



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Criminology and Forensic Investigation

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science with Honours (BSc (Hons))

To be delivered from:

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2014-15
Level 2 or Diploma of Higher Education (DipHE)	2015-16
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2016-17

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Criminology and Forensic Investigation
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Forensic Science Criminology
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	FM49
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Social and Political Sciences
Programme Leader	Katie Strudwick (KStrudwick)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2014-15

3. Programme Description

3.1 Overview

3.2 Aims and Objectives

Educational aims of the programme:

The BSc (Hons) Criminology and Forensic Investigation aims to provide students with an education that:

- stimulates enquiring minds to support the production of their criminological and forensic science understanding;
- underpins an open minded, critical but pragmatic understanding of criminology and forensic science theories and practices within a broad range of specific and general vocational outcomes;
- provides students with a strong core science base and good 'hands-on' experience of a range of instrumental analytical techniques;
- provides students the opportunity to gain practical experience of forensic photography;
- ensures that students become competent in both crime scene investigation and laboratory analyses;
- reflects the diverse interests which have shaped criminology;
- fosters an applied but critical impulse in students;
- develops a broad range of skills useful at University and which enhance opportunities in life;
- encourages innovation within a comprehensive framework of diverse forms of teaching, learning and assessment.

The objectives of the subject are to:

- enable students to understand and use different vocabularies of crime, criminality and law and order;
- understand the diverse historical, economic, social and political influences upon criminology and its foci;
- equip students with skills in reconstructing events surrounding an incident;
- provide an awareness of the protocols for securing and recording the incident scene and the collection of trace and physical evidence;
- facilitate the ability to generate, record, collate and interpret scientific data in the laboratory;
- enhance students' abilities to evaluate competing explanations;
- develop a critical understanding of the diverse institutions of 'crime' control;
- encourage students to apply theoretical concepts to contemporary developments;
- provide challenges to 'conventional wisdoms';
- foster both necessary independence and collaborative skills alike.

The BSc (Hons) Criminology and Forensic Investigation is distinctive in that it is designed around key criminological and forensic science objectives married to innovative teaching and assessment practices which seek both to enhance knowledge/understanding, life long learning and future employability. It seeks to increase criminological and forensic science understanding by drawing upon extensive interdisciplinary influences in considering often convergent issues and problems. The degree aims to encourage more than 'merely learning' criminology and forensic science but also importantly to encourage the use of such knowledge and the skills developed in researching diverse issues and problems in a manner which is applicable to other issues/subjects and future careers. In this respect Criminology and Forensic Investigation seeks to underpin the skills necessary to engage not only with its themes and issues but also to develop flexible approaches to problem solving.

QAA Subject Benchmark Statement(s):

The BSc (Hons) Criminology and Forensic Investigation responds to the United Kingdom QAA benchmark statement(s) for the subject of Criminology (2007) and for the subject of Biosciences (2007). Benchmarking Analysis provides a detailed specification of the relationship between this programme's curriculum and the relevant QAA benchmark(s).

Internal contexts:

The BSc (Hons) Criminology and Forensic Investigation is a development from the flourishing emergence of both criminology and forensic science as popular undergraduate courses in UK HE institutions. Criminology at Lincoln emerged for BA (Hons) Applied Social Science degree wherein there was an established and diverse demand for the 'criminological' units [modules] therein. Indeed, crime, punishment, welfare and deviance units were the most popular options within the old School of Social and Professional Studies and criminological units [modules] continue to maintain their critical acclaim within the new Faculty configurations. Despite the constraints imposed by teaching large numbers of students, this subject area has been active in the new learning environment, developing initiatives and practice in student centred work: group based and individual research, large / small scale and multi-media presentations, case studies and auto-critiques, self appraisal, and vocationally relevant problem centred formal and oral examinations. In addition, the team has worked closely with Learning Support in an endeavour to improve student skills in the accessing and evaluation of sources e.g. via the compilation of a critical resource file. The subject makes a significant contribution to the consolidation of important transferable skills across a broad curriculum matrix.

At undergraduate level, Criminology has continued to burgeon and, both academically and strategically, the teaching team (now comprising 9 F/T and 2 F/T fractional staff) was well placed to take advantage of further specialisation and was poised to carve out a distinctive curricular and market niche. The three degrees introduced in September 1995, Law and Criminology; Criminology and Psychology and; Criminology and Social Policy, proved to be popular intellectual, pragmatic and vocational combinations of distinct knowledge bases and diverse teaching, learning and assessment strategies. The expansion of the modular scheme resulted in Criminology being twinned with a number of additional subjects including Journalism, History, English and Forensic Science, and 'Criminology' continues to attract and equip its full complement of undergraduates across an extremely broad range of subjects including the provision of options for other policy studies degrees. Since August 1998 the location of Criminology within Policy Studies has afforded the opportunity to refine the delivery and provide Criminology students with a more interdisciplinary general grounding in the policy making process and the political climate in which ideas about law and order and Criminal Justice are fashioned. And this wider articulation of the criminological project fits well with the provision of joint programmes such as Criminology and Forensic Investigation.

