

## BSc (Hons) Sociology 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 BSc (Hons) Sociology with Criminology Joint Honours Degree provides learners with a sophisticated knowledge of the complexity and diversity of a range of historical and contemporary social contexts. Learners will engage with a variety of sociological theories and concepts as they critically assess the causes of social diversity and inequality. Furthermore, they will gain a comprehensive awareness of the political, philosophical and social processes of criminalisation, victimisation and punishment in a range of historical and contemporary contexts. Learners on this pathway will also develop a sophisticated understanding of human rights principles and critically assess the relationship between different forms of crime and social inequality and diversity.

The Sociology with Criminology 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 social diversity, the sociology of law, conceptions of human rights and the impact of the media. Moreover, they 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>                         | BSc (Hons)                            |                            |
| <b>Programme title:</b>                     | BSc (Hons) Sociology with Criminology |                            |
| <b>Subsidiary award(s) and title(s):</b>    | Award                                 | Title                      |
|   | Cert HE                               | Sociology with Criminology |
|   | Dip He                                | Sociology with Criminology |
|   | BSc (Ord)                             | Sociology 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>   | Sociology (2019) and Criminology (2022)                                  |                                     |
| <b>Other internal and/or external reference points:</b>   |  |                                     |
| <b>Faculty and Department/School:</b>   | Faculty of Adult, A Level and Professional Early Years Development (AAP) |                                     |
| <b>Programme Leader:</b>  | Flo Stock  |                                     |
| <b>Educational aims of the programme:</b>   |  |                                     |
| 1. Empower learners to develop a sophisticated understanding of the complexity and diversity of social contexts and facilitate critical evaluation of the processes that lead to social change, conflict and stability. |  |                                     |
| 2. Equip learners with a comprehensive understanding of a range of sociological theories and concepts and encourage analysis of their application to the study of social diversity and inequality.                      |  |                                     |
| 3. Provide learners with a substantial knowledge of the strengths and limitations of a range of qualitative, quantitative and digital sources of data in Sociology.   |  |                                     |
| 4. Enhance learners' ability to identify and critically assess the causes of social diversity and inequality, including prejudice and abuses of power.  |  |                                     |
| 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 Sociology 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 Sociology and Criminology in contemporary society.

**Programme learning outcomes:**

|   | K                                   | C                        | P                        | T                        | Optional Ref | BSc (Hons)                          | BSc (Ord)                           | Dip HE                              | Cert HE                             |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| KS1. Understanding of key concepts and theoretical approaches within sociology.   | <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"/> |
| KS2. Knowledge of the distinctive character of Sociology in relation to other forms of understanding, such as its relation to other disciplines and to everyday explanations. | <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"/> |
| KS3. Understanding of social inequality, including sites of power and stratification.   | <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"/> |
| KS4. Awareness of social diversity, including identity, and its relationship to inequality and power.   | <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"/> |
| KS5. Knowledge of the social and cultural processes that shape individuals, groups, social practices, social institutions and social structures.                              | <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"/> |
| KS6. Thorough understanding of the relationship between the analysis of evidence and sociological arguments.  | <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"/>            |
| KS7. Detailed knowledge of a range of qualitative, quantitative and digital data sources, research strategies and methods of data collection and analysis.                    | <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"/>            |
| KS8. Advanced understanding of best ethical practice in sociology and how it can be applied.  | <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"/>            |

|   |                                     |                                     |                          |                          |  |                                     |                                     |                                     |                                     |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| KS9. Comprehensive appreciation of the complexity and diversity of social contexts and the processes that underpin social change, conflict and social stability.  | <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"/>            |
| KS10. Sophisticated understanding of the ways that sociological knowledge can be used across a variety of professional contexts, including social, public and civic policy, nationally and internationally. | <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"/>            |
| CS1. Ability to identify sociologically informed questions and explanations.  | <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"/> |

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|---|--------------------------|-------------------------------------|--------------------------|--------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| CS2. Capacity to examine the processes shaping individual and group identities, social practices, social institutions and social structures.                                    | <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"/> |
| CS3. Use evidence to draw reasoned conclusions about the merits of competing theories and explanations.   | <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"/> |
| CS4. Identify and comment on the value of sociological work for specific organisations or with regard to social, public and civic policy issues.                                | <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"/> |
| CS5. Understand the use of comparison in sociology across time and geographical 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"/>            |
| CS6. Demonstrate the ability to plan, conduct and analyse the ethical implications of sociological research using quantitative and qualitative data sources.                    | <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"/>            |
| CS7. Summarise and explain the findings of empirical sociological research, including a critical assessment of the methodological frameworks used.                              | <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"/>            |
| CS8. Provide an analytical account of patterns of social diversity and inequality, recognising forms of prejudice and abuses of power.  | <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"/>            |
| CS9. Critically evaluate the relationship between social action and social structure.   | <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"/>            |
| CS10. Apply and critically assess a range of key concepts and theories when analysing social phenomenon and addressing social problems.   | <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    |
| SOC4101     | Introduction to Sociology   | Compulsory        | 15      | Semester 1 & Semester 2 (September-April)                           | 40% pass each unit    |
| SOC4102     | The Sociology of Gender     | Compulsory        | 15      | Semester 1 & Semester 2 (September-April)                           | 40% pass each unit    |
| SOC4103     | The Sociology of Inequality | 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?

