

## BA (Hons) English Literature with Criminology Programme Specification

Joint honours degrees enable learners to study two disciplines in one degree programme. Consequently, they are an ideal way to develop a varied skillset that can be applied across a broad range of sectors, including postgraduate research. Moreover, fast-track degrees provide learners with enhanced time-management and problem-solving capabilities whilst offering the chance to save money on tuition fees and enter the employment market a year earlier than their peers. The fast-track Joint Honours Degree programme at University Centre Farnborough enables learners to explore the interdisciplinary links and value of two subjects from Criminology, English Literature, Modern History, Psychology and Sociology. On their chosen programme of study, learners will gain an enhanced understanding of a range of key issues, approaches, theories and debates in their two disciplines. Learners will choose to major in one of their subjects during level four and produce a dissertation in their chosen field at level six.

The BA (Hons) English Literature with Criminology degree provides learners with a comprehensive knowledge of key literary genres from a rich variety of chronological and geographical contexts. Learners will assess and apply a range of interpretive theories in English literature as they gain a critical understanding of the complexities of texts and other cultural modes of expression. They will also obtain a sophisticated awareness of the political, philosophical and social processes of criminalisation, victimisation and punishment in a range of historical and contemporary contexts. Moreover, learners on this pathway will acquire a thorough understanding of human rights principles and critically assess the relationship between different forms of crime and social inequality and diversity.

The English Literature with Criminology programme provides learners with the skills required to locate, retrieve, synthesise and critically evaluate a range of primary and secondary data. Content in both disciplines equips learners with the ability to assess and apply a range of theoretical approaches - in addition to qualitative and quantitative research methods - to their work. As they progress through the degree, learners develop independent research skills and the capacity to think creatively and with intellectual maturity. Important contemporary issues, including gender, sexuality, race and environmental sustainability, are embedded in core content for both subjects, encouraging a critical understanding of the utility of each discipline in twenty-first century society. Upon completion of the degree, learners will possess a substantial understanding of the value of transdisciplinary study, having analysed common approaches and methods that unite their disciplines, including Marxist, postmodern, gendered, 'queer', postcolonial and environmental theories. Learners on this combination will investigate specific topics and themes that unite the two disciplines, including depictions of crime in Victorian literature, media sensationalism and the impact of social inequality. Furthermore, will gain a strong understanding of how their skills can be applied to future research and employment opportunities.

<b>Awarding body:</b>	University of Surrey	
<b>Teaching institution (if different):</b>	University Centre Farnborough	
<b>Final award:</b>	BA (Hons)	
<b>Programme title:</b>	BA (Hons) English Literature with Criminology	
<b>Subsidiary award(s) and title(s):</b>	Award	Title
	Cert HE	English Literature with Criminology
	Dip HE	English Literature with Criminology

	BA (Ord)	English Literature with Criminology
<b>FHEQ Level:</b>	Level 6	
<b>Credits:</b>	360	
<b>ECTS credits:</b>	180	
<b>Name of Professional, Statutory or Regulatory Body (PSRB):</b>		
<b>Mode of study and route code:</b>	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning / Online	<input type="checkbox"/>
<b>Start date (date/month/year):</b>	September 2024	
<b>End date (date/month/year):</b>	July 2026	
<b>Length of programme in months:</b>	21	
<b>QAA Subject benchmark statement (if applicable):</b>	English (2023) and Criminology (2022)	
<b>Other internal and/or external reference points:</b>		
<b>Faculty and Department/School:</b>	Faculty of Adult, A Levels and Professional Early Years Development (AAP)	
<b>Programme Leader:</b>	Flo Stock	
<b>Educational aims of the programme:</b>		
1. Encourage learners to engage in close reading, critical thinking, writing and editing.		
2. Equip learners with a critical understanding of the complexities of texts and other modes of cultural expression.		
3. Furnish learners with an understanding of the importance of authorship and readership in literature and an ability to critically assess a range of theories in English literature.		
4. Provide learners with a comprehensive knowledge of a range of literary genres derived from multiple chronological and geographical contexts.		
5. Provide learners with a sophisticated understanding of different forms of crime and the ability to critically assess their relation to social diversity and inequality.		
6. Facilitate a comprehensive awareness of the political, philosophical and social processes of criminalisation, victimisation and punishment in a range of historical and contemporary contexts.		
7. Develop learners' ability to critically evaluate different criminological theories and sources of data about crime, harm and victimisation.		
8. Furnish learners with a critical understanding of the human rights principles that govern criminal justice practices in a range of contexts.		