This revalidation has allowed the subject team to recognise the existing strengths within the proven criminology programme and yet also to recognise areas which could and should be strengthened in relation to the new Q.A.A. Criminology Benchmarks and other disciplinary developments. The new programme reflects these concerns and objectives in offering a much broader curriculum which can meet student interests and desires to specialise around key issues in new modules such as Human Rights and War Crimes and Genocide.

Forensic Science was originally incorporated as a result of considerable public/student interest/demand for courses in Forensic Science with its more applied approach to science teaching

which focused student interest. The B.Sc. (Hons) Forensic Science degree was originally developed and validated in May 2000 with the provision of the joint honours award in Criminology and Forensic Science at the same time. This joint honours award meets the needs of students who exhibit clear interest in studying Forensic Science but do not wish to pursue it with equivalent depth of the single honours programme. As such the science qualifications necessary for the BSc (Hons) Criminology and Forensic Investigation are less than those required for the single (Hons) Forensic Investigation award. The introduction of the BSc (Hons) Criminology and Forensic Investigation degree has enhanced student choice by providing a coherent and integrated opportunity to combine the study of Criminology married to the obviously complimentary joint Forensic Investigation. This joint honours award remains highly popular and recruits students consistently well locally, nationally and from mainland Europe. More broadly, the subject of Criminology and Forensic Investigation is located in relation to the University mission and strategy and it helps to realise this through providing students with an education and learning experience which will equip them to compete in the world of work. It seeks to provide them with a range of skills, knowledge and abilities which will enable them to build upon their University experience as lifelong learners. It does this by operating within the framework set by University policies and practices and by building on the clear and proven strengths in these subject areas.

External contexts:

The BSc (Hons) Criminology and Forensic Investigation is a degree which has developed from its contributing subjects' emergence from their usual location as post-graduate specialist or conversion courses into, increasingly over recent years, subjects which are being widely studied as a substantial part of a first degree. With this rapid expansion both subject areas of Criminology and Forensic Science are now flourishing both in the new and the more traditional university sectors and Criminology and Forensic Science at Lincoln University remains highly attractive to students. Despite this rapid growth, Criminology at Lincoln is recognised as distinctive and it continues to offer distinctive joint programme combinations. Forensic Science provides students with a varied diet of experiences of forensic science relating to both the work of government agencies and also the commercial world. There is a clear market demand for Forensic Science skills and capabilities both within the Forensic Science Service and a growing commercial service of independent laboratories and consultants, including specialists from industry and universities, who provide expert testimony.

The Department of Forensic and Biomedical Sciences has sought to foster a close relationship with organisations such as the Lincolnshire Police, the Home Office, and commercial forensic science providers such as Forensic Alliance, Forensic Pathways, PSDB and Foster and Freeman Ltd. These external contacts, together with membership of the Forensic Science Society and its Academic and Education Committee, mean the programme team, and hence the Forensic Investigation programme, is enriched and evolves through dialogue, discussion and debate.

Students specialising in these subject areas are well regarded both within and outwith the University, and the subject areas of both Criminology and Forensic Science have played a full part in equipping students for a wide variety of Post-Graduate study. In addition a number of graduates have taken up places in vocationally relevant areas including Probation, Social Work, Youth Work and Common Professional Examination / Post-graduate Diploma in Law courses. Also, graduates have taken up relevant positions in Higher and Further Education, the Prison service, the Police, Victim Support, the Crown Prosecution Service and the Campaign for Racial Equality.

Finally, the innovations in teaching, learning and assessment, and the intrinsically interdisciplinary nature of these subjects, have each equipped students with significant transferable skills which have

proved invaluable in the increasingly difficult search for graduate destinations. Employers value the skills, capabilities and experiences in areas such as group work, oral presentations, problem centred assessments and in adopting organisational and leadership roles and responsibilities which criminology and forensic science graduates have and which are applicable to wider public and private sector vocational preparation.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Understand and demonstrate knowledge of the theoretical and practical vocabularies of the subjects of Criminology and Forensic Investigation
- 2 Recognise the social and historical context of the emergence of crime and its social and legal construction, the institutions for its control/policing and the conflicting philosophies which attend the historical formulation and development of Criminology;
- 3 Demonstrate knowledge of accurate procedures for systematic search and sampling at locations for blood, glass, fingerprints, tyre prints, hair, fibres, paint and drugs;
- 4 Grasp the complex functioning of institutions of social control;
- 5 Recognise the philosophical and interdisciplinary underpinnings of the main perspectives within Criminology;
- 6 Realise the strengths and limitations of different types of research into crime, deviance, punishment, treatment, and justice;
- 7 Critically analyse skeletal remains for evidence of sex, age and forensic evidence of trauma and key facial characteristics;
- 8 Discuss judicial processes including the rules of evidence, and determine the weight and persuasiveness of specific evidence;
- 9 Engage comparative criminological perspectives and consider their relationship to policy and practice and the impact of social divisions such as class, gender, 'race' and age etc on human rights and civil liberties;
- 10 Demonstrate knowledge of good practice in the forensic laboratory.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 11 Identify appropriate conceptual frameworks and human rights issues for the structuring of research and analysis of crime and criminal justice issues;
- 12 Access, order, interpret and evaluate a diverse range of relevant quantitative and qualitative information;
- 13 Construct, analyse and evaluate different forms of argument and make connections between issues
- 14 Be open-minded and self-reflexive in the face of 'unwelcome' ideas and evidence, through suspending personal judgement until appropriate evidence has been gathered, analysed and evaluated;