**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 |
|-------------|--|------------------------------|---------|---|-----------------------|
| SOC5104     | 'Race' and Racism in Modern Society      | Compulsory                   | 15      | Across Academic Years (April-December)                              | 40% pass each unit    |
| SOC5105     | The Sociology of Media                   | Compulsory                   | 15      | Across Academic Years (April-December)                              | 40% pass each unit    |
| SOC5106     | The Sociology of Education               | 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    |
| 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    |

| 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 – BSc (Hons) / BSc (Ord)  |  |  |         |   |                       |
| Module code  | Module title                           | Core / compulsory / optional   | Credits | Period (Semester 1, Semester 2, Year Long or Across Academic Years) | Qualifying Conditions |
| JHS6101 (S)  | Dissertation                           | Compulsory   | 45      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| SOC6108  | Contemporary Sociological Theories     | Compulsory   | 15      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| SOC6109  | Environmental Sociology                | Compulsory   | 15      | Semester 2, Year 2 (Jan-June)                                       | 40% pass each unit    |
| SOC6110  | Risk and Surveillance in a Digital Age | 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> |         |   |                       |
| <b>Other Information:</b>  |  |  |         |   |                       |
| <b>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 Sociology with Criminology combination is designed to enable learners to develop knowledge, skills, and capabilities in the following areas:</b>  |  |  |         |   |                       |
| <b>Employability:</b>  |  |  |         |   |                       |
| 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 Sociology with Criminology combination further enhances learners' employability. Sociology content at UCF equips learners with numerous skills that are applicable to a range of employment sectors. These attributes – and the real-world impact of sociological enquiry – are foregrounded in unit content in the 'Sociology of Inequality' level four module. The unit also examines the limitations of contemporary sociology and emphasises the need for new voices to be heard in the discipline. 'Introduction to Sociology' adds to this awareness by introducing learners to the concept of the 'sociological imagination' and its relationship to key historical and contemporary theories in the discipline. Learners critically assess the utility and limits of the sociological imagination again in the level six 'Risk and Surveillance in a Digital Age' module. Content considers the broader issues faced by academia in an era of rapid social change, thus enhancing learners' capacity to think in a critical and interdisciplinary manner. Addressing such themes ensures that graduates leave the programme with a critical awareness of sociological enquiry and the nature of academia that can be applied to postgraduate study, social research and employment directly related to the discipline and the Social Sciences more generally.

As they progress in their degree, learners are provided with greater freedom to investigate areas of society that match their interests. The capacity to independently research, collate and critically analyse social data to tackle contemporary issues is readily applicable to policy positions, as well as more generalised employment in the public, private and charitable sectors. These skills are fostered in level five units such as 'Qualitative Research Methods' and 'Quantitative Methods for Social Sciences'. Moreover, UCF sociologists' understanding of contemporary social concerns - including gender, race, poverty, structural inequality and environmental harm - provides them with the understanding and empathy to assume positions in both social and political policy making. These themes are explored in dedicated modules, as well as theoretical units like 'Introduction to Sociology' and 'Contemporary Sociological Theories'. Understanding of the workings of industries and public services, including education and the media, will be readily applicable to careers in these sectors, as well as youth work and health and social care. The 'Sociology of Education' and 'Sociology of Media' units are particularly important from a vocational perspective, with both encouraging analysis of contemporary issues in their respective fields.

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.

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. 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 the 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 Sociology with Criminology combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. Learners' digital capabilities are consistently assessed during Sociology modules. For instance, 'Quantitative Methods for Social Sciences' encourages learners to utilise specialist software to locate, store, synthesise, analyse and present quantitative data. Similarly, the level five 'Qualitative Research Methods' module encourages learners to evaluate the contemporary – and future – significance of digital technology in social research. This includes assessing the role of Artificial Intelligence and social media as tools to aid social scientists in their work. Learners are also introduced to virtual ethnography techniques as part of indicative module content. Furthermore, learners examine the impact of unequal access to digital technologies in 'The Sociology of Inequality'. Additional indicative content in the level four unit considers the role algorithms can have in exacerbating inequalities.

