

BA (Hons) Criminology with Modern History 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) Criminology with Modern History Joint Honours Degree provides learners with a comprehensive awareness of the political, philosophical and social processes of criminalisation, victimisation and punishment in a range of historical and contemporary contexts. Learners will gain a sophisticated understanding of human rights principles and critically assess the relationship between different forms of crime and social inequality and diversity. Furthermore, they will develop a comprehensive understanding of the way people have lived, acted and thought in a variety of chronological and geographic contexts from 1750 to the present. Learners will also critically assess continuity, change, cause and consequence in relation to a range of historical topics.

The Criminology with Modern History combination 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, thus 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 crime and punishment in nineteenth-century Britain, racial laws in the United States and legislative change in post-war Britain. Moreover, they will gain a strong understanding of how their skills can be applied to future research and employment opportunities.

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	BA (Hons)	
Programme title:	BA (Hons) Criminology with Modern History	
Subsidiary award(s) and title(s):	Award	Title
	Cert HE	Criminology with Modern History
	Dip He	Criminology with Modern History

	BA (Ord)	Criminology with Modern History
FHEQ Level:	Level 6	
Credits:	360	
ECTS credits:	180	
Name of Professional, Statutory or Regulatory Body (PSRB):		
Mode of study and route code:	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"/>
Start date (date/month/year):	September 2024	
End date (date/month/year):	July 2026	
Length of programme in months:	21	
QAA Subject benchmark statement (if applicable):	Criminology (2022) and History (2022)	
Other internal and/or external reference points:		
Faculty and Department/School:	Faculty of Adult, A Level and Professional Early Years Development (AAP)	
Programme Leader:	Flo Stock	
Educational aims of the programme:		
1. Provide learners with a sophisticated understanding of different forms of crime and the ability to critically assess their relation to social diversity and inequality.		
2. Facilitate a comprehensive awareness of the political, philosophical and social processes of criminalisation, victimisation and punishment in a range of historical and contemporary contexts.		
3. Develop learners' ability to critically evaluate different criminological theories and sources of data about crime, harm and victimisation.		
4. Furnish learners with a critical understanding of the human rights principles that govern criminal justice practices in a range of contexts.		
5. Provide learners with a substantial knowledge of how people have lived, acted and thought in multiple geographical and chronological contexts in the Modern era (1750-present).		
6. Encourage learners to critically assess continuity, change, cause and consequence in the Modern period.		
7. Develop learners' capacity to critically analyse different types of primary source and critique competing historiographical interpretations of numerous topics.		

8. Introduce learners to the range of approaches and research methods that are available to historians and encourage them to critically evaluate their application.
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 Criminology and Modern History.
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 Criminology and Modern History in contemporary society.

Programme learning outcomes:

	K	C	P	T	Optional Ref	BA (Hons)	BA (Ord)	Dip HE	Cert HE
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"/>
KH1. Understanding of the limitations of historical knowledge and, consequently, awareness of the importance of reaching sound, evidence-based, conclusions.	<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"/>
KH2. Knowledge of how and where to access a range of textual, visual, material and oral primary sources available to historians.	<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"/>
KH3. Understanding of continuity and change over extended time spans.	<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"/>
KH4. Knowledge of different interpretations of history and historical knowledge.	<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"/>
KH5. Awareness of the importance of geographic, cultural and chronological context in shaping the way people have lived, thought and acted in the past.	<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"/>
KH6. Thorough knowledge of a variety of approaches and research methods that can be used to understand and interpret the past.	<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"/>
KH7. Detailed understanding of the ethical dimensions of historical research and the responsibilities that arise from producing and reusing historical scholarship.	<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"/>
KH8. Thorough awareness of the complexity and diversity of individuals, events and cultures during the modern era and, consequently, the importance of treating the historical record with sensitivity and empathy.	<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"/>
KH9. Comprehensive understanding of a substantial body of historical knowledge derived from a range of chronological and geographic 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"/>
KH10. Sophisticated understanding of how historical knowledge can be applied to tackle contemporary global issues.	<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"/>