- 15 Identify the underlying dimensions that differentiate theories, explanations and ideologies
- 16 Understand the concepts of 'harm' and 'regulation' and explore the potential for Criminology to provide a coherent alternative to 'crime' and 'criminal' centred discourses;
- 17 Assess the role, status and historical development of crime and criminal justice policy, theory and practice and relate this knowledge to contemporary practices;

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 18 Evaluate and use analytical information when reconstructing events and testing hypotheses;
- 19 Undertake simple research projects cognizant of pertinent ethical issues and guidelines;
- 20 Access and evaluate biological information from a variety of sources, including databases, and to communicate the principle both orally and in writing (essays and statements of witness) in a way that is well organised, topical and recognises the limitations of current hypotheses
- 21 Provide a specialist exploration of contemporary issues in policing involving the application of knowledge in a problem solving operational context.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 22 Apply necessary computer and laboratory skills
- 23 Record and interpret data
- 24 Work, learn, and pursue specific objectives, in a manner which is both self motivated and responsive to appropriate supervision;
- 25 Identify personal strengths and weaknesses, and understand the importance of continued reflection on experience, development and education
- 26 Be self disciplined and determined in working under pressure and to deadlines;
- 27 Recognise and apply the principles of crime scene and forensic investigation;
- 28 Produce written and oral reports and summaries to agreed standards of organisation, clarity, logical coherence and evidential support;
- 29 Describe and demonstrate adherence to safe working practices and demonstrate an understanding of the nature of risk;
- 30 Be aware of the roles, responsibilities and liabilities of all personnel involved in the processing of a crime scene;
- 31 Recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct
- 32 Function in a team, take on responsibility and anticipate problems and difficulties
- 33 Undertake simple research projects
- 34 Liaise with relevant agencies

For details of each module contributing to the programme, please consult the module specification

document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The teaching and learning strategy adopted within the BSc (Hons) Criminology and Forensic Investigation reflects a commitment to self-directed, student-centred learning, with an emphasis on applied analytical skills. The range of teaching and learning methods as shown in the module outlines is matched by an attempt to achieve a balance in the student experience of a varied diet of assessments across all levels of their degree.

Lectures are designed to introduce students to key themes and perspectives, generate enthusiasm for further enquiry, provide illustrative examples and to signpost other substantive issues. Diverse lecture styles are also useful in terms of encouraging students to develop their skills in listening, selective note taking, and structuring and presenting information.

Seminars, workshops, laboratory sessions and field work provide students with an environment for more inter-active learning and reflection, aimed at deepening critical understanding of the subject matter. These sessions are organised in a variety of ways, including tutor or student-led discussions, audio-video presentations, and problem-solving exercises, normally centred on a particular theme. Seminars and workshops also provide an opportunity for students to further develop their research, presentation, communication, negotiation and team-working skills. The Lecture/Seminar format is outlined in the appropriate module booklets with topics and tasks set out clearly with detailed supportive reading and guiding commentary.

Tutorials are available to students on an individual or small-group basis as a means of supporting the preparation of individual or group assignments, offering feedback on progress, dealing with any particular learning difficulties, and offering advice on specific choices within the module programme. In some areas and, at key stages, e.g. project, case study, conference, and research proposal preparation, these may become the primary vehicle for intensive student support and supervision.

There are a range of transferable skills that might be expected from contemporary criminology and forensic science graduates including IT skills, analytical and critical abilities, presentation and group-work skills, awareness of their own strengths and weaknesses, ability to find and organise information, manage time, and debate and negotiate views. A wide range of employers value these skills, together with the knowledge base provided by the disciplines of Criminology and Forensic Science, and this has been taken into account in the development of modules, and is reflected in the learning outcomes.