9. Develop learners' written and verbal communication skills, including awareness of appropriate citation and referencing conventions.									
10. Provide learners with a detailed understanding of the importance of adhering to correct research processes and ethical regulations in English Literature and Criminology.									
11. Provide learners with the opportunity to engage in extended tasks that involve the independent locating, gathering, synthesising and critical assessment of a range of primary and secondary sources of information.									
12. Deliver skills for lifelong learning, including digital literacy, numeracy, empathy, independence of thought, intellectual creativity and the ability to work as part of a team.									
13. Provide learners with a comprehensive understanding of the valuable skills obtained through an interdisciplinary degree and how they be applied to a range of employment and postgraduate research opportunities.									
14. Enable learners to gain a comprehensive understanding of the role of English Literature and Criminology in contemporary society.									
<b>Programme learning outcomes:</b>									
	K	C	P	T	Optional Ref	BA (Hons)	BA (Ord)	Dip HE	Cert HE
KE1. Understanding of the technique of close reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE2. Knowledge of the stylistic, expressive, formal and rhetorical properties of texts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE3. Awareness of the role of readers in shaping texts and the role of texts in shaping readers' responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE4. Knowledge of a range of principal literary genres across prose, poetry and drama, including pre-1800 texts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE5. Understanding of the processes of writing, editing and reviewing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE6. Detailed knowledge of the social, historical and cultural contexts behind the composition and production of texts, in addition to the history of their reception and modes of dissemination.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE7. Understanding of the plurality of meanings that can be produced from interpreting texts and the ability to recognise the uses of ambiguity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE8. Thorough knowledge of multiple perspectives of literature, from past to present, and regional to global.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE9. Comprehensive awareness of the interconnectedness between literary texts and other forms of expression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KE10. An advanced critical understanding of complex texts and ideas and their historical relations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KC1. Awareness of the political, philosophical and social processes of criminalisation, victimisation, and modes of punishment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

KC2. Understanding of social diversity and inequality and the effects they have on crime, harm, deviance and victimisation, as well as responses to crime.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC3. Knowledge of the development of criminology as a distinct discipline and an understanding of its ethical codes and interdisciplinary nature.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC4. Awareness of the social role and historical development of institutions and policies – penal and alternative – for dealing with crime and deviance in different locations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC5. Knowledge of different forms of crime and their social organisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC6. Awareness of conceptions of human rights in the UK and their role in preventing harm and ensuring personal safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC7. Detailed understanding of different sources of information about crime, harm and victimisation, including the distinction between qualitative and quantitative research in criminological enquiry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KC8. Comprehension of a range of concepts, research methods and theoretical approaches available to the study of crime, victimisation and criminal justice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KC9. Critical understanding of the values and processes of governance and human rights that underpin criminal justice practices in a range of contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KC10. Sophisticated understanding of the social and political value of different interpretations of research data and findings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CE1. Ability to deploy close reading techniques and reflect on the acts of reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE2. Capacity to analyse literature and other cultural artefacts from a range of genres of different periods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE3. Ability to understand and incorporate secondary criticism to construct coherent and persuasive arguments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE4. Engage with critical debates and demonstrate the ability to establish a clear position.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE5. Ability to apply new literary perspectives to question the neutrality of dominant approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CE6. Ability to apply critical, theoretical, linguistic and stylistic concepts and terminology to the analysis of literary texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE7. Demonstrate creativity to form independent and imaginative interpretations of literary and critical material.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE8. Ability to evaluate the basis and value of critical interpretations and negotiate disagreement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE9. Demonstrate rigour and precision in the use and evaluation of data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CE10. Capacity to critically evaluate literary and linguistic forms, as well as other cultural artefacts, to develop incisive, original observations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC1. Examine criminological concepts and theoretical approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CC2. Ability to examine the values, practices and processes of governance, risk management and human rights that underpin UK criminal justice and its treatment of lawbreakers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CC3. Use criminological theories to explain issues of class, race, victimisation and media responses to crime and deviance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CC4. Demonstrate the capacity to utilise a range of criminological concepts and theoretical approaches and assess their application.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC5. Ability to use criminological theories to assess the political and social processes of victimisation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC6. Evaluate criminal justice agency practices and developments and their role in changing relationships between individuals, groups and public and private agencies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC7. Apply cross-cultural comparison to evaluate crime, harm, deviance and victimisation in different contexts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC8. Summarise and analyse quantitative and qualitative empirical data about crime, harm, deviance and victimisation and responses to crime, harm, deviance and victimisation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC9. Demonstrate a critical understanding of human rights in order to evaluate efforts to prevent harm and ensure personal safety.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC10. Apply a range of research strategies and methods and critically evaluate their appropriateness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P1. Apply appropriate scholarly bibliographic, referencing and citation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P2. Show awareness of the ethical, practical and legal issues that arise from the storage, processing and reuse of others' research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P3. Use different hardware and software in research and draw on a range of techniques for interpreting and analysing quantitative and qualitative data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P4. Retrieve and organise information found in a range of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P5. Exhibit insight and creativity to formulate and pursue clearly defined questions and enquiries.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P6. Identify, gather, organise, synthesise and deploy evidence to support arguments in a range of assessments, including extended research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T1. Exhibit structure, coherence and clarity of oral and written expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T2. Demonstrate digital literacy through the use of online databases and analytic software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T3. Work collaboratively and independently, demonstrating flexibility, initiative and time-management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T4. Show awareness of how subject-specific skills can be applied to future career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T5. Show intellectual maturity, integrity and independence to reflect on progress and make use of feedback provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T6. Demonstrate project management skills to disseminate research findings to peers and supervisors, tailoring communication according to different audiences' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Module diet:**

