

Course Information Sheet

BA (Hons) Criminology

Mode and course length – Full-Time (4 years)

Location – ARU Cambridge Campus

Awarding Body – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

Overview

Look beyond traditional viewpoints, challenge your opinions and address complex social problems. Learn to evaluate evidence, think critically and craft arguments about criminal behaviour to open up many careers in the criminal justice system and crime prevention.

On our BA (Hons) Criminology degree, you'll consider crime, victimisation and criminal justice processes from a range of multidisciplinary academic perspectives, such as sociology, psychology, politics and the law. The degree will give you the opportunity to challenge your existing opinions and attempt to evaluate contrasting evidence around the causes of crime, think critically about the effectiveness of punishment and craft arguments about the representation of crime and victimization.

You will begin building a portfolio for your future career and CV, identifying potential roles available in the Criminal Justice sector and developing a focus for your degree, including participation in a volunteer and employment fair.

Using cutting edge theory, research and case studies, you'll explore the most relevant crime issues of today, such as violence against women and girls, crimes of the powerful, opportunistic crimes, war crimes, corruption and urban culture; their possible causes, how the criminal justice system responds to them and how they are represented by the media.

Our links to organisations such as Rape Crisis, the National Crime Agency and the Police (through our Policing Institute for the Eastern Region) will give you scope for project and dissertation work, including opportunities to interview key figures in the local community and potential work experience.

Throughout the course, your studies will be supported by our close community of staff and students. Whether through one-to-one personal tutoring, other student support groups or our dedicated ARU Criminology social media groups, including Facebook, Twitter and Instagram, you'll always be able to get in touch with someone when you need to.

You'll find plenty of extra-curricular events to complement your learning. Our regular field trips have included Auschwitz concentration camp in Poland, the Old Bailey and Royal Courts of Justice in London and, for the first time in 2017-18, a special simulated murder investigation at Wicken Fen.

We also host frequent guest lectures by key figures in criminal justice debates, such as Robert King and Albert Woodfox of the Angola Three, and authors of important criminology texts, including Professor Tim Newburn, Carlene Firmin and Professor Rod Morgan.

Finally, to celebrate the end of each year, we hold a Criminology Conference for all our students and staff, at which our graduating students are invited to present their dissertation findings, with certificates awarded to the best.

Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based

activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

Assessment

We use a variety of assessment methods that further allow you to develop important transferable skills. These include case studies, presentations, essays, patchwork texts (short pieces of writing, or 'patches', built up week by week), portfolios, poster presentations, data analysis exercises, examinations and group projects, as well as your individual Major Project.

We know how important constructive feedback is to your progress, and make sure every module includes plenty of opportunities for you to receive it.

Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

Additional Costs

Optional field trip: approx. £300-£400

Modules

Core Modules

Year 1: Foundation in Humanities, English, Media, Social Sciences and Education

This module will provide students with the necessary skills to begin studying at level 4 in courses related to the Humanities, Social Sciences, English, Media and Education.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching, and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, Students will be given an introduction to a broad range of disciplines whose skills and theories are widely applicable.

Students will study a variety of writing styles in order to recognise, deconstruct and replicate various forms of persuasive, analytical, and informative writing. Students will learn the basics of intercultural studies and how these theories can be applied to real-world problems. Students will consider social perceptions held across western cultures, and the difference between social and self-perception, participating in structured discussion and argument. Students will be introduced to the core principles of psychology and will explore various current applications of psychological theory. Students will also be introduced to ethics and will learn about some of the key theories and thinkers in the development of current ethical considerations in a range of scenarios.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Intercultural Studies
- Psychology
- Composition and Style
- Ethics
- Social Perceptions

Year 2: History of Crime and Criminology

The twentieth century was a period of rapid and confusing change and adjustment, and already historical accounts of events that took place in it are debated and challenged. Events of preceding centuries are even less familiar to us, yet the roots of many of our customs, institutions, thinking about crime and policies could be traced to these times. Historical awareness guards against the impression that modern features of law-breaking, deviance, policing or punishment are either entirely new, or remain relatively unchanged. Instances of 'hooliganism', 'crime waves' and threats to public order in historical literature can be placed alongside frequent journalistic panics about moral degeneration today.

You will trace and explore the origins of laws and attitudes, sanctions and control mechanisms that have emerged from ancient, medieval and modern historical eras. You will look at the role of religion and the state in the shaping of society and geographically trace the origins and developments of the principal institutions of the criminal justice system, including the ways that governments and societies have responded to certain forms of deviance through reformulations of criminal justice policy. You will evaluate the development of criminology as a discipline and interrogate the foundational theories and their underlying philosophies.

You will attend two hour combined lectures/workshops and you are required to be thoroughly prepared for these weekly discussions.