While Level One modules are primarily used to introduce key concepts, theories and techniques, they also perform the function of developing general intellectual and personal attributes such as effective study methods, communication skills, use of information sources, sensitivity and perception in anticipation of subsequent requirements. Level Two modules build upon both the material and the methods used in Level One towards an increased emphasis on analysis and criticism and the effective deployment of skills and knowledge acquired. This requires a multi-disciplinary approach, knowledge of methods of social and scientific investigation and the development of analytical ability. Project work and the practical application of scientific knowledge, the examination particular policies, issues, or themes play an essential part in Level Two modules. Level Three modules are designed to progress students in a general intellectual sense as well as shifting their response to a more critical approach. The emphasis is more upon analysis and problem solving and the problems encountered in existing policies and practices within both subjects and when they converge. The project/case-study/scenario method continues to play a significant role.

The subjects of Criminology and Forensic Science are structured to ensure that students have the knowledge and skills required for each module and level and to maintain coherence and progression. The requirement that students have the necessary knowledge and skills is less critical for full time students, who follow a prescribed programme of coherent study, but is vital for part-time students in determining the order and options of their study.

Learning outcomes are refined further for each level and unit within the Criminology and Forensic Science curriculum.

5.2. Assessment Strategy

The assessment strategy adopted within the BSc (Hons) Criminology and Forensic Investigation encompasses a variety of modes of assessment which are employed at each Level, and are designed to test and enhance students' knowledge, skills and abilities as well as to prepare them for the demands of work. The assessment methods deployed at different Levels of the degree programme are specifically designed to reflect the learning outcomes appropriate to that Level, and to encourage progression in the acquisition of both the knowledge base and skills appropriate to a student's undergraduate career. More specifically, in terms of knowledge, it is expected that students will progress from a preliminary understanding and deconstruction of commonsense themes and specific subject/module knowledge at Level One to pursue more theoretically applied units at Levels Two and a more theoretically aware and critical stance at level Three. In terms of skills, it is expected that students will progress from developing essential research and study skills in Level One to the development of problem-solving, critical evaluation, analytical and argumentative skills at Level Two with their further refinement enhanced by greater degree of reflection at level Three.

The individual module assessments are geared to the particular module's learning outcomes. Formative assessment is carried out through the seminar programme (problem solving) and practical classes (laboratory skills). The programme as a whole aims to produce a balance between different types of assessment and to ensure that students will be exposed to as full a range of assessments as possible. The overall assessment strategy is geared to completing group-based assignments in years one and two, and thus building those skills early and establishing a basis for final degree calculation, whilst allowing the opportunity for final year performance to reflect individual levels of attainment and performance.

Assessment Map gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of unit assessment strategy are included with each unit specification.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Genetics 2014-15	15	Core
Cell Biology 2014-15	15	Core
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15	15	Core
Images of Crime and Social Control 2014-15	30	Core
Applying Research (Social Sciences) 2014-15	30	Core
Crime Scene Investigation 2014-15	15	Core

Level 2

Title	Credit Rating	Core / Optional
Applying Criminology 2015-16	30	Core
Criminal Justice 2015-16	15	Core
Policing Studies 2015-16	15	Core
Criminology in the Professions 2015-16	15	Core
Advanced Crime Scene Investigation 2015-16	15	Core
Molecular Biology 2015-16	15	Core
Trace Evidence 2015-16	15	Core

Level 3

Title	Credit Rating	Core / Optional
Penology and Penal Policy 2016-17	30	Core
Human Rights (Social Sciences) 2016-17	15	Core
Psychology, Crime and Criminology 2016-17	15	Core
Harm, Agency and Regulation 2016-17	15	Core
War Crimes and Genocide 2016-17	15	Core
Forensic Anthropology 2016-17	15	Core
Forensic Biology 2016-17	15	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Applying Research (Social Sciences) 2014-15						<input checked="" type="checkbox"/>					<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cell Biology 2014-15	<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Crime Scene Investigation 2014-15	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Genetics 2014-15	<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
Images of Crime and Social Control 2014-15	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Applying Research (Social Sciences) 2014-15		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cell Biology 2014-15								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Crime Scene Investigation 2014-15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Genetics 2014-15								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Images of Crime and Social Control 2014-15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34
Applying Research (Social Sciences) 2014-15		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cell Biology 2014-15		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Crime Scene Investigation 2014-15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Genetics 2014-15		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					
Human Anatomy & Physiology, with Clinical Correlations 1		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					

2014-15												
Images of Crime and Social Control 2014-15	✓				✓							

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Crime Scene Investigation 2015-16	✓		✓							✓		
Applying Criminology 2015-16	✓	✓		✓	✓	✓			✓		✓	
Criminal Justice 2015-16	✓	✓		✓	✓	✓			✓		✓	
Criminology in the Professions 2015-16	✓											
Molecular Biology 2015-16	✓											
Policing Studies 2015-16	✓	✓		✓	✓	✓			✓		✓	
Trace Evidence 2015-16	✓		✓					✓		✓		✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Advanced Crime Scene Investigation 2015-16	✓	✓	✓			✓	✓		✓	✓	✓	
Applying Criminology 2015-16	✓	✓	✓	✓								
Criminal Justice 2015-16	✓		✓		✓							
Criminology in the Professions 2015-16	✓											
Molecular Biology 2015-16		✓					✓	✓		✓		
Policing Studies 2015-16	✓		✓	✓			✓		✓			✓
Trace Evidence 2015-16	✓	✓				✓						