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
COM4101	Academic Skills	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
COM4102	Contemporary Issues	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit

ENG4101	The Novel Genre: Narrative, Cultural and Historical Context	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4102	Poetic Language	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4103	Introduction to Critical Theory	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
CRI4101	Introduction to Criminology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
CRI4102	Criminological Theories	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
CRI4103	Police and Policing	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		<b>No optional modules at Level 4</b>			
FHEQ Level 5: Potential awards – Dip HE					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
ENG5104	Victorian Literature	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5105	The Romantics	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5106	The Long Eighteenth Century	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5107	Early Modern Writing	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5104	Victimology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5105	Prisons and Punishment	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5106	Crime and Diversity	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
SOC5107	Qualitative Research Methods	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		<b>No optional modules at Level 5</b>			
FHEQ Level 6: Potential awards – BA (Hons) / BA (Ord)					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions

JHS6101 (E)	Dissertation	Compulsory	45	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6108	20 <sup>th</sup> Century Literature Studies: 1890-1945	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6109	Gender and Literature	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6110	20 <sup>th</sup> Century Literature Studies: 1945-Present	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
CRI6108	Crime Prevention	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
CRI6109	Critical Issues in Criminology	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
CRI6110	Criminal Profiling	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		<b>Learners must complete all compulsory units and two of the three optional modules in their minor subject.</b>			

**Other Information:**

**The school/department of AAP / Joint Honours Degree programme is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. The English Literature with Criminology combination is designed to enable learners to develop knowledge, skills, and capabilities in the following areas:**

**Employability:**

The Joint Honours Degree programme is committed to providing learners with the knowledge, cognitive, practical and transferable skills required to prosper in the twenty-first century economy. Content on all combinations is designed to bolster learners' employability in line with 'Enterprise and Entrepreneurship' education statements in all QAA benchmarks. All assessment methods develop learners' ability to critically assess complex topics and prepare them with the comprehensive understanding required to tackle real-world issues in post-graduation employment. The diversity of summative methods provides learners with additional transferable skills. For instance, verbal presentations encourage learners to develop their oral communication skills and actively engage in the peer review process. Group presentations are also utilised as part of formative assessment in all disciplines. These encourage collaboration, peer-reviewing and critical reflection skills that enhance learners' employability.

The use of non-traditional assessment methods such as vlogs, blogs and academic leaflets enables learners to demonstrate creativity, digital literacy and the capacity to convey knowledge and theories to non-academic audiences. Timed examinations, meanwhile, require learners to problem-solve in pressurised environments and exercise their cognitive abilities to reach judicious conclusions. Essays, case studies, reports and reviews equip learners with the ability to synthesise primary and secondary data to create balanced and evidence-based arguments that offer solutions to complex topics. Learners will demonstrate an advanced capacity to locate, gather, synthesise and critically evaluate a range of data during level six, when they produce an extended piece of independent research in their major discipline. The dissertation process also requires learners to demonstrate advanced project management skills and the ability to learn autonomously whilst engaging constructively with supervision. Completing this variety of assessment methods within the context of a fast-track degree provides

learners with enhanced time-management skills and demonstrates their capacity to prioritise tasks. This range of attributes prepares them for a variety of employment opportunities, as well as postgraduate research.

Employability is directly addressed in the shared level four 'Contemporary Issues' unit. Learners will demonstrate a clear awareness of the value of transdisciplinary scholarship for their future aspirations in a Personal Development Plan that is submitted for the second unit assignment. This knowledge is supplemented by 'Academic Skills', which furnishes learners with an early understanding of the professional and ethical requirements of undergraduate scholarship.

Module content in the English Literature with Criminology combination further enhances learners' employability. The study of English Literature enhances the critical, creative and interpretive thinking that is essential for enterprise, entrepreneurship and employability. Through developing independent and persuasive interpretations of literary and critical materials, learners acquire the ability to communicate clearly and effectively, producing arguments which engage and inform others. In addition, learners collaborate with their peers to discuss and resolve challenges through textual analysis, enhancing their ability to work with and respond to others, as well as to act with integrity and professionalism. The emphasis on close reading, analysis and the application of scholarly research and bibliographic skills within all modules ensures that graduates are well equipped for roles within teaching and research, as well as a wider range of professional settings. Equally, awareness of the historical and contemporary conventions of literature equips learners with an understanding of a range of cultures and perspectives that can help cultivate an awareness of - and empathy with - the diversity of the outside world. This is applicable to a range of roles in public service and policy making.