Year 2: Crime News and Criminology

Crime is a major area of public policy and political debate - we are both fascinated by and afraid of crime, whilst eager to prevent it. Criminals can be portrayed as heroes, anti-heroes, victims or villains -nevertheless, they are represented and understood as somehow 'other'. Despite these contrasting and confusing ideas, crime is an everyday experience, about which many of us have strong opinions. You will be encouraged to question how crime and deviance have shaped our thoughts, drawing upon its portrayal in the media-news, as well as fears of crime, political responses and crime prevention initiatives. You will be introduced to concepts that contribute to the social construction of crime, such as 'newsworthiness', 'criminogenic media' and moral panics, as well as some basic building blocks of Criminology itself. You will examine and discuss the types of crimes that are prevalent in the media news and consider current criminal justice issues and cases. In addition, you will decipher official statistics, such as those emerging from the Crime Survey for England and Wales, Police recorded crimes and conviction data, in order to establish a balanced view of the extent of crime in England and Wales. You will examine crime data (statistics, case studies, crime rates etc) and the sources from which they are gathered. Such data analysis will provide a framework for contextualising material that is frequently (partially and mis) represented in the media, within an academic and realistic context. Each week, following the lecture, in a separate timetabled workshop, topics will be aligned with current crime and criminal justice news. You will be required to research various crime news media (radio, TV, newspapers, internet, blogs, wikis, journals etc) and analyse the construction of the news, the sources of the information, the written style of the genre and the public debate which often follows news. The aim of this section is to provide you with the key skills necessary to study at undergraduate level. Structured tasks will be carried out each week, and students will be expected to develop a writing style through a variety of weekly exercises and diagnostic essays. The assessments will allow you to demonstrate understanding and begin to develop critical thinking skills, as well as understanding and application skills.

Year 2: Skills for Criminal Justice

This module will introduce you to the complex network of agencies that provide victims and offenders with punishment, training, guidance, protection, care and advice, as part of the Criminal Justice Sector. You will also begin thinking about the various types of roles and employment in this sector, to enable you to specialise as you progress in your degree, and to plan for potential future employment. Towards this aim, you will examine the sector from a historical perspective, mapping some of the significant milestones that enabled the institution to flourish and become part of the established route for victims and/or offenders. You will also examine recent policy initiatives that have resulted in the creation of particular roles within a sector such as policing, victim, offender, rehabilitation, punishment, policy, community or research), with a view to developing a particular focus for your degree. A range of events will enable you to gain insight into the current workings of many organisations (through guest speakers, visits and workshops), culminating with an 'employment fair', where you will have the opportunity to find out more about local initiatives and volunteering in the community. The module is delivered by lectures and workshops in 'block' delivery, and an employment fair at the end of the trimester.

Year 2: Media, Society and Crime

Media representations of crime are a matter of public interest as well as political debate. The way the media treats crime has

important implications for public perceptions of crime, criminals and the processes of the criminal justice system. Should crime always be newsworthy? How objective is the presentation of crime in the media? With the use of specific examples, you will examine key issues in traditional and new media, to provide you with an understanding of changing social norms and expectations in relation to crime and the media formats through which it is discussed and portrayed. You will explore the ways in which media shapes our perception of crime and critically examine the theoretical perspectives on media and propaganda. In addition, you will explore the construction of crime news and the role of politics and ideology in this context. You will explore the fictional and factual representation of youths and sex in the media; the fear of crime; contemporary surveillance culture; the analysis of relevant statistics, and the use of propaganda techniques. You will examine these issues through the use of case studies, reports, and theory. You will be expected to select one or more case studies in order to develop analytical skills as well as presentation skills during the seminars. The selected case study will build a foundation for the essay. In the essay you will develop techniques to evaluate debates about the relations between media, society and crime, as well as public perceptions. This module is taught by lectures and seminars.

Year 2: Criminal Justice in England and Wales

Criminal Justice in England and Wales introduces you to the criminal justice system in this country, taking you through the key elements of the justice system: Police, Courts, Prisons, Probation, and the Youth Justice System. Each week, you will be introduced to a different stage of the system and unpack some of the critical issues that are discussed in this area. For example, you will learn about the role of police, and the benefits that a policing system provides, while also looking at the controversial aspects of policing, such as allegations of institutional racism and the ongoing debate about how much force the police should use.

During the research skills workshops, you will learn how to critically assess research on the criminal justice system, developing evaluation skills and knowledge of research methods in the process. You will learn how research is undertaken and have the chance to do this yourself in relation to issues of criminal justice, such as public attitudes to various elements of the criminal justice system. By the end of Criminal Justice in England and Wales, you will be able to demonstrate an appreciation of the complicated position of victims and offenders in England and Wales. You will be taught in weekly two-hour lecture/workshops and one hour 'research evaluation skills' workshop.