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34
Advanced Crime Scene Investigation 2015-16		✓	✓	✓	✓	✓	✓	✓	✓	
Applying Criminology 2015-16		✓		✓						
Criminal Justice 2015-16		✓		✓						
Criminology in the Professions 2015-16		✓		✓						✓
Molecular Biology 2015-16		✓		✓	✓		✓			
Policing Studies 2015-16	✓	✓		✓				✓	✓	
Trace Evidence 2015-16		✓	✓	✓	✓		✓		✓	

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Forensic Anthropology 2016-17	✓						✓			✓		✓
Forensic Biology 2016-17	✓							✓		✓		✓
Harm, Agency and Regulation 2016-17	✓	✓		✓	✓	✓			✓		✓	✓
Human Rights (Social Sciences) 2016-17	✓			✓					✓		✓	✓
Penology and Penal Policy 2016-17	✓	✓		✓	✓	✓			✓		✓	✓
Psychology, Crime and Criminology 2016-17	✓			✓		✓			✓		✓	✓
War Crimes and Genocide 2016-17	✓			✓		✓			✓		✓	✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Forensic Anthropology 2016-17		✓				✓	✓	✓		✓	✓	✓
Forensic Biology 2016-17		✓				✓	✓	✓		✓	✓	✓
Harm, Agency and Regulation 2016-17	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
Human Rights (Social Sciences) 2016-17	✓	✓	✓	✓	✓							✓
Penology and Penal Policy 2016-17	✓	✓	✓	✓	✓							
Psychology, Crime and Criminology 2016-17	✓	✓	✓	✓	✓							✓
War Crimes and Genocide 2016-17	✓	✓	✓	✓	✓	✓			✓			✓

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34
Forensic Anthropology 2016-17	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Forensic Biology 2016-17	✓	✓		✓	✓		✓		✓	
Harm, Agency and Regulation 2016-17				✓					✓	✓
Human Rights (Social Sciences) 2016-17	✓	✓	✓		✓					
Penology and Penal Policy 2016-17				✓						
Psychology, Crime and Criminology 2016-17	✓	✓	✓							
War Crimes and Genocide 2016-17	✓	✓	✓		✓					

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Applying Research (Social Sciences) 2014-15							15					45
Cell Biology 2014-15									50			50
Crime Scene Investigation 2014-15												
Genetics 2014-15												
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15											50	50
Images of Crime and Social Control 2014-15				15								15
	13	14	15	16	17	18	19	20	21	22	23	24
Applying Research (Social Sciences) 2014-15												
Cell Biology 2014-15												
Crime Scene Investigation 2014-15												50
Genetics 2014-15												50
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15												
Images of Crime and Social Control 2014-15				15								40
	25	26	27	28	29	30	31	32	33	34	35	36
Applying Research (Social Sciences) 2014-15		40										
Cell Biology 2014-15												
Crime Scene Investigation 2014-15		50										
Genetics 2014-15										50		
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15												
Images of Crime and Social Control 2014-15				15								

	37	38	39	40	41	42	43	44	45	46	47	48
Applying Research (Social Sciences) 2014-15												
Cell Biology 2014-15												
Crime Scene Investigation 2014-15												
Genetics 2014-15												
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15												
Images of Crime and Social Control 2014-15												

	49	50	51	52	EP
Applying Research (Social Sciences) 2014-15					
Cell Biology 2014-15					
Crime Scene Investigation 2014-15					
Genetics 2014-15					
Human Anatomy & Physiology, with Clinical Correlations 1 2014-15					
Images of Crime and Social Control 2014-15					

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Advanced Crime Scene Investigation 2015-16												
Applying Criminology 2015-16												
Criminal Justice 2015-16								40				
Criminology in the Professions 2015-16												
Molecular Biology 2015-16							50				50	
Policing Studies 2015-16												
Trace Evidence 2015-16									50			50

	13	14	15	16	17	18	19	20	21	22	23	24
Advanced Crime Scene Investigation 2015-16											50	50

Applying Criminology 2015-16		35										
Criminal Justice 2015-16		60										
Criminology in the Professions 2015-16												
Molecular Biology 2015-16												
Policing Studies 2015-16										60		
Trace Evidence 2015-16												