English Literature fosters creative thought. This is actively encouraged by the diversity of assessment methods employed by the UCF programme. Verbal assignments - including vlogs and oral presentations - and digital blogs, for instance, encourage learners to express creativity through a range of alternative methods. This creativity and awareness of core elements of the digital humanities is applicable to related fields, including creative writing, editing and publishing. More conventional modes of assessment like essays and critical commentaries also embed the engaging and persuasive ethos of the discipline, thus encouraging the incremental growth of independent thought, innovation and problem-solving capacities. Such skills are fundamental in public policy and diplomatic work, as well as literary fields like the media.

Learners on a Criminology combination acquire a range of attributes that can be transferred to various employment sectors. First, the understanding of methodology and theory embedded in course content provides learners with a comprehensive knowledge of the work of a range of criminal justice agencies. This awareness is readily transferred to employment in diverse sectors such as law enforcement, victim support and the judicial service. Equally, the course's emphasis on social scientific practices and methods ensures that learners graduate with advanced critical thinking and questioning skills, as well as the capacity to reflect on the limitations of knowledge. These attributes are valued within and outside the criminal justice sector. Moreover, learners gain an understanding of the role of contemporary news media in shaping public perceptions of crime, victimisation, policing and judicial policy. This awareness is applicable to careers in the media and public relations. Furthermore, understanding of appropriate research ethics and their application is pivotal across the academic community and in the criminal justice system, as well as other public sectors like healthcare and education.

Content in Criminology modules recognises the importance of linking theory to practice. Consequently, learners receive visiting lectures from forensic criminologists and police detectives in the level four 'Criminological Theories' module. The 'Introduction to Criminology' module connects theory and practice in the discipline by introducing learners to different types of - and historical and current trends in - crime, in addition to official government and police databases. This will deepen their awareness of contemporary issues in crime and research techniques in the field, as well as providing them with skills that are beneficial in professional criminological settings. Similarly, discussion of the ethical and legal requirements of storing and using digital databases in 'Police and Policing' provides learners with awareness of the codes that govern responsible use of digital tools in law enforcement. Unit content also considers the ways crime data is compiled and used. This fosters an understanding of the complexities of crime measurement that can be applied to various fields, including further study, policy-making and social research, as well as criminal justice agencies.

This understanding of employability is enhanced at level five. From April 2024, learners will benefit from guest lectures provided by representatives of Women's Aid and Victim Support in the 'Victimology' unit. This provides learners with a sector-specific insight into potential employment and volunteering opportunities. Moreover, the unit provide learners with a detailed insight into trends and patterns of victimisation and victim policies that are directly applicable to employment with victim support groups and the criminal justice system. Detailed understanding of the cultural sensitivities surrounding crime and punishment fostered by 'Crime and Diversity', furthermore, cultivates a deeper awareness of the complex nature of contemporary society that will be equally useful in subsequent employment. In the final months of their study, extra emphasis is placed on learners' critical thinking and problem-solving skills. In the level six 'Crime Prevention' unit, for instance, learners critically evaluate the efficacy of various crime prevention techniques and engage with contemporary theories on the topic. This further prepares them for roles in the justice system or policy-making sector. Learners' skills are broadened by the shared 'Qualitative Research Methods' module, which encourages analysis and application of a range of further research approaches, including questionnaires, interviews, focus groups and virtual ethnography. The capacity to apply this diverse range of methods will be particularly useful for those seeking employment in social research.

### **Digital capabilities**

All subject combinations on the Joint Honours Degree programme place emphasis on strengthening learners' digital capabilities. From the earliest levels of study, learners are introduced to appropriate digital databases and search engines that can be used to source relevant primary and secondary data. These skills are strengthened in level five units in preparation for level six dissertations and the increased independent research skills that are expected of graduates in both the Humanities and Social Sciences. Assessment methods used across all combinations are, equally, designed to enhance learners' digital skills. Thus, creative assignments such as academic leaflets, blogs and vlogs all require learners to demonstrate digital literacy and communication skills. Similarly, verbal presentations are expected to be accompanied by professional use of appropriate digital software, including Microsoft PowerPoint and Sway.

The shared level four 'Contemporary Issues' unit encourages learners to examine the impact of digital technology – including Artificial Intelligence – from the perspective of their two disciplines. This provides learners with a background knowledge of the digital humanities and social sciences that will be developed as they progress on their chosen combination.

The English Literature with Criminology combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. English Literature learners' digital capabilities are consistently assessed during the degree. Indeed, the first summative assessment submitted by learners at level four

is a 500-word blog commentary concerning the historic, thematic and formal contexts of poetry in the 'Poetic Language' module. Thereafter, learners produce a blog for formative assessment in 'The Novel Genre' and utilise digital software to produce essays, presentations, academic leaflets and vlogs, thus gaining a range of attributes that contribute towards the attainment of digital literacy and greater transferable skills. In the level five 'Long Eighteenth Century' unit, moreover, learners demonstrate digital skills when presenting a Sutori timeline for formative assessment.

