



Programme Specification

With effect from: September 2024

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1 Programme name and award

This programme specification relates to the following award(s)

BA (Hons) Criminology with Police Studies

2 Aims of the programme

Rationale and general aims, including what is special about this programme

This programme has been developed against the *UK Quality Code for Higher Education's Subject Benchmark Statement for Criminology* (2019), which defines the academic standards that can be expected of a graduate. These benchmarks are informed by the acknowledgement that Criminology as a subject has developed and continues to evolve from a range of human and social science disciplines; thus making Criminology a 'rendezvous' subject.

The overall approach to the BA (Hons) Criminology with Police Studies degree programme and associated route ways is to develop a critical appreciation of the relationship between the individual and social aspects of crime, punishment and victimisation. It aims to develop knowledge and understanding of the core schools of criminological thought, their historical and political underpinnings in conjunction with their practical application. This will focus on policing practice and how this has developed with greater understanding and interaction with academic research leading to greater use of evidence-based approaches to preventing and detecting crime. The programme is built around a core set of modules which, from the first, lay the foundations of the study of Criminology and its application in the world of protecting society from crime and disorder. As this is a combined honours programme, about 25% of the content each year has a specialist policing module.

This is achieved through exposure to the primary theoretical interpretations of the causes of crime and the various public and private responses to it. Policing agencies will be examined and how interventions affect the trust and confidence of ever-increasing diverse communities. It sets the study of the subjects in a historical and political framework to ensure there is a full understanding of the environment in which crime occurs and how policing agencies and society deals with and accommodates to it.

As such, you will develop a highly analytical, critical world view underpinned by criminological theory and policing practice, exploring and examining the empirical and research skills necessary for the social sciences, and develop a professional portfolio of work through work placements in your second and third years that complement and build on your studies.

This programme also explores and challenges the self-image of the social sciences and their historical roots. Traditionally, for example, Criminology is perceived as originating in Europe and this has consequently privileged Eurocentric accounts and views of the world. Whilst Criminology has been an influential discipline in many ways throughout its history, it is important to address these legacies and influences, particularly when they are used as justifications for the perpetuation of social injustices and inequalities. In grappling with its challenging past and with contemporary critiques of Criminology this programme asks you to consider the role that Criminology and Police Studies should play in the 21st century.

Combined, these strands deliver a programme that is responsive to transformations in social life equipping you with a wide range of social science skills and practical skills that will contribute to your academic and professional success.

3 Level Learning Outcomes and Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)

- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Employability Outcomes and achieve credit as per the Taught Programme Academic Regulations.

| Level Learning Outcomes BA (Hons) Criminology with Police Studies | |
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| Level 4 | |
| K1 | Basic knowledge and understanding of a range of core criminological topics and theories and policing history and issues. The accurate use of scholarly conventions in evidencing arguments; |
| K2 | A basic awareness of contemporary social problems and the role of the police and relationships with criminality within these and the processes underpinning social change, conflict, prevention and detection. |
| K3 | Basic knowledge and understanding of the purpose of the police and interaction with criminology and criminological explanations and how academic research influences practice. |
| K4 | A basic understanding of the impact of social processes and power on individuals, groups, and institutions, as well as a basic understanding of the relationship between social processes and policing, the legal system, inequality, diversity, and identity within society. An understanding of the relationship between individual action, agency intervention and social |
| K5 | A basic ability to explain social problems and phenomena through a basic application of criminological theory. An ability to understand policing organisations, structures and roles. |
| K6 | An understanding and application of a variety of basic methods of social scientific research and analysis including quantitative and qualitative methods and approaches. An ability to assess the appropriateness of the use of qualitative and quantitative approaches to social research. |
| K7 | A basic understanding of the contribution that criminology as a rendezvous subject can make to the wider community and society, its role in promoting human values of equality and social justice, and an understanding of the use of criminological knowledge across a variety of contexts including, professional, national, international, and third sector organisations. |
| I1 | A basic ability to assess competing theories and explanations of social phenomena and the basic gathering and use of evidence to justify and evaluate competing ideas. The ability to consider different solutions to policing problems |
| I2 | A basic ability to bring together multiple pieces of evidence and academic arguments. A basic ability to offer conclusions from competing ideas and theories. The development of a reflexive approach to criminology and policing that questions taken for granted ideas of the social world and solutions to ensure public safety. |
| I3 | A basic understanding and evaluation of ethics and values relevant to the application and purpose of criminology and policing. To comprehend ethical and moral dilemmas faced by operational police officers and staff and understanding the tools that support decision-making. |