	25	26	27	28	29	30	31	32	33	34	35	36
Advanced Crime Scene Investigation 2015-16												
Applying Criminology 2015-16				65								
Criminal Justice 2015-16												
Criminology in the Professions 2015-16				100								
Molecular Biology 2015-16												
Policing Studies 2015-16				40								
Trace Evidence 2015-16												

	37	38	39	40	41	42	43	44	45	46	47	48
Advanced Crime Scene Investigation 2015-16												
Applying Criminology 2015-16												
Criminal Justice 2015-16												
Criminology in the Professions 2015-16												
Molecular Biology 2015-16												
Policing Studies 2015-16												
Trace Evidence 2015-16												

								49	50	51	52	EP
Advanced Crime Scene Investigation 2015-16												
Applying Criminology 2015-16												
Criminal Justice 2015-16												
Criminology in the Professions 2015-16												
Molecular Biology 2015-16												
Policing Studies 2015-16												
Trace Evidence 2015-16												

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Forensic Anthropology 2016-17								50				50
Forensic Biology 2016-17												
Harm, Agency and Regulation 2016-17												100
Human Rights (Social Sciences) 2016-17									65			
Penology and Penal Policy 2016-17												
Psychology, Crime and Criminology 2016-17												
War Crimes and Genocide 2016-17												
	13	14	15	16	17	18	19	20	21	22	23	24
Forensic Anthropology 2016-17												
Forensic Biology 2016-17										50		50
Harm, Agency and Regulation 2016-17												
Human Rights (Social Sciences) 2016-17		35										
Penology and Penal Policy 2016-17								50				
Psychology, Crime and Criminology 2016-17												
War Crimes and Genocide 2016-17												
	25	26	27	28	29	30	31	32	33	34	35	36
Forensic Anthropology 2016-17												
Forensic Biology 2016-17												
Harm, Agency and Regulation 2016-17												
Human Rights (Social Sciences) 2016-17												
Penology and Penal Policy 2016-17				50								
Psychology, Crime and Criminology 2016-17				100								
War Crimes and Genocide 2016-17	40			60								
	37	38	39	40	41	42	43	44	45	46	47	48

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Crim01	Crim02	Crim03	Crim04	Crim05	Crim06	Crim07	Crim08	Crim09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									

	Crim10	Crim11	Crim12	Crim13	Crim14	Crim15	Crim16	Crim17	Crim18
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									

	Crim19	Crim20	Crim21	Crim22	Crim23	Crim24	Crim25	Crim26	Crim27
PO1									

PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									

	Crim28	Crim29	Crim30	Crim31	Crim32	Crim33	Crim34	Crim35	Crim36
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									

	Crim37	Crim38	Crim39	Crim40	Crim41	Crim42	Crim43	Crim44	Crim45
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									

	Crim46	Crim47	Crim48	Crim49	Crim50	Crim51	Crim52	Crim53	Crim54
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									

	Crim55	Crim56	Crim57	Crim58	Crim59	Crim60	Crim61	Crim62	Crim63
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									

	Crim64	Crim65	Crim66	Crim67	Crim68	Crim69
PO1						
PO2						
PO3						
PO4						
PO5						
PO6						
PO7						

PO8									
PO9									
PO10									

Subject Specific Intellectual Skills

	Crim01	Crim02	Crim03	Crim04	Crim05	Crim06	Crim07	Crim08	Crim09
PO11									
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									

	Crim10	Crim11	Crim12	Crim13	Crim14	Crim15	Crim16	Crim17	Crim18
PO11									
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									

	Crim19	Crim20	Crim21	Crim22	Crim23	Crim24	Crim25	Crim26	Crim27
PO11									
PO12									
PO13									
PO14									
PO15									
PO16									

PO17									
	Crim28	Crim29	Crim30	Crim31	Crim32	Crim33	Crim34	Crim35	Crim36
PO11									
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									
	Crim37	Crim38	Crim39	Crim40	Crim41	Crim42	Crim43	Crim44	Crim45
PO11									
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									
	Crim46	Crim47	Crim48	Crim49	Crim50	Crim51	Crim52	Crim53	Crim54
PO11									
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									
	Crim55	Crim56	Crim57	Crim58	Crim59	Crim60	Crim61	Crim62	Crim63
PO11									
PO12									
PO13									

PO14									
PO15									
PO16									
PO17									
				Crim64	Crim65	Crim66	Crim67	Crim68	Crim69
PO11									
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									

Subject Specific Practical Skills

	Crim01	Crim02	Crim03	Crim04	Crim05	Crim06	Crim07	Crim08	Crim09
PO18									
PO19									
PO20									
PO21									

	Crim10	Crim11	Crim12	Crim13	Crim14	Crim15	Crim16	Crim17	Crim18
PO18									
PO19									
PO20									
PO21									

	Crim19	Crim20	Crim21	Crim22	Crim23	Crim24	Crim25	Crim26	Crim27
PO18									
PO19									