Throughout their course, learners are encouraged - and increasingly required - to access critical secondary interpretations from academic databases such as JSTOR, Taylor and Francis and Wiley Online. Learners utilise the hyper-concordance database offered by the Victorian Literary Studies Archive to decode nineteenth-century texts during their level five studies. Doing so provides them with a specialist opportunity to utilise digital technology to produce quantitative data about key texts. This range of tasks contributes to learners gaining a thorough grounding in the digital humanities and a detailed understanding of the increasing importance of technology to the study of English Literature.

More broadly, content in modules considers how technological advances have been conceptualised in literature. For instance, in the 'Critical Theory' level four unit, learners engage with the works of H. G. Wells, including *The Time Machine*. Similarly, critical assessment of media and technology in '20th Century Literature: 1945-present' involves examination of conventions that have been affected by advancements in digital technology. These themes are also explored in the work of George Orwell.

Specialist case studies designed to enhance digital literacy and technological capabilities in Criminology are incorporated in the 'Introduction to Criminology' module, with learners being encouraged to examine the concepts of white-collar crime and cybercrime. This understanding is enhanced through the critical assessment of cybercrime, identity fraud and other forms of 'new' crime in the level six 'Critical Issues in Criminology' module.

Learners are introduced to a range of digital databases that are used to record crime across content at levels four, five and six. This awareness is honed during the 'Police and Policing' level four unit to aid new undergraduates in identifying patterns of crime. These skills are enhanced during the level five 'Prisons and Punishment' unit, with learners being encouraged to access a range of digital databases to gather and analyse statistical trends concerning the interactions between social groups and prison systems worldwide. This awareness of the importance of digital technology in the social sciences is expanded in 'Qualitative Research Methods', where learners will evaluate the contemporary and future impact of Artificial Intelligence and social media. This understanding is supplemented by an introduction to virtual ethnography techniques.

#### **Global and Cultural capabilities:**

Content across all disciplines and combinations reflects the Joint Honours Degree programme's ongoing commitment to decolonising the curriculum. This includes recognising that academia has traditionally marginalised the voices of underrepresented groups in favour of white, wealthy, Western male perspectives. Thus, content in all combinations seeks to explore topics such as gender, sexuality, race and class across a range of global and chronological contexts. Reading lists, lesson content and imagery disseminated to learners are regularly reviewed and updated to ensure that learners engage with a diverse range of primary and secondary voices, images and theories.

The engaging, discursive, nature of lessons at UCF means learners consistently contribute to and, increasingly, lead seminar discussions. This empowers learners to have a direct impact on the nature of the curriculum and ensures that diverse practices are upheld at an institutional level. The collaborative environment fostered at UCF enhances learners' capacity to contribute their perspectives whilst responding empathetically and constructively to those of their peers. This understanding of a diverse range of views encourages tolerance and prepares learners to become active and empathetic citizens of the world upon their graduation.

Global and cultural capabilities are central to the English Literature with Criminology combination. UCF English Literature modules provide learners with a detailed awareness of the richness of human diversity and the ways it has been - and is - expressed in literary form. From early in the programme, emphasis is placed on raising learner awareness of the different forms of cultural expression and the concept of contested narratives. Consequently, learners engage with a range of literary perspectives that span the individual, communal, regional and global. This ensures that a diversity of voices are interacted with from a range of critical perspectives, including feminist, ecocritical and postcolonial methodologies. Such understanding equips learners with the ability to question traditional perspectives that have often reinforced male, wealthy, Eurocentric viewpoints and acted as enablers for the marginalisation of individuals and groups. These critical assessment skills produce empathetic, intellectually curious, thinkers who are equipped to challenge social injustice in the contemporary world.

Learners on an English Literature combination interact with a diverse range of voices from the start of the programme. In 'The Novel Genre', learners gain an introduction to the representation of gender in novels and engage with feminist interpretations through reading work by Virginia Woolf and Jeanette Winterson. Equally, learners analyse racial identity in the writing of Olaudah Equiano and Monica Ali and consider the portrayal of race in Aphra Benn's *Oroonoko*. Cultural perceptions also feature heavily in the 'Poetic Language' unit, where learners consider racial identity in the works of Vahni Capildeo and Linton Kwesi Johnson. Moreover, Barbadian poet Kamau Brathwaite's 'Negus' is analysed to demonstrate linguistically innovative poetry in the post-Second World War era. This knowledge of cultural capabilities is advanced in the 'Introduction to Critical Theory' module, during which learners interact with feminist, postcolonial and 'Queer' theories of literature. This includes reading the postcolonial perspectives of literary critics such as Rajeev S. Patke and Ato Quayson.