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"/>
CH1. Ability to examine the value and reliability of primary sources by considering issues surrounding genre, content, purpose and perspective.	<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"/>
CH2. Capacity to identify and discuss strengths and weaknesses in secondary interpretations.	<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"/>
CH3. The ability to use relevant historical evidence to create a balanced argument about the impact of individuals, groups and events.	<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"/>
CH4. Demonstrate analytical skills & problem-solving capacities when dealing with complex historical problems where there is no single solution.	<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"/>

CH5. The ability to identify and evaluate competing historiographical perspectives, concepts, methods and 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 type="checkbox"/>
CH6. Demonstrate intellectual independence and creativity to formulate, pose and answer cogent historical questions.	<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"/>
CH7. The ability to sustain and defend convincing arguments in the face of competing accounts and amend perspectives where appropriate.	<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"/>
CH8. Demonstrate the capacity to synthesise and critically evaluate primary and secondary sources in a range of assessment methods.	<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"/>
CH9. Capacity to critically evaluate the role and potential impact of historical knowledge in the present.	<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"/>
CH10. Ability to judiciously apply different research methods and approaches and critically evaluate their utility.	<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
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
HIS4101	Understanding the Past	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4102	Gender and Sexuality in Twentieth-Century Britain	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4103	Russia, 1905-1917: From Tsarism to Bolshevism	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?

No optional modules at Level 4

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
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
CRI5107	Quantitative Methods for Social Sciences	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5104	Researching the Past	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5105	Slavery and Race in Post-Revolutionary America, 1775-1832	Compulsory	15	Across Academic Years (April-December)	40% pass each unit

HIS5106	Industrialisation and Political Reform in Britain, c.1750-1848	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5107	Fascism in the Twentieth Century	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?		No optional modules at Level 5			
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 (C)	Dissertation	Compulsory	45	Semester 2, Year 2 (Jan-June)	40% pass each unit
CRI6108	Crime Prevention	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
CRI6109	Critical Issues in Criminology	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
CRI6110	Criminal Profiling	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6108	Public History	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6109	Victorian Social and Political Thought	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6110	Radical Histories from Below	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?		Learners must complete all compulsory units and two of the three optional modules in their minor subject			
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 Criminology with Modern History 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 Criminology with Modern History combination further enhances learners' employability. 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 provides 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.

Additionally, learners obtain strong numeracy skills from undertaking the 'Quantitative Methods for Social Sciences' level five unit. Numeracy and the capacity to compile, store, process and analyse complex data is transferable to postgraduate research in the Social Sciences, as well as being highly prized amongst employers in the criminal justice sector and diverse other areas of the economy, including business, politics and marketing. The capacity to apply this diverse range of methods will be particularly useful for those seeking employment in social research.

Learners in Modern History combinations assess the historic underpinnings of important contemporary themes - including class, gender, sexuality, race, political ideology, and the environment - in a range of chronological and geographical contexts. Investigating these topics ensures that learners obtain the knowledge and critical thinking skills required to work in industries where understanding of current issues is pivotal, including policy making, social research and public service. Equally, learners gain an awareness of the development and impact of historical research in theory-based modules like 'Understanding the Past', 'Researching the Past' and 'Public History'. This understanding - allied with knowledge of the ethical requirements of historical scholarship - is pivotal for postgraduate research and employment in sectors closely connected to the discipline, such as the heritage and conservation industries.

Employability is embedded in content throughout Modern History modules. Introductory lessons in the level four 'Understanding the Past' unit inform learners of the various careers historical knowledge and skills can be applied to. Other level four units encourage learners to develop key subject skills, including primary source analysis, contextual knowledge and awareness of competing historiographical interpretations. During level five, learners enhance these attributes and their independent research skills in preparation for a greater level of autonomous work in level six and following graduation. This includes producing an independent research proposal in 'Researching the Past' and identifying key individuals and events to evaluate in summative assessments for 'Slavery and Race in Post-Revolutionary America' and 'Industrialisation and Political Reform'.