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| I4 | A basic ability to reflect on the relationship between empirical evidence, practical experience and theoretical understanding, and to demonstrate a basic understanding of the limits of criminological schools of thought and relationships with policing practice. |
| I5 | The ability to discuss and work with others to present ideas in a reasoned way. The ability to initiate, design, and present a basic project on a topic within criminology and policing. To recognise and use reflective practice to improve self confidence and learning. |
| I6 | The ability to begin to employ criminological knowledge in an integrated way to explore real-world problems including, but not limited to, those associated with trust and confidence, criminalisation, victimisation, policing, inequality, identity, and injustice. |
| Level 5 | |
| K1 | Detailed knowledge and a developing critical and analytical understanding of a range of core criminological topics and theories and policing issues. The accurate use of scholarly conventions and case law in evidencing arguments; |
| K2 | A developing awareness of contemporary social and criminal problems and their historical formation. A developing understanding of the role of comparison and cultural context within criminological thinking and its relationship with influencing policing practice. A developing understanding of processes of social change, conflict, and stability. |
| K3 | A developing understanding of the purpose of criminology and criminological explanations to social phenomena. A developing awareness and understanding of how criminological knowledge differs from other disciplines. |
| K4 | A developing awareness and understanding of social processes and the relationship between state interventions, individual action and social structure. A developing critical understanding of the relationship between and questions of power, diversity, inequality, difference, trust, confidence and identity. |
| K5 | A developing independence in applying criminological theories and concepts in order to understand and examine social and criminal problems. The development of knowledge of a range of fields within criminology and its relationship to evidence based practice. |
| K6 | The detailed understanding and application of a variety of methods and methodologies within the social sciences, including complex quantitative and qualitative methods and approaches, as well as ethical challenges to social research to develop evidence based practice. An understanding of methods of data collection and different sources of data. |
| K7 | An understanding of the contribution that criminology and policing can make to the wider community and society and its role in promoting trust, human values of equality and social justice, and an understanding of the use of criminological and policing knowledge across a variety of contexts including, professional, national, international, and third sector organisations. |
| I1 | A developing ability to assess competing criminological theories and policing interventions in order to explain and address social phenomena and problems, and a secure use of evidence from a range of sources to offer a sustained and analytical assessment of the merits of competing ideas. |
| I2 | A developing ability to synthesise bodies of evidence and academic arguments. A developing ability to offer well-reasoned conclusions based on the interpretation of competing arguments. A secure ability to reflexively question taken for granted ideas of the social world and policing interventions to protect society. |

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| I3 | The consideration and evaluation of ethics and values relevant to the application and purpose of criminology and policing interventions within a variety of settings. |
| I4 | A developing ability to reflect on the relationship between empirical evidence, practical experience and theoretical understanding, and to understand the limits of criminological knowledge whilst guaranteeing a more evidence based approach to policing interventions. |
| I5 | The ability to discuss and work with others, to interpret and present ideas and theories on a crime-related and policing topics. A secure ability to work with others or to work independently to initiate, design, analyse, and conclude a piece of criminological work. |
| I6 | The ability to employ criminological knowledge in an integrated way to explore and address real-world problems including, but not limited to, those associated with criminalisation, victimisation, policing, community confidence, inequality, identity, and injustice. |
| Level 6 | |
| K1 | Detailed knowledge and a secure critical and analytical understanding of a range of criminological and policing topics and theories. The accurate use of scholarly conventions when evidencing arguments; |
| K2 | A secure understanding of the historical formation of contemporary problems. A critical understanding of processes of social change, managing conflict, and stability. Detailed knowledge of the purpose of comparison within criminology and policing and an ability to compare diachronically and synchronically. |
| K3 | Detailed and secure knowledge of the purpose of criminology and policing, the ability to bring interdisciplinarity into work, the role of evidence within criminological argument and policing interventions, and a critical understanding of the distinction between criminology and other disciplines and forms of knowledge. |
| K4 | Detailed and analytical knowledge of social processes and the relationship between policing, individual action and social structure. A critical and analytical understanding of the relationship between and questions of power, social control, deviance, trust and confidence, diversity, inequality, difference, and identity. |
| K5 | The ability to independently and creatively apply criminological theories and concepts in order to understand and analyse social problems and policing issues. The understanding of a particular subfield within criminology and the use of specialised knowledge from this field to make strong criminological arguments. |
| K6 | A critical understanding and application of a variety of methods within the social sciences. The ability to apply social science methodology to an independent project. |
| I1 | A secure ability to identify and gather an appropriate evidence base that is utilised to offer a critical, analytical, and evaluative assessment of competing explanations of social problems, phenomena and policing interventions. |
| I2 | A secure ability to synthesise bodies of evidence, practice and academic arguments and the ability to offer critical, well-reasoned conclusions based on competing explanations. A critical ability to be reflexive within work that questions both taken for granted assumptions, policing solutions and criminological assumptions. |
| I3 | The consideration and critical evaluation of ethics and values relevant to the application and purpose of criminology and policing interventions within a variety of settings. |