Content at level five expands upon these themes. Conceptions of gender are explored through the work of Charlotte Bronte in the 'Victorian Literature' module, while psychosexual subliminality and liminality are analysed in Bram Stoker's *Dracula* and Robert Louis Stevenson's *The Strange Case of Doctor Jekyll and Mister Hyde*. Themes of 'otherness' and imperialism are, equally, evaluated in Conrad's *Heart of Darkness*. To assist their critique of imperialist discourse, learners engage with the postcolonial theory of Edward Said. Colonial narratives and constructs feature heavily in 'The Long Eighteenth Century' unit, with learners critically analysing depictions of imperialism and race in the work of Aphra Benn, Jonathan Swift and Mary Wortley Montagu. Equally, content engages with Black perspectives of colonialism, slavery and race through the narratives of Olaudah Equiano and the poetry of Phyllis Wheatley. Literary constructions of gender in the eighteenth century are detailed through the productions of Mary Astell, Mary Wollstonecraft and Susanna Centlivre. In the 'Early Modern Writing' unit, finally, content analyses questions of class, gender and race in the work of William Shakespeare, John Webster, Emilia Lanier and Margaret Cavendish amongst others.

Feminism and sexuality feature prominently in the level six 'Gender and Literature' unit. Learners are encouraged to critically engage with a range of texts from Sappho's *The Fragments* through to the twentieth-century feminist literature of Angela Carter and Jeannette Winterson. Content explores the way gender, sexuality and race intersected through further exploration of Monica Ali's *Brick Lane*. Depictions of race and Empire are critically evaluated again through

Conrad's *Heart of Darkness* in 'Twentieth-Century Literature: 1880-1945', while a more detailed survey of racial identity is provided in 'Twentieth-Century Literature: 1945-present'. Works critically assessed in the later unit include Kamau Braithwaite's 'Negus', Linton Kwesi Johnson's 'Dread Beat and Blood' and 'If a Black Girl Knew' from the twenty-first century spoken-soul poetry-music project Dylema Collective. This ensures that learners explore the expression of racial identity in contemporary and historical contexts, in addition to multi-modal formats. Urban youth, meanwhile, is explored through Hanif Kureishi's *My Beautiful Laundrette*. Learners' cultural capabilities are further enhanced through the survey of post-Second World War feminist poetry like Wendy Mulford's 'The Bay of Naples' and Judith Kazantzis' 'The Wicked Queen'.

Equality, diversity and inclusivity are key features of criminological inquiry. Indeed, they are intricately linked to important social issues explored by UCF criminologists, including human rights, criminalisation, victimisation, policing and punishment, as well as media representations of crime. These themes are embedded across units from levels four to six. Thus, modules such as 'Introduction to Criminology' present learners with the opportunity to examine the impact of cultural bias, colonialism and social conflict in shaping experiences of crime and victimisation, as well as their impact on criminal justice systems. Learners explore criminological concepts of gender and ethnicity in the level four 'Criminological Theories' unit and engage with important theoretical frameworks within the discipline, including feminism and queer theory.

The role of the media in constructing societal 'norms' and values is a recurring theme across the programme. Equally, taught content in level five modules like 'Victimology', 'Prisons and Punishment' and 'Crime and Diversity' encourages learners to evaluate the effect of cultural factors, including gender, race and ethnicity, on perceptions of – and responses to – crime, victimhood, and the prisons system in a range of local and international contexts. This will increase learners' capacity to navigate, engage with and challenge prejudice in the criminal justice system and society. The 'Crime and Diversity' unit is particularly important in this process, as it prompts learner engagement with the impact of society and culture on crime and justice. Case studies surrounding the experiences of minority ethnic groups and women within the criminal justice system are also incorporated in unit content. Learners, equally, engage with – and challenge – controversial theories surrounding female offending and assess the utility of feminist criminology. These aspects encourage learners to consider intersectionality and how social and economic structures impact the experiences of diverse groups within the criminal law system. Analysis is also linked to globalisation, thus encouraging cross-cultural comparison. In 'Prisons and Punishment', similarly, learners will conduct cross-cultural comparisons when assessing the UK penal system alongside examples from around the world. This content is built upon during level six. In 'Crime Prevention', learners critically assess how a range of methods could be applied to address and prevent crime in numerous geographical contexts. Learners also critically evaluate efforts to tackle global crimes, including drug shipping and trafficking. Covering these topics encourages a deeper level of cross-cultural analysis, thus adding to learners' global and cultural skills.

Furthermore, Southern criminology, zemiology and queer criminology are consistently examined across the programme from a brief introduction in 'Criminological Theories' to more in-depth studies in the 'Critical Issues in Criminology' unit. Discussion of Southern theory during 'Critical Issues in Criminology' encourages learners to contribute to - and critique - endeavours to decolonise the discipline and deepens learners' awareness of cultural bias and systemic discrimination. Equally, assessment of crimes like human trafficking and weapon smuggling encourages learners to consider crime in a transnational context. Towards the end of the unit learners will expand this understanding by critically evaluating examples of 'global crime', including modern slavery, international terrorism and the increasing criminalisation of migration. The inclusion of 'new' theories also ensures that learners engage with a comprehensive and diverse range of contemporary scholarship and methodological approaches.