Employability is a core element of the level six 'Public History' unit. Module content encourages learners to assess the work of local heritage organisations, including Surrey History Centre and Farnborough Air Science Trust, as well as national and international institutions like the UK National Archives and UNESCO. Learners will complete a local landmark-finding task set by Farnborough Air Science Trust as part of formative assessment methods prior to the submission of summative assignment one. Learners also critically evaluate the uses and potential impact of historical skills and knowledge in the present as part of the first module assignment. This prepares them for work in related sectors and provides an opportunity to demonstrate the broader importance of historical understanding across the economy. Independent working skills are further enhanced in 'Radical Histories from Below' and 'Victorian Social and Political Thought'. In both modules learners will independently select topics, themes and individuals to critically assess in summative assignments.

The discursive nature of Modern History lessons at University Centre Farnborough fosters team-working skills that are highly valued across employment sectors. Group work is a core part of seminar sessions and formative assessment for all units. This promotes the ability to negotiate differences, allocate and adapt to new roles, and participate in constructive problem solving, all of which are valued attributes in a range of industries. Learners' ability to collaborate with their peers is formally assessed in group presentations delivered for the second assignment in the level four 'Gender and Sexuality in Twentieth-Century Britain' module.

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 Criminology with Modern History combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. 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 will help them obtain the necessary independence to pursue a dissertation that utilises digital databases at level six. Learners will also use digital software to store, evaluate and display statistical data in the 'Quantitative Methods for Social Sciences' level five unit.

Learners receive guidance about how to access primary and academic secondary sources from appropriate British and international digital databases during level four Modern History units. Moreover, the second assignment in the level four 'Understanding the Past' module provides learners with an opportunity to reflect on the advantages and difficulties posed by digital archive collections. Consequently, learners are encouraged to examine core elements of 'digital

history' at an early stage of the degree. These skills are stretched during level five, when learners are required to access, transcribe and interpret digital sources in the 'Slavery and Race in Post-Revolutionary America' unit. Utilising the Library of Virginia's 'African American Narrative Digital Collection' enables learners to engage with crowd-funded online projects, thus enhancing their digital skills and encouraging interaction with public history initiatives. Other level five and six modules require similar engagement with digitalised primary source collections, ensuring that learners are consistently building their capabilities throughout the degree.

Learners analyse the important role of digital databases and technologies – including Geographic Information Systems - in the fields of oral, spatial and quantitative history during the 'Researching the Past' level five module. Equally, lessons are dedicated to the growing field of digital history and its potential to revolutionise the production and reception of historical scholarship. Topics covered in the analysis of digital history include the impact of Artificial Intelligence and the growing importance of 'born digital' sources and social media in researching and disseminating historical scholarship.

The importance of digital technology - including Virtual Reality, the internet and Artificial Intelligence - in facilitating engagement between historians and the public is critically assessed in the level six 'Public History' unit. This includes analysing how historians and public history institutions are utilising social media to encourage greater interaction with a more diverse population than have traditionally engaged with their work. Learners, too, consider the issues digital technology poses to historical 'knowledge' and scholarship in the public domain in a lesson dedicated to 'digital public history'. This consistent coverage ensures that learners finish the programme with a comprehensive understanding of the centrality of digital technology in historical scholarship. Awareness of this important area enhances their employability in both academic and non-academic contexts.

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 Criminology with Modern History combination. 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.

Content in Modern History units introduces learners to a variety of cultural topics situated in a range of geographical and chronological contexts. By nature, History is an uncomfortable subject, touching repeatedly on sensitive topics like inequality, race, gender, sexuality and environmental harm. Course content offers learners the opportunity to apply a broad range of approaches to understand and interpret these themes. Approaches include postcolonial, gender and environmental histories, in addition to the histories of emotion and sexuality. Most of these methods are introduced to learners at level four before being assessed and applied in greater depth at later stages of the degree.

Historical scholarship has often prioritised the voices of certain social groups and individuals over others. To recognise and redress this imbalance, Modern History learners assess the diverse ways people have lived, acted and thought across a range of local, national and international contexts. Internationally focused modules such as 'Russia from Tsarism to Bolshevism', 'Slavery and Race in Post-Revolutionary America', 'Fascism in the Twentieth Century' and 'Radical Histories from Below' are particularly relevant in this regard, with learners consistently analysing the experiences, agency and impact of marginalised ethnic and religious groups. The gendered and sexual dimensions of slavery, fascist ideology and social activism are also evaluated in these units.