PO20									
PO21									
	Crim28	Crim29	Crim30	Crim31	Crim32	Crim33	Crim34	Crim35	Crim36
PO18									
PO19									
PO20									
PO21									
	Crim37	Crim38	Crim39	Crim40	Crim41	Crim42	Crim43	Crim44	Crim45
PO18									
PO19									
PO20									
PO21									
	Crim46	Crim47	Crim48	Crim49	Crim50	Crim51	Crim52	Crim53	Crim54
PO18									
PO19									
PO20									
PO21									
	Crim55	Crim56	Crim57	Crim58	Crim59	Crim60	Crim61	Crim62	Crim63
PO18									
PO19									
PO20									
PO21									
				Crim64	Crim65	Crim66	Crim67	Crim68	Crim69
PO18									
PO19									
PO20									
PO21									

Transferable Skills and Attributes

	Crim01	Crim02	Crim03	Crim04	Crim05	Crim06	Crim07	Crim08	Crim09
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									

	Crim10	Crim11	Crim12	Crim13	Crim14	Crim15	Crim16	Crim17	Crim18
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									

	Crim19	Crim20	Crim21	Crim22	Crim23	Crim24	Crim25	Crim26	Crim27
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									

	Crim28	Crim29	Crim30	Crim31	Crim32	Crim33	Crim34	Crim35	Crim36
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									

	Crim37	Crim38	Crim39	Crim40	Crim41	Crim42	Crim43	Crim44	Crim45
PO22									
PO23									

PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									

	Crim46	Crim47	Crim48	Crim49	Crim50	Crim51	Crim52	Crim53	Crim54
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									

	Crim55	Crim56	Crim57	Crim58	Crim59	Crim60	Crim61	Crim62	Crim63
PO22									
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PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									

	Crim64	Crim65	Crim66	Crim67	Crim68	Crim69
PO22						
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PO34						

Appendix IV: Benchmark Benchmark Statement(s)

Crim01 - *An understanding of the key concepts and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime and deviance*

Crim02 - *An awareness of how crime and victimisation are constructed in the media and by agents and practices of crime control.*

Crim03 - *Able to understand and demonstrate the relationship of social class, gender, age, race, ethnicity and other salient aspects of diversity in relation to crime, victimisation and responses to these phenomena.*

Crim04 - *An understanding of the social and historical development of policing, of the changing values governing police work including human rights, of the structure and culture of police work in different locations, of policing diversity, and of new and...*

Crim05 - *An understanding of the social and historical development of punishment including courts and hearings for adults and young people; the governance and values of the relevant institutions; the theory and practice of sentencing; prison and community...*

Crim06 - *An understanding of the organisation and governance of efforts to prevent harm and ensure personal safety, and of human rights issues in relation to these.*

Crim07 - *An understanding of the nature and appropriate use of research strategies and methods in relation to issues of crime, victimisation, and responses to crime and deviance.*

Crim08 - *An understanding of the value of comparative analysis.*

Crim09 - *An understanding of complex social problems and the relationships between them in terms of criminological theory and empirical evidence in relation to crime, victimisation, and responses to crime and deviance.*

Crim10 - *An understanding of the distinctive character of the discipline of criminology in relation to other forms of understanding, such as other disciplines and everyday explanations.*

Crim11 - *An appreciation of the complexity of crime and victimisation; able to assess the merits of competing theories and explanations.*

Crim12 - *An appreciation of the range of responses to crime and deviance and an ability to interpret the values and practices of the agencies which administer them.*

Crim13 - *An understanding of how to design research appropriately in relation to a specific problem, how to gather, retrieve and synthesise information, including comparative data; an understanding of how to evaluate research data including both quantitative...*

Crim14 - *An understanding of how to assess the ethical issues arising in particular research situations.*

Crim15 - *Ability to review and evaluate criminological evidence.*

Crim16 - *Ability to develop a reasoned argument.*

Crim17 - *An ability to understand the nature of criminological questions and investigate them.*

Crim18 - *Ability to analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance*

Crim19 - *Ability to identify a range of different strategies and methods and use appropriate research tools in relation to criminological problems, including quantitative, qualitative and evaluative techniques.*

Crim20 - *Ability to investigate criminological questions in relation to victimisation, crime, responses to crime and deviance, and representations of these.*

Crim21 - *Ability to identify the ethical issues and the range of ethical problems in research into criminological questions and to take action within the Guidelines of Ethical Practice for Criminology.*

Crim22 - *Ability to undertake and present scholarly work.*

Crim23 - *Ability to examine the relevance of criminological work on crime, victimisation and responses to crime and deviance, including representations of these in relation to issues of social, public and civic policy at a national, international and global...*

Crim24 - *Able to describe a range of key concepts and theoretical approaches within criminology.*

Crim25 - *Able to identify political and social processes of victimisation and criminalisation.*