Criminology reading lists reflect the Joint Honours Degree programme's commitment to decolonising the curriculum. Consequently, the work of David Rodriguez Goyes, Pamela Ugwu-dike and Linda Tuhiwai Smith is embedded and assessed in units incorporating Southern criminological theory. At other stages of the programme, research produced by Majid Yar, Lorraine Wolhuter, Henrique Carvalho and Sudhir Venkatesh is incorporated to investigate themes such as gang culture, victimology, penal policy and key criminological concepts and theories. Equally, indicative reading for 'Crime and Diversity' includes critical texts produced by Tina Patel, Hindpal Singh Bhui and Hillary Potter. Reading materials also reflect the global nature of Criminology as a discipline. In 'Introduction to Criminology', for example, learners are encouraged to read work by Jie Zhang and Jianhong Liu about Asian criminology.

### **Sustainability:**

The UCF Joint Honours Degree programme commits to offering a curriculum that reflects UNESCO's 'Education for Sustainable Development' initiative and provides learners with the knowledge and critical thinking skills to contribute towards global efforts to meet the United Nations' 17 Sustainable Development Goals. All disciplines and combinations place emphasis on using the environment as a theoretical framework for understanding human thoughts and behaviour. This is achieved through the exploration and application of approaches such as green criminology, ecocriticism, environmental history, environmental psychology and environmental sociology. Learners are encouraged to discuss how the knowledge and skills developed from studying their disciplines can be used to address environmental issues and meet sustainable development goals in the level four 'Contemporary Issues' module. Themes like industrialisation, poverty, gender, social inequality and social justice are explored in the unit, thus ensuring that learners are engaging with core elements of the UN's 17 Sustainable Development Goals from an early stage of the programme.

Within each Joint Honours combination, learners are encouraged to consider the interdependent relationship between society and the environment and to examine the impact of structures and behaviours on the ecological crisis. Learners are also introduced to the history of colonialism and encouraged to explore the enduring impact of resource exploitation and its relationship to wider cultural and global inequalities.

The Joint Honours Degree programme is committed to ensuring the long-term sustainability of all its disciplines. Consequently, emphasis is placed on ensuring learners leave the degree with a comprehensive understanding of the value of their subject combination from both an employability and social perspective. Sustainability is further achieved by consistently emphasising the importance of scholarly integrity and ethical research throughout discipline specific and shared units such as 'Contemporary Issues' and 'Academic Skills'. 'Contemporary Issues' contributes to the sustainability of the programme and academia in general by encouraging learners to examine the benefits of applying interdisciplinary methods to the study of current topics.

Studying the English Literature with Criminology combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. English Literature modules ascribe to the goals of UNESCO's 'Education for Sustainable Development' agenda to create a generation of learners with the critical and collaborative skills required to tackle present and future concerns over the environment and sustainability. Learners are consistently encouraged to engage with ecocritical perspectives in module content. In the level four 'Critical Theory' module, learners are introduced to ecocriticism as an expanding body of ideas within literary theory. In the 'Poetic Language' module, moreover, learners examine how ideas of nature and the pastoral landscape were expressed by George Crabbe, Oliver Goldsmith, Anne Finch and Phyllis Wheatley. Similarly, the relationship between humanity and landscape and the role of

stewardship is explored through analysis of Daniel Defoe's *Robinson Crusoe*. This knowledge is expanded through discussion of nature poetry in 'The Long Eighteenth Century' and added to by the concurrent 'Romantics' module, in which learners engage with perceptions of the natural environment in works by authors such as William Blake and Percy Bysshe Shelley. Ecocriticism is explored further in the level six module 'Gender and Literature', in relation to themes of sustainability and conservation in the work of Jeanette Winterson.

Moreover, critically analysing texts produced in a range of global contexts enables learners to comprehend the richness of linguistic and cultural diversity and encourages assessment of the impact of Britain's colonial past on the natural world. These factors provide learners with a mindset that prioritises global citizenship and contributes towards a more sustainable society.

Content in Criminology units reflects the contemporary importance of sustainability and encourages discussion surrounding environmental issues. Environmental and green criminology are consistent theoretical threads in modules such as 'Criminological Theories' and 'Critical Issues in Criminology'. Equally, transgressive criminology is an important theme in 'Critical Issues in Criminology', during which learners explore broader definitions of crime and assess the impact of environmental harm on a global level, including in the Southern Hemisphere. Indicative content on the level six 'Criminal Profiling' unit, moreover, explores the environmental factors that can motivate criminal behaviour.

A sustainable future is dependent on the understanding and observation of ethical codes. Throughout their time studying Criminology at UCF, learners consistently examine and evaluate ethical questions to gain the skills required to tackle a range of social issues, including sustainability. The study of zemiology - with its emphasis on social harm - is comparably important in meeting the QAA and UNESCO's 'Education for Sustainable Development' policy. Awareness of ethical conventions, equally, ensures the long-term sustainability of Criminology as a discipline.