Modules focusing on British history add to learners' global and cultural capabilities by placing content in an international context. In 'Gender and Sexuality in Twentieth-Century Britain', learners consider changing perceptions of femininity and masculinity between the two World Wars and analyse their impact on women's work and pay. Unit content also examines how ideas surrounding sexuality changed and affected people's lives, with particular attention being placed on the impact of the Sexual Offences Act (1967) and HIV/AIDs crisis of the 1980s. Additionally, learners examine how race, gender and sexuality intersected when exploring the impact of the Gay Liberation Front and Women's Liberation Movement. Level five and six modules concerning 'Industrialisation and Political Reform' and 'Victorian and Social Political Thought', meanwhile, investigate the emergence of women's political activism through the work of Mary Wollstonecraft, Annie Besant and the Manchester Female Reform Society. Ideas surrounding Empire are critically evaluated in 'Victorian Social and Political Thought', while the role of Black radicals like William Davidson and William Cuffay in the Spenceans and Chartists is assessed in 'Industrialisation and Political Reform'. Olaudah Equiano and Mary Prince's influence in the abolition of slavery is analysed in later lessons of the level five unit.

Theoretical modules endeavour to enhance learners' global and cultural awareness. Learners engage with the way history has been written and utilised in Ancient, Arabic and Far Eastern cultures in 'Understanding the Past' and examine a range of voices associated with independence movements within the British Empire in case studies later in the unit. Postcolonial historiography is introduced to learners in these lessons to enhance the range of approaches they can apply to subsequent work. Detailed assessments of environmental and global history in the level five 'Researching the Past' module further encourage learners to investigate - and evaluate - the past from non-western perspectives. Learners will also consider how oral and spatial history projects have sought to recover the experiences and agency of marginalised communities in different global settings.

In the level six 'Public History' module, learners critically assess the way people around the world engage with history through a range of cultural mediums, including museums, archives, films, television programmes and social media. Case studies include the way slavery and genocide have been memorialised in Cambodia, Germany, Rwanda and Senegal. Moreover, indicative content about the uses of historical knowledge critically evaluates the impact of apologies delivered to the Australian 'Stolen Generations' and assesses the legacy of Truth and Reconciliation Committees in South Africa and Latin America. Learners are encouraged to critique contemporary debates about decolonising and de-gendering public spaces and interact with scholarship produced by public historians from around the world through edited collections, including Paul Ashton & Alex Trapeznik's *What is Public History Globally?*

The process of decolonising History extends far beyond studying the past in a range of geographical contexts. Consequently, learners are informed of appropriate academic terminology at the start of modules like 'Gender and Sexuality in Twentieth-Century Britain' and 'Slavery and Race in Post-Revolutionary America'. This encourages academic integrity and empathy, as well as enhanced cultural awareness. Equally, learners engage with a diverse range of secondary voices and interpretations across all levels of study. For instance, learners in the level four 'Russia from Tsarism to Bolshevism' module consult work by Mustafa Tuna and Antony Polonsky concerning the persecution and agency of Muslim and Jewish populations within the Russian Empire. Similarly, postcolonial and global interpretations of fascism are analysed as part of the 'What is Fascism' debate in the level five 'Fascism in the Twentieth Century' module. This encourages learners to challenge the traditional Eurocentric nature of fascism historiography.

The works of Hakim Adi and David Olusoga are employed in level four and five modules to highlight the under-researched role of Black and Asian people in nineteenth-century British radicalism and the British civil rights movement of the 1960s and 1970s. Academic publications produced by African American scholars such as Stephanie Rogers-Jones, Dianne Berry, Julian Boyd and Thomas C. Holt are also frequently used to assess key themes in modules concerning 'Slavery and Race in Post-Revolutionary America' and 'Radical Histories from Below'. Learners will gain a detailed understanding of how African American historians have challenged established interpretations of American history through evaluating this historiography. Utilising the works of Berry and Boyd provides learners with the additional opportunity to engage with activist scholarship from those involved in the struggle for civil rights. Similarly, learners will use historical research produced by women's rights activists like Amira Wilson, Lindsey German and Sheila Rowbotham in the level four 'Gender and Sexuality in Twentieth-Century Britain' unit.