Year 3: Trials and Errors: Justice and Courts

Trials and Errors will introduce you to the concept of miscarriages of justice and wrongful conviction. Each week, you will learn about some of the key barriers to 'justice' and critically examine controversial aspects of the criminal justice system; for example the mass production of guilty pleas, jury trials, expert witnesses and 'trial by media'. You will draw upon a range of case studies to examine these issues, developing a theoretical understanding that is rooted in real-world examples. By the end of Trials and Errors, you will be able to demonstrate knowledge of the court process and how it can go wrong, as well as the strength and weaknesses of key aspects of the English and Welsh system. Trials and Errors will be delivered in weekly two hour lecture/workshops and one hour seminars. You will have the opportunity to present your ideas in class.

Year 3: Violent Crime

Violent Crime will introduce you to the theory and practice that surrounds key types of violent crime in England and Wales: Hate crime, violence against women, gang-related violence, and homicide. Each week, you will learn about the theory and context underlying these types of violence; before critically assessing the policy responses to the problem. You will debate whether some people are born evil, and develop a nuanced understanding of the reasons why some people commit violence. Violent Crime will be delivered through weekly lecture/workshops lasting two hours, as well as a one-off hour long class debate.

Year 3: Contemporary Issues in Prisons and Penology

Contemporary Issues in Prisons and Penology will introduce you to the key debates in penology. Each week, you will learn about a different issue relating to prisons and the penal system, exploring the justifications for punishment and the different theories of justice that inform these debates. You will also hear about a range of contemporary issues affecting prisons, in particular the growing number of ageing prisoners, mental health issues and the rise in prison violence. By the end of Contemporary Issues in Prisons and Penology you will be able to demonstrate knowledge of the theory underlying prisons and their management as well as the current academic research in this area. Contemporary Issues in Prisons and Penology will be delivered in weekly one hour lectures and one hour seminars.

Year 3: Project Preparation

Project preparation will provide you with guidance and support and information, in order to prepare for the major project in your final year. The topics will be built around staff supervisory expertise and topics may vary from year to year. However, during weekly sessions you will be guided on the following: selecting a suitable topic and research problem; literature surveys; how to develop research aims and objectives; ethics; and appropriate methodological tools.

Year 4: Undergraduate Major Project - Criminology

The individual final Major Project module allows you to engage in a substantial piece of individual research, focused on a topic relevant to your specific discipline. Normally the topic will be agreed in consultation with academic staff and an appropriate supervisor will be appointed to supervise you in your chosen topic. The topic may also be drawn from a variety of sources including: Anglia Ruskin research groups, previous or current work experience, the company in which you are currently employed, or a professional subject of specific interest (if suitable supervision is available). The project topic will be assessed for suitability to ensure sufficient academic challenge and satisfactory supervision by an academic member of staff.

The chosen topic will require you to identify and formulate problems and issues, conduct literature reviews, evaluate information, investigate and adopt suitable development methodologies, determine solutions, develop software and/or media artefacts as appropriate, process data, critically appraise and present your findings. Regular meetings with the project supervisor and or/group workshops should take place, so that the project is closely monitored and steered in the right direction. The assessment will normally include a substantial written report, including a bibliography.

Year 4: Youth Justice Controversies

The Criminal Justice System incorporates a range of functions and agencies that are required to protect the public; uphold justice and the law; maintain public order; exact punishments and censures; recognise and accommodate victims; and sustain public confidence. Although England and Wales have no written penal code or definitive statement of the principles of criminal justice, the system is guided by important principles, of which a central aspect is that every individual has rights, whether as suspect, defendant, convict, enforcer, employee, victim, witness or ordinary citizen. This module elaborates on the complexities of the criminal justice system, notably around the issue of youth justice. This module will discuss theories explaining youth crime and youth culture. We will analyse competing strategies in youth justice and their outcomes, discussing recent developments in youth justice legislation, policy and practice. We will reflect on the issue of race, gender and drug abuse. The module will explore the recent youth justice innovations that have arguably changed the face of young offenders and issues of accountability. The module will run over one trimester and include weekly lectures and seminars of one hour. From week 4, till week 10, seminars will include slots for students to perform group presentations relating to agreed specific topics of interest.

Year 4: Criminology in Policy and Practice

The objects of the Criminological enquiry – crime, policing, justice, punishment, fear, victims, control, order, security – have come to occupy a prominent and disputed place in the lives and consciousness of citizens and governing authorities. Your career may be determined upon how well you understand the system that you seek to work in.