Later modules concerning 'The Sociology of Media' (level five) and 'Risk and Surveillance in a Digital Age' (level six) encourage detailed analysis of the role of digital technology in contemporary society, while racism in digital media is assessed during the "Race" and Racism' level five unit. The second half of 'The Sociology of Media' module evaluates the impact of twenty-first century shifts from one-to-many media consumption to 'many-to-many models', including social media. Furthermore, 'Risk and Surveillance in a Digital Age' provides learners with a detailed assessment of key elements of digital sociology, including crime and the dark web, the merging of the public and private, and politics and democracy in a digital age. Unit content also critically evaluates the role of Artificial Intelligence in contemporary society and academia. In particular, the concept of 'junk in, junk out' is introduced, with learners analysing the way AI can reinforce biases. These discussions encourage learners to critique the possibilities and dangers of emergent technologies and assess how and when AI can and should be deployed. Reflecting the predominantly digital focus of the module, learners will produce a 1000-word blog concerning an element of digital sociology for the second unit assignment. The module encourages learners to critique Sociology's response to the emergence of a digital society and question why the discipline – and policy making processes – have been slow to respond to the rapid pace of technological advancement. Learners' awareness of digital technology's role in contemporary society is further enhanced by the 'Contemporary Issues in Sociology' unit that runs concurrently at level six. Module content critically evaluates theories about capitalism and surveillance (including those of Foucault and Zuboff) and Donna Haraway's *Cyborg Manifesto*.

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.

### **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 Sociology with Criminology combination. Sociology is more diverse in its subject matter than ever before. Climate change, the body, digital surveillance, globalisation and postcolonialism are explored across Sociology units at UCF to demonstrate how the discipline continues to adapt to keep pace with the social world. Learners on a Sociology-based combination will, consequently, study social organisation and structure in a range of regional, national and international contexts.

Learners' global and cultural capabilities are strengthened from the start of level four. In the 'Introduction to Sociology' unit, learners are encouraged to explore traditional and 'new' sociological concepts - including Southern theory - and apply them to discussions surrounding globalisation, gender, race and social inequality. Furthermore, 'The Sociology of Gender' unit explores the changing nature and diversity of gender and sexual identities and encourages learners to apply key sociological theories, including feminism and queer theory, to the study of an increasingly important element of contemporary society. Learners undertake cross-cultural comparisons to understand global differences in gender roles and attitudes towards the body, sex and sexuality. Racial and gendered disparities feature heavily in other modules dealing with the sociologies of inequality, education and the environment. Content in 'The Sociology of Inequality' and 'The Sociology of Education' also highlights important contemporary debates surrounding decolonisation of Sociology and the curriculum at all levels of the education system. Learners will examine additional issues with the way in which official government data surrounding inequality is gathered, measured, stratified and operationalised in these units. Although principally focused on the UK, 'The Sociology of Education' encourages learners to establish links with global and cultural diversity.

In the “Race” and Racism’ level five unit, learners critically engage with the concept of race as a category of human identity. Doing so requires understanding of the global, cultural, and historical contexts in which race and racism were formulated. The module also assesses how ‘race’ intersects with other social and cultural concepts - including gender, class, nationality and sexuality - to marginalise groups and individuals. Indicative content demonstrates how traditional and digital media outlets can exacerbate prejudice. Similarly, ‘The Sociology of Media’ unit encourages learners to assess the depiction of a range of social and cultural groups in the one-to-many and many-to-many media models. At level six, moreover, learners re-engage with Southern theory and concepts of ‘Risk society’, both of which highlight the dangers climate change poses to resource-poor people in the Global South. Equally, ‘Risk and Surveillance in a Digital Age’ explores sociological theories of globalisation and the impact of a globalised and increasingly digitalised world on a range of political and social themes, including crime, gender and sexuality. Accordingly, learners critically assess the impact of digital technology on individual relationships, democracy, cultural identity, academia and the concept of ‘truth’.

Reading lists reflect programme-wide endeavours to decolonise the curriculum. Recommended reading for the level four ‘Introduction to Sociology’ and ‘The Sociology of Inequality’ units includes Ali Meghji’s assessment of decolonising strategies within the discipline, while Angela Saini’s *Inferior: The True Power of Women and the Science that Shows it* is utilised alongside work by Chimamanda Ngozi Adichie and Momin Rahman in ‘The Sociology of Gender’. Core reading for “Race” and Racism’ includes Akala’s (2018) *Natives: Race and Class in the Ruins of Empire*. This encourages learners to engage with the perspectives of influential activists from outside academia. Other indicative reading for the unit includes Sangeeta Chattoo’s *Understanding Race and Ethnicity* (2019), while Iqra Cheema’s (2023) work on *The Other #MeToo* is evaluated in ‘The Sociology of Media’. Learners, too, interact with a diverse range of voices in the level six ‘Contemporary Sociological Theories’ unit, including the postcolonial theories of Gurminder K. Bhambra and the Southern sociological scholarship of Oliver Mutanga and Tendayi Marovah. Bhambra’s call for the decolonisation of universities is, equally, analysed in ‘The Sociology of Education’. Other research produced about inequalities in the education system by Nasima Hassan and Kalwant Bhopal forms a pivotal part of module reading.