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 Criminology with Modern History combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. 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 like '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. Numeracy skills fostered in the 'Quantitative Methods for Social Sciences' unit are similarly important in producing graduates who are equipped to tackle global issues.

The emerging field of environmental history provides an excellent medium through which learners can gain an understanding of humanity's relationship with nature and nature's impact on humanity. Environmental history is introduced to learners during the level four 'Understanding the Past' unit. Learners, too, examine the links between women's rights movements and environmental activism in the 'Gender and Sexuality in Twentieth-Century Britain' module and consider the impact of economic reforms on the Russian environment in 'Russia from Tsarism to Bolshevism'. Moreover, learners investigate the impact of Russia's climate on the Revolutions of March and October 1917.

Learners assess the core elements of environmental history and chart the growth of the approach in more depth in the level five 'Researching the Past' unit. They, too, obtain an understanding of how industrialisation and slavery affected the natural world and assess the impact of the environment on human life in level five thematic modules. This includes analysing how enslaved people in America used the natural landscape to challenge their oppressed status. At level six, learners critically evaluate the environmental thought of Victorian intellectuals like William Morris and John Ruskin. This facilitates engagement with some of the first eco-critical literature produced in modern Britain. The connections between the American civil rights movement and the emergence of Environmental

Justice campaigns in the United States are highlighted in 'Radical Histories from Below', as are the importance of rural and urban environments in the lived experiences of African Americans in the 1950s and 1960s.

In the level six 'Public History' unit, learners critically assess how historical knowledge has been applied to help formulate local, national and international conservation policies and how it might be advantageously deployed to create a sustainable future. This includes evaluating how heritage organisations have engaged with conservation and sustainability initiatives. More generally, the 2022 QAA benchmarks highlight how the critical thinking skills fostered in History degrees can be applied to tackle contemporary issues, including the need to create a more sustainable future. Consequently, the Modern History offering at UCF contributes towards producing graduates with the skills outlined in UNESCO's 'Education for Sustainable Development' framework.

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 'Quantitative Methods for Social Sciences' and 'Researching the Past'. 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 Criminology with Modern History combination enhances learners' resourcefulness and resilience in numerous ways. 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 'Quantitative Methods for Social Sciences' unit provides learners with an opportunity to analyse and apply empirical research methods and analytical techniques that can be deployed in their level six dissertations. Scholarly independence is encouraged by the module, with learners being required to demonstrate their resourcefulness to locate participants for an independent investigation. These capacities are tested again during learners' level six dissertation and in independent research tasks undertaken in 'Crime Prevention' and 'Critical Issues in Criminology'.

The importance of primary sources and historiographical awareness mean that learners on a Modern History combination are required to demonstrate resourcefulness throughout the programme, with increasing emphasis being placed on independent search and retrieval skills as their studies progress. Consequently, learners receive guidance about accessing academic sources from reputable archival and digital collections in all level four units. Learners then demonstrate their awareness of the strengths and limitations of physical and digital archives as part of assessment in 'Understanding the Past'. As they progress to level five, learners are graded according to their ability to locate relevant sources beyond recommended reading to prepare them for greater independent research at level six. Content in the level five 'Researching the Past' unit includes a discussion of archival conventions and an assessment of digitalised projects in Britain and overseas. Learners are encouraged to use the links the programme has established with local archival centres - including Surrey History Centre - to gain experience of using facilities prior to their level six research.

Content throughout Modern History units covers sensitive subjects such as imperialism, child labour, persecution and a range of prejudices relating to gender, sexuality, race and class. Learners will, therefore, develop strategies to increase their resilience in order to analyse these topics in an open and empathetic manner. To assist in this process, learners are provided with guidance on appropriate terminology in modules like 'Gender and Sexuality in Twentieth-Century Britain' and 'Slavery and Race in Post-Revolutionary America'. Learners will also demonstrate resilience and academic integrity when assessing primary and secondary interpretations that present perspectives that contrast with their own. The interactive nature of lessons at UCF plays a key role in developing this resilience by enabling learners to engage with different perceptions of historical themes.

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