The critical analysis skills and deep understanding of complex social topics fostered at later levels of criminological enquiry equip graduates with the cognitive attributes to become empathetic citizens who can address contemporary social, economic and environmental issues. Module-specific topics encourage learners to evaluate and promote sustainable solutions to criminological problems. For instance, theories surrounding victimisation often assess systemic problems that contribute to people becoming victims. These theories encourage awareness and evaluation of the broader social challenges that contribute to victimisation and require systemic changes that are sustainable over the long term.

### **Resourcefulness and Resilience:**

The nature of Humanities and Social Science disciplines means that learners will discuss, debate and critically assess sensitive topics throughout their time on the Joint Honours Degree. These require learners to exhibit resilience, integrity, empathy and understanding in the face of views that contrast with their own. The 'Contemporary Issues' unit at level four is designed to introduce learners to these themes and the core requirements of academic debate and integrity. Learners will also develop resilience and advanced time management skills when organising their workload to meet deadlines on a fast-track degree.

Resourcefulness is equally vital on a fast-track degree. Introductory modules in all disciplines provide learners with guidance about where to access appropriate primary and secondary data. This is replicated throughout the programme to empower learners to expand their reading beyond set module texts. These

attributes become increasingly important from level five, when extra marks are apportioned for independent search and retrieval skills, in addition to evidence of autonomous thought.

All assessment methods used on the degree enable learners to acquire and enhance their resourcefulness and resilience. This is particularly the case with oral presentations, examinations and independent research projects conducted on level five units like 'Qualitative Research Methods'. Learners will demonstrate enhanced resourcefulness and resilience when conducting independent dissertation research, during which they will be faced with large bodies of complex and, at times, conflicting evidence. Furthermore, learners will need to exhibit advanced levels of autonomy and planning skills to collate data and use resources – including dissertation supervisors – effectively to complete work for set deadlines. Learner resilience and resourcefulness is strengthened through formal inductions to each level of study. These inductions clearly outline module content in all disciplines and identify expectations of learners during key periods of transition.

The English Literature with Criminology combination enhances learners' resourcefulness and resilience in numerous ways. Literature – and English Literature as a discipline – has historically prioritised the voices of some social groups over others. To redress these inequities, content on English Literature modules encourages learners to contextualise and engage critically with these perspectives. Accordingly, learners will be consistently required to demonstrate sensitivity, academic integrity, and resilience in the face of perspectives that differ from their own. This is particularly the case when engaging with literature surrounding race, slavery and imperialism in modules such as 'The Long Eighteenth Century' and 'Victorian Literature'. Other sensitive topics, including 'madness', 'hysteria' and missing mothers, are covered in the 'Gender and Literature' module through the work of Emily Bronte, Charlotte Perkins Gilman and Sylvia Plath.

Learners will also be required to demonstrate resourcefulness and time-management throughout their studies. English Literature is a discipline that requires close reading and critical analysis of texts produced in a range of chronological and cultural contexts. Thus, patience, flexibility and determination are required to navigate the subject's ambiguities. All these attributes culminate in learners gaining a resourceful and resilient mindset that can be transferred to a range of employment sectors. In group discussions and seminars, learners are required to demonstrate flexibility and resilience through listening to others, participating in constructive dialogue and adopting roles and responsibilities within a group.

Resourcefulness and resilience are important attributes in Criminology. Learners gain an awareness of different models of law enforcement and how they have evolved during the level four 'Police and Policing' unit. This foundational knowledge encourages creative and resourceful thinking about how policing can adapt to meet contemporary challenges. Similarly, resourcefulness and resilience are required to impartially assess the diverse - often challenging - perspectives forwarded about penal policy in the 'Prisons and Punishment' unit.

Throughout their time studying this combination, learners will gain an in-depth understanding of how the media influence public perceptions of crime, harm, victimisation and punishment. Engaging with such portrayals will increase learner resilience and enable them to respectfully and empathetically examine a range of sensitive topics, including homicide, domestic violence, racial profiling, labelling and drug and gang culture. To help obtain this resilience, learners are introduced to safe and collaborative methods, as well as appropriate terminology and modes of expression, during level four modules such as 'Introduction to Criminology' and 'Criminological Theories'. Equally, the level five 'Qualitative Research Methods' unit encourages resourcefulness by providing learners with an

opportunity to apply empirical research methods and analytical techniques that can be deployed in their level six studies. These capacities are tested again in independent research tasks undertaken in 'Crime Prevention' and 'Critical Issues in Criminology'.

**Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme**

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

**Programme set up questions**

Source of funding for the programme (e.g., NHS where not student/employer funded):	N/A
Collaborating organisation (e.g., NHS providing significant input into a programme):	N/A
Location of study (e.g., if distance learning/overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A