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| I4 | The ability to reflect critically on the relationship between empirical evidence, practical experience and theoretical understanding, and to understand the limits of criminological knowledge and policing practice. To continue to develop an appreciation of becoming a reflective practitioner to develop personal skills for self development. |
| I5 | The ability to work individually under appropriate supervision, to initiate, design, and conduct an independent project with a clear outcome whilst conforming to ethical principles and codes of professional conduct. |
| I6 | The ability to employ criminological knowledge in an integrated and sophisticated way to critically examine and address real-world problems including, but not limited to, those associated with trust and confidence, criminalisation, victimisation, policing, inequality, identity, and injustice. |

Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

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| E1 | Self-management – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient; |
| E2 | Team-working – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others; |
| E3 | Business and sector awareness – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability; |
| E4 | Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources; |
| E5 | Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes; |
| E6 | Application of numeracy – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget; |
| E7 | Application of information technology – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively; |
| E8 | Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities; |
| E9 | Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community. |

4 External Benchmarks

Statement of congruence with the relevant external benchmarks

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

Learning outcomes for the programme have been cross-referenced and are fully congruent with the most recent Quality Assurance Agency benchmark statement for 'Criminology' (2019).

5 Indicative Content

Summary of content by theme

At the start of this learning journey, we will manage the transition into university by introducing students to core criminological knowledge and promoting development of intellectual thought, research, employability and independent learning skills. In second year, students will refine these skills and develop critical thinking. The final stages of the degree involve application of these skills in research, real world, and employability contexts, ensuring that students are well-rounded, employable graduates who can easily adapt to the continuing societal changes presented in the 21st century.

Specifically, the first year will focus on the fundamental tenants of criminology, with such modules as "Introduction to Criminology" introducing students to the key theoretical schools and perspectives within the subject area. In particular, this module will help students to understand theories of crime and punishment, and research in its global and historical context before considering how the criminal justice system shapes societies views criminals and victims of crime. Students will also learn how to retrieve and organise information effectively, handle primary source material critically, and begin to make critical judgements in our study skills module. By taking part in a wide range of modules that cover a number of disciplines, students will gain a more holistic understanding of the unique route-ways we offer and provides students with the means to make an informed decision with regards to what to study in second and third year.

In the 'Policing and Protecting the State' module students will be introduced to how the police prevent and detect crime with a learning journey that starts with a historical overview of police development. Police structures and roles will be examined in addition to exploring the larger law enforcement family that target modern day criminal activity. Policing concepts such maintaining trust and confidence in communities will be studied and their relevance to modern criminal behaviours. An introduction to basic Policing Strategies that target crime will be examined. Internal Police cultures will also be scrutinised exploring areas like gender and race and how attitudes have developed through time. This module will allow students to examine criminological theories link to practical policing methods and how this has developed through greater academic research.

In the second year, our “Victimology” module builds upon the theoretical foundations introduced in the previous year by further challenging conventional understandings and perceptions of crime and its victims. Whilst our “Imprisonment to Rehabilitation” module focuses on the criminalised individual’s journey through the criminal justice system, and how they then may move away from criminal behaviour in the context of desistance and/or rehabilitation. This module will enable students to understand the prison system, probation delivery and the voluntary sector organisations working within and across these criminal justice institutions. Our research and placement module designed to enhance students’ employability development.

“Tackling Crime and Policing Issues” will look to build on the foundations of first year studies with greater depth into policing issues, and aims to explore how police and partner agencies prevent and detect crime and disorder in an ever-changing fast-paced society. Contemporary policing issues will be examined, and tactical and strategic interventions will be discussed. In addition, community relationships will be extrapolated, and students will be encouraged to widen their thinking on how crime is targeted and resolved.

In the third and final year, modules provide attention to current and criminological oriented affairs, such as “Justice, Punishment and Human Rights”. Such modules draw students’ attention to global and current events that seeks to build upon the theoretical frameworks presented in the previous two years, whilst also emphasising the importance of applying such theories into real-world contexts and scenarios. “Policing Priorities” will be further developed where students will be encouraged to develop their thinking to exploit new and innovative research ideas on how to tackle latest and emerging crimes through evidence-based experiments so that policing can be more efficient and effective to police the 21st Century.