In this module, you will consider how criminological theory has informed the landscape of crime, order and control and impacted legislation, policy and practice. You will examine the political, economic and social contexts in which criminological research is shaped and carried out in order to usefully inform criminal justice policy. For example, you will consider complex issues such as balancing policing in the age of austerity against the growth of punitive populism, or allocating resources effectively between the prevention of terrorism or violence against women and girls.

Scrutinising institutions such as the police, county councils and victim-focused charities, you will examine some of the tensions that exist within them such as decision-making, agenda-setting and resource allocation. You will think critically about the processes that are involved in turning ideas into action, building 'joint working' initiatives and managing policy implementation. Furthermore, you will consider some of the wider criminological issues you have studied in relation to the criminal justice work setting – how do cultural, political and patriarchal attitudes affect the shape of agenda-setting, and what could be the impact of vicarious trauma upon the agents whom we put so much trust? Criminology in policy and practice will provide you with the skills necessary to connect your degree with the criminal justice sector, its policies and practices.

The module is taught by lectures and seminars.

Optional Modules

(Subject to availability)

Year 3: Theories of Deviance, Crime and Social Control

Theories of Deviance will introduce you to the explanations of deviant and criminal behaviour throughout the twentieth century. You will cover theories of crime that are of both historical interest and contemporary relevance, identifying and policing the parameters of 'normality' in late modern, western society. You will critically evaluate whether crime is mostly a result of social inequality and consider the meaning of 'good' and 'bad'. You will also discuss the influence of the Chicago School, notions of 'anomie', and the consequences that followed from the introduction of symbolic interactionism and labelling theories. By the end of Theories of Deviance, you will have an historical understanding of social explanations of crime and be able to demonstrate the relevance of these theories to contemporary issues.

The module will be taught through one weekly lecture, and one weekly seminar workshop.

Year 3: Cybercrime, Security and Policing

Cybercrimes are becoming increasingly prevalent in western society, and their policing and control progressively problematic. You will have the opportunity to explore the risks that modern cybercrimes pose to individuals, organisations and the nation state, and examine how authorities both locally and transnationally have attempted to police new digital patterns of criminality.

The module is taught in two, discreet halves, with the first exploring the development of new 'cyber-dependent' crimes that exist solely as a product of new internet technologies. The second half will examine the emergence of 'cyber-enabled crimes' involving the reconstitution of established and traditional crimes such as human trafficking, organised crime, terrorism and hate crime that have been irrevocably changed by virtue of their online 'digitisation'. Within each of the topics covered in the module, you will have the chance to explore cutting edge cyber-crime case studies against a backdrop of the challenges that authorities have faced when attempting to police these crimes both locally and transnationally. In addition, you will examine the impact of the Dark Web and Tor Network, and how these continue to evade traditional policing styles. You will learn about the facilitation of radicalisation and terrorism, othering and stigmatisation, transnational crime, migration and human trafficking and the policing and security strategies that have been developed to combat and prevent them.

You will examine the topics within online digital settings, which will provide you with insights that will deepen and complement other taught modules that adopt an 'offline' approach when investigating crime and policing. You will achieve an understanding of a wide range of cybercrimes, their sociological and criminological conceptualisation and the key modes of policing, punishment and control designed to reduce and contain their risk. The module is taught by lecture/seminar format using computer-based work for seminars.

Year 3: Cultures of War

The media is saturated with reports of war, ethnic and political conflict in various countries around the world. Whilst there are rules of engagement for war, crimes are nevertheless committed during conflicts. Cultures of War will offer you the opportunity to consider and evaluate the concept of 'war', through the conduct of governments and international bodies as well as combatants and non-combatants. Through a 'Cultural Criminological' lens, you will examine the causes of war and crimes committed in conflict-torn environments. Is war a natural consequence of human interaction? Is there a difference between a 'terrorist' and a 'freedom fighter'? Are there effective methods for resolving global conflicts? You will explore some historical, political, legal and sociological explanations of combat, conflict and political unrest, agendas as well as the impact of patriotism, nationalism and fanaticism. You will examine theories of war, rules of armed conflict and the roles of international courts and tribunals. You will evaluate crimes and weapons of war as well as representations of war in the media (including the 'war on drugs' and 'war on terror'), conflict prevention and effective peace processes. You will be encouraged to draw upon contemporary materials and are expected to be aware of recent media coverage of events. Whilst lectures will be given, this module is run mainly as an interactive seminar/workshop, therefore student preparation and participation is expected.

Year 3: A Module from the Anglia Language Programme

Year 3: Body Politics

The vulnerabilities, strengths and differences between human bodies are not only experienced by all of us in our daily lives but

are increasingly at the forefront of political and social media debate and controversy as well as the targets of national and international trade, aid and inequality. This module offers an opportunity to uncover and analyse the politics of gender, race, ethnicity, disability and sexuality in contemporary