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 Sociology with Criminology combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. Given the increasing nature of our current environmental crisis, environmental sociology is more important than ever. Society now faces global environmental risks, including climate change and biodiversity loss, as well as local threats, such as pollution and household toxins. The complex interactions of these problems require an understanding of the social nature of environmental impacts, the underlying causes of these impacts, and the range of possible solutions. Environmental sociologists continue to make important contributions to this crucial task. Learners are introduced to the social causes of environmental harm and degradation throughout the programme before studying 'Environmental Sociology' in depth at level six. 'Contemporary Sociological Theories' runs alongside 'Environmental Sociology' at level six and builds on learners' understanding by encouraging them to challenge scholarship that has argued that environmental exploitation is external to the exploitation of people. Content in 'Risk and Surveillance in a Digital Age', meanwhile, critiques assumptions about the benefits of technology for the environment by highlighting the digital carbon footprint created by cryptocurrency, cloud computing and Artificial Intelligence. Equally, learners engage with Southern theory which posits that people in the Global South are often too resource poor to respond to the impacts of global climate change. The concept and impact of eco-racism is, moreover, assessed in the "'Race" and Racism' level five unit, while learners are introduced to contemporary trends in environmental education - including 'greening' of the curriculum - during the 'Sociology of Education' module.

Themes discussed throughout level four, five and six content in Sociology also equip learners with knowledge and understanding that can help them contribute to meeting the UN's 17 Sustainable Development Goals. Gaining an enhanced awareness of poverty, education, gender, social structure and democracy furnishes learners with skills that can help them contribute towards ending poverty (SDG 1), championing quality education (SDG 4), supporting gender equality (SDG 5), reducing inequality (SDG 10) and securing peace, justice and strong institutions (SDG 16).

Content throughout Sociology units places emphasis on ensuring the long-term sustainability of the discipline in an evolving academic landscape. Assessment of themes like race, gender, sexuality, education, the environment and social inequality ensure that learners gain an understanding of how the sociological imagination can be applied to real world issues. Equally, learners are encouraged to consider the limitations of sociological knowledge in 'The Sociology of Inequality' and conduct a critical assessment of sociology's response to an increasingly digitised society in 'Risk and Surveillance in a Digital Age'. In both units, learners will also assess how sociological research can be – and has been – misappropriated for political gain. This understanding of the utility – and sensitivity – of social research encourages reflexive thinking and academic integrity that promotes the long-term sustainability of the discipline.

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. Numeracy skills fostered in the 'Quantitative Methods for Social Sciences' unit are similarly important in producing graduates who are equipped to tackle global issues.

#### **Resourcefulness and Resilience:**

The nature of 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'. 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 Sociology with Criminology combination enhances learners' resourcefulness and resilience in numerous ways. Learners' resilience will be tested and enhanced throughout Sociology units as they investigate a range of sensitive social topics, including ethnicity, gender, race and sexuality in different social and cultural contexts. The dynamic nature of UCF lectures, which encourage discursive reflection of key issues, ensures that learners will obtain the ability to engage empathetically with perspectives that sometimes differ from their own. This will provide learners with the skills and resilience required to responsibly tackle offensive views in a constructive, educational, manner.

Equally, the level five 'Quantitative Methods for Social Sciences' unit is designed to provide learners with an opportunity to analyse and apply empirical research methods - and analysis techniques - that can be deployed in their level six dissertations. The unit, too, encourages learners to use online search engines and databases, including Google Scholar, to buttress their research and resourcefulness. Scholarly independence is, finally, a requirement at later stages of the degree. In 'Quantitative Methods for Social Sciences', for instance, learners will demonstrate their resourcefulness to locate participants for an independent investigation. In 'Qualitative Research Methods', furthermore, learners will demonstrate their resourcefulness to apply appropriate research techniques to the study of an independently selected social theme. Independent thought and resourcefulness are prioritised at level six, where learners will critically assess critical theories in the discipline and consider how sociologists can respond effectively to the social impacts of digital technology.

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. These capacities are tested again in independent research tasks undertaken in 'Crime Prevention' and 'Critical Issues in Criminology'.

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'.

**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"/>            |

| <b>Programme set up questions</b>  |     |
|--|-----|
| 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 |