Each student will be expected to complete our “Dissertation” and “Professional Learning Through Work” modules which will enable them to focus on their areas of interest and apply their knowledge and skills which they have accumulated throughout their time with us.

6 Programme Structure

| Programme Structure – BA (Hons) Criminology and Policing | | | |
|--|------------------------------------|----------------|---------|
| Duration | 3 years full time | | |
| Total credit rating | 360 (180 ECTS) | | |
| Level 4 – With effect from: September 2021 | | | |
| Core: You are required to take the following modules | | | |
| Module Code | Module Title | Semester | Credits |
| SOC4003 | Introduction to Criminology | Semester 1 & 2 | 30 |
| SOC4023 | Violence in Society | Semester 1 & 2 | 30 |
| SOC4033 | Policing and Protecting the State | Semester 1 & 2 | 30 |
| SOC4013 | Social Science Skills | Semester 1 & 2 | 30 |
| Level 5 – With effect from: September 2022 | | | |
| Core: You are required to take the following modules | | | |
| Module Code | Module Title | Semester | Credits |
| SOC5063 | Tackling Crime and Policing Issues | Semester 1 & 2 | 30 |
| SOC5083 | Victimology | Semester 1 & 2 | 30 |
| SOC5053 | Research Methods and Placement | Semester 1 & 2 | 30 |
| SOC5093 | Imprisonment to Rehabilitation | Semester 1 & 2 | 30 |
| Level 6 – With effect from: September 2023 | | | |
| Core: You are required to take the following modules | | | |
| Module Code | Module Title | Semester | Credits |
| SOC6045 | Dissertation | Semester 1 & 2 | 45 |
| SOC6015 | Professional Learning Through Work | Semester 1 & 2 | 15 |
| SOC6035 | Policing Priorities | Semester 1 | 15 |
| Options: You are required to choose 45 credits from the following modules, one 30 credit module, and one 15 credit module from semester two. | | | |

| Module Code | Module Title | Semester | Credits |
|-------------|--|----------------|---------|
| SOC6033 | Justice, Punishment and Human Rights | Semester 1 & 2 | 30 |
| SOC6053 | Genocide Studies | Semester 1 & 2 | 30 |
| SOC6063 | Organised Crime | Semester 1 & 2 | 30 |
| SOC6073 | Young People, (In)justice and Crime | Semester 1 & 2 | 30 |
| SOC6055 | Criminalised Women | Semester 2 | 15 |
| SOC6065 | Crimes of the 21 st Century | Semester 2 | 15 |
| SOC6075 | Breathing Criminology: Inside Perspectives | Semester 2 | 15 |
| SOC6095 | Intelligence, Security and the British State | Semester 1 | 15 |
| SOC6085 | Criminal Deaths & Society's Grief | Semester 2 | 15 |

7 Pre-requisites

Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

N/A

8 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

9 Entry requirements

Do the University's standard entry requirements apply?

Yes

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| Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable) | N/A |
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10 Additional support needs

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

| Programme-specific requirements / unavoidable restrictions on participation in the programme |
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| N/A |

11 Technical Information

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| Awarding Body / Institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| Parent Faculty | Social and Health Sciences |
| School | Criminology, Investigation and Policing |
| Professional accreditation body | N/A |
| Final award | BA (Hons) |
| Title of programme(s) | Criminology with Police Studies |
| Subsidiary award(s) | Certificate of Higher Education, Diploma of Higher Education, Ordinary Degree |
| Honours type | Single |
| Duration and mode(s) of study | 3 years; full-time |
| Month/year of approval of programme | April 2020 |
| Periodic review due date | 2024/25 |
| HECoS subject code(s) | 100484 Criminology 75%; 100486 Policing 25% |

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| UCAS course code(s) | LN32 |
| SITS route codes | CRMAPOL |
| Delivery venue(s) | Leeds Trinity University |

12 Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Employability Outcomes at each level of study. However, all Employability Outcomes will have been assessed by the end the programme.

| Level 4 | Assessed level learning outcomes | | | | | | | | | | | | | Skills development | | | | | | | | |
|---|---|-------------------------------------|--|---|------------------------------|----------------------------|------------------------------------|---|--|--------------------------|----------------------------|------------------------------|--------------------------|------------------------|--------------------|--|------------------------|----------------------|--------------------------------|--------------------------|--------------------------------------|---|
| | K1 | K2 | K3 | K4 | K5 | K6 | K7 | I1 | I2 | I3 | I4 | I5 | I6 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Adjust LO codes as necessary. ↓ Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | <i>Knowledge of criminological theories</i> | <i>Awareness of social problems</i> | <i>Understanding purpose of police/criminology</i> | <i>Understanding social processes and power</i> | <i>Application of theory</i> | <i>Methods of research</i> | <i>Wider community and society</i> | <i>Assess competing theories and explanations</i> | <i>Bring together evidence and arguments</i> | <i>Ethics and values</i> | <i>Limits of knowledge</i> | <i>Collaborative working</i> | <i>Real-world issues</i> | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness |
| SOC4003 Introduction to Criminology | | | | | | | | | | | | | | | | | | | | | | |
| SOC4023 Violence in Society | | | | | | | | | | | | | | | | | | | | | | |
| SOC4033 Policing and Protecting the State | | | | | | | | | | | | | | | | | | | | | | |
| SOC4013 Social Sciences Skills | | | | | | | | | | | | | | | | | | | | | | |

| Level 5 | Assessed level learning outcomes | | | | | | | | | | | | | Skills development | | | | | | | | |
|--|---|-------------------------------------|--|---|------------------------------|----------------------------|------------------------------------|---|--|--------------------------|----------------------------|------------------------------|--------------------------|------------------------|--------------------|--|------------------------|----------------------|--------------------------------|--------------------------|--------------------------------------|---|
| <i>Adjust LO codes as necessary. ↓</i> | K1 | K2 | K3 | K4 | K5 | K6 | K7 | I1 | I2 | I3 | I4 | I5 | I6 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | <i>Knowledge of criminological theories</i> | <i>Awareness of social problems</i> | <i>Understanding purpose of police/criminology</i> | <i>Understanding social processes and power</i> | <i>Application of theory</i> | <i>Methods of research</i> | <i>Wider community and society</i> | <i>Assess competing theories and explanations</i> | <i>Bring together evidence and arguments</i> | <i>Ethics and values</i> | <i>Limits of knowledge</i> | <i>Collaborative working</i> | <i>Real-world issues</i> | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness |
| | | | | | | | | | | | | | | | | | | | | | | |
| SOC5033 Changing Perspectives in Policing | | | | | | | | | | | | | | | | | | | | | | |
| SOC5083 Victimology | | | | | | | | | | | | | | | | | | | | | | |
| SOC5053 Research Methods and Professional Placement | | | | | | | | | | | | | | | | | | | | | | |
| SOC5093 Imprisonment to Rehabilitation | | | | | | | | | | | | | | | | | | | | | | |

| Level 6 | Assessed level learning outcomes | | | | | | | | | | | | Skills development | | | | | | | | |
|--|---|-------------------------------------|--|---|------------------------------|----------------------------|---|--|--------------------------|----------------------------|------------------------------|--------------------------|------------------------|--------------------|--|------------------------|----------------------|--------------------------------|--------------------------|--------------------------------------|---|
| <i>Adjust LO codes as necessary. ↓</i> | K1 | K2 | K3 | K4 | K5 | K6 | I1 | I2 | I3 | I4 | I5 | I6 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | <i>Knowledge of criminological theories</i> | <i>Awareness of social problems</i> | <i>Understanding purpose of police/criminology</i> | <i>Understanding social processes and power</i> | <i>Application of theory</i> | <i>Methods of research</i> | <i>Assess competing theories and explanations</i> | <i>Bring together evidence and arguments</i> | <i>Ethics and values</i> | <i>Limits of knowledge</i> | <i>Collaborative working</i> | <i>Real-world issues</i> | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness |
| SOC6006 Dissertation | | | | | | | | | | | | | | | | | | | | | |
| SOC6015 Professional Learning Through Work | | | | | | | | | | | | | | | | | | | | | |
| SOC6033 Justice, Punishment and Human Rights | | | | | | | | | | | | | | | | | | | | | |
| SOC6065 Crimes of the 21st Century | | | | | | | | | | | | | | | | | | | | | |
| SOC6035 Policing Priorities | | | | | | | | | | | | | | | | | | | | | |
| SOC6053 Genocide Studies | | | | | | | | | | | | | | | | | | | | | |
| SOC6073 Young People, (In)justice and Crime | | | | | | | | | | | | | | | | | | | | | |
| SOC6055 Criminalised Women | | | | | | | | | | | | | | | | | | | | | |
| SOC6063 Organised Crime | | | | | | | | | | | | | | | | | | | | | |
| SOC6075 Breathing Criminology: Inside Perspectives | | | | | | | | | | | | | | | | | | | | | |
| SOC6095 Intelligence, Security and the British State | | | | | | | | | | | | | | | | | | | | | |
| SOC6085 Criminal Deaths & Society's Grief | | | | | | | | | | | | | | | | | | | | | |