Crim26 - *Able to recognise patterns of social diversity and social inequality in relation to crime, victimisation and responses to these phenomena.*

Crim27 - *Able to recognise different police cultures, historical and contemporary trends in police work, and the implications of changes in the values governing policework and police practice in a diverse society.*

Crim28 - *Able to recognise values and processes that underpin developments in youth and criminal justice and the practices of agencies which administer sentencing and alternatives.*

Crim29 - *Able to identify and describe efforts to prevent harm and ensure personal safety and to describe value problems.*

Crim30 - *Able to identify a range of different research strategies and methods; able to identify an appropriate strategy for specific research problems.*

Crim31 - *Able to recognise and illustrate the use of different approaches to comparison in relation to crime, victimisation, and responses to crime and deviance.*

Crim32 - *Able to recognise and illustrate the relationship between a range of social problems identified by criminological theory and evidence.*

Crim33 - *Able to recognise ways in which the discipline of criminology can be distinguished from other forms of understanding.*

Crim34 - *Able to describe contrasting interpretations of crime and victimisation.*

Crim35 - *Able to describe the key agencies which respond to crime and deviance and the values which govern them.*

Crim36 - *Able to gather and summarise information.*

Crim37 - *Able to describe quantitative and qualitative methods of data collection, and to undertake basic analysis.*

Crim38 - *Able to identify an ethically appropriate action. Able to cite evidence and make judgments about its merits.*

Crim39 - *Able to contrast different points of view and discuss them in a logically coherent manner.*

Crim40 - *Able to recognise criminological questions.*

Crim41 - *Able to summarise the findings of empirical research on criminological issues including the ability to identify the methodological framework used.*

Crim42 - *Able to apply basic research tools appropriately and in a preliminary way.*

Crim43 - *Able to undertake a preliminary criminological investigation of crime, victimisation, responses to crime and deviance, and representations of these using qualitative and quantitative methods.*

Crim44 - *Able to recognise the ethical dimensions of research into criminological questions.*

Crim45 - *Able to identify and select from appropriate criminological sources and to present the conclusions in an appropriate academic format.*

Crim46 - *Able to identify and select criminological work which is relevant for policy in relation to crime, victimisation, criminalisation, responses to crime and deviance, and representations of these.*

Crim47 - *Able to describe and examine a range of key concepts and theoretical approaches within criminology, and to evaluate their application.*

Crim48 - *Able to appraise critically political and social processes of victimisation and criminalisation in the light of criminological theories.*

Crim49 - *Able to provide an analytical account of social diversity and inequality and their effects in relation to crime, victimisation and responses to crime and deviance.*

Crim50 - *Able to evaluate policing practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations.*

Crim51 - *Able to examine critically the values, practices and processes of governance including human rights that underpin youth and criminal justice and agencies which administer sentencing and alternatives.*

Crim52 - *Able to apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety.*

Crim53 - *Able to examine a range of research strategies and methods and assess the appropriateness of their use; able to identify an appropriate strategy for specific research problems.*

Crim54 - *Able to evaluate strengths and weaknesses in the use of comparison in relation to crime, victimisation, and responses to crime and deviance.*

Crim55 - *Able to explain and evaluate complex social problems in terms of criminological theories of crime, victimisation, and responses to crime and deviance.*

Crim56 - *Able to analyse ways in which the discipline of criminology can be distinguished from other forms of understanding.*

Crim57 - *Able to assess a range of perspectives and discuss the strengths of each from the understanding of crime and victimisation.*

Crim58 - *Able to assess the values and practices of the key agencies which administer responses to crime and deviance.*

Crim59 - *Able to draw on materials from a range of sources and demonstrate an ability to synthesise them. Able to design and use appropriate research strategies for data collection using quantitative and qualitative methods ...*

Crim60 - *Able to distinguish between ethical and unethical research practice.*

Crim61 - *Able to draw on relevant evidence to evaluate competing explanations.*

Crim62 - *Able to evaluate the viability of competing explanations within criminology and to draw logical and appropriate conclusions.*

Crim63 - *Able to formulate and investigate criminological questions.*

Crim64 - *Able to summarise and explain empirical information and research findings about crime, victimisation and responses to crime and deviance; able to assess the methodology used.*

Crim65 - *Able to apply basic research tools appropriately in relation to theoretically driven, exploratory, or evaluation research.*

Crim66 - *Able to gather appropriate qualitative or quantitative information to address criminological questions in relation to crime, victimisation, responses to crime and deviance, and representations of these, using qualitative and quantitative methods.*

Crim67 - *Able to recognise the ethical implications of research into criminological questions and to identify appropriate solutions.*

Crim68 - *Able to discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and to present the conclusions in a variety of*

appropriate academic formats.

Crim69 - *Able to comment on the value of criminological work on crime, victimisation, responses to crime and deviance, and representations of these in relation to policy questions at national, international and global levels.*