaluation |

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| | <p>respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p> | <ul style="list-style-type: none"> • Peer evaluation of presentations • See assessment grid for summative assessments |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p> | |
| Assessment for learning | <p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p> | <ul style="list-style-type: none"> • All modules at all levels have a formative assessment incl. <ul style="list-style-type: none"> ○ Presentations ○ Tests and quizzes ○ Reviews • We also have tutorials at all levels for 1-1 and small group feedback on formative assessment as well as module discussion • At level 4 we embed study skills session in at least one module per semester, including with the help of the Skills for learning team |

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| <p>High impact pedagogies</p> | <p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p> | <p>The following fulfil these requirement:</p> <ul style="list-style-type: none"> • Issues in Crime module: first assignment is based upon a crime survey activity independently conducted by students • Research methods module at level 5 in qualitative and quantitative fields • Project module at level 6 <p>In addition, all modules require independent reading, writing and analytical development.</p> |
| <p>Curricula informed by employer and industry need / Assessment for learning</p> | <p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p> | <ul style="list-style-type: none"> • Work placement module. • Seminar discussion in all modules encourages debate and analysis of ideas and builds confidence in oral communication. • Presentations simulate the workplace • Peer-peer evaluation • Blog and Case studies assignments |
| <p>Inclusive teaching, learning and assessment</p> | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> | |

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| | An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities. | |
| Curricula informed by employer and industry need | <u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity . Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate. | <ul style="list-style-type: none"> • Work placement module • Presentations simulate the workplace • Confidence building in communicating in all modules – asking questions and entering into debates • Group work is central to working practices in all modules • Encouragement to do voluntary work |
| Embedded learning development | <u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of | Formative and summative assessment is included in all modules. Assessments include: <ul style="list-style-type: none"> • Research based activities (Crime Survey) • project report, • presentations, • film reviews, • annotated bibliographies, • case studies. |

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| | <p>knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p> | |
| High impact pedagogies | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p> | <ul style="list-style-type: none"> • The third year project requires managing a more complex tasks that can work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings • Criminology is by nature interdisciplinary. • We teach the subject in an interdisciplinary way. • The curriculum offers students the opportunity to choose sociology, international relations, criminology modules. • The new degree also offers a module from the Division of Education and a module developed and taught by colleagues in UELS. |
| Assessment for learning | <p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering</p> | <p>Assessments include:</p> <ul style="list-style-type: none"> • Seen exams • Unseen exams • Coursework essays • project report, • research report, • presentations, • annotated bibliographies, • case studies, • film reviews, • quizzes • online tests |

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| | alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum. | and enable students to be able to demonstrate achievement in different ways throughout the course. |
| Curricula informed by employer and industry need | <p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p> | <ul style="list-style-type: none"> • Self-managed time • Ability to meet deadlines • Presentations • Group work (research, projects and presentations) • Use of statistical data • Peer-to-peer assessment • Project module (level 6) usually requires managing gatekeepers, networking for participants. <p>Modules cover material and debates on a wide range of subjects, criminal justice agencies and policies, which will be useful in their careers.</p> |
| Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies | <p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p> | <ul style="list-style-type: none"> • The final year Research Project fulfils these requirements in integrating knowledge and skills, preparing students for the workplace or further study. • Project work usually requires finding participants which in turn requires applied networking skills. • Project work usually requires navigating gatekeepers. |

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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| awarding body | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| bursary | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| collaborative provision | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| compulsory module | a module that students are required to take |
| contact hours | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials |
| coursework | student work that contributes towards the final result but is not assessed by written examination |
| current students | students enrolled on a course who have not yet completed their studies or been awarded their qualification |
| delivery organisation | an organisation that delivers learning opportunities on behalf of a degree-awarding body |
| distance-learning course | a course of study that does not involve face-to-face contact between students and tutors |
| extracurricular | activities undertaken by students outside their studies |
| feedback (on assessment) | advice to students following their completion of a piece of assessed or examined work |
| formative assessment | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |

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| higher education provider | organisations that deliver higher education |
| independent learning | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision |
| intensity of study | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study |
| lecture | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials |
| learning zone | a flexible student space that supports independent and social learning |
| material information | information students need to make an informed decision, such as about what and where to study |
| mode of study | different ways of studying, such as full-time, part-time, e-learning or work-based learning |
| modular course | a course delivered using modules |
| module | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| national teaching fellowship | a national award for individuals who have made an outstanding impact on student learning and the teaching profession |
| navigability (of websites) | the ease with which users can obtain the information they require from a website |
| optional module | a module or course unit that students choose to take |
| performance (examinations) | a type of examination used in performance-based subjects such as drama and music |
| professional body | an organisation that oversees the activities of a particular profession and represents the interests of its members |
| prospective student | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |

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| regulated course | a course that is regulated by a regulatory body |
| regulatory body | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities |
| scholarship | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary' |
| semester | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms) |
| seminar | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture |
| summative assessment | formal assessment of students' work, contributing to the final result |
| term | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters) |
| total study time | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment |
| tutorial | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project |
| work/study placement | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| workload | see 'total study time' |
| written examination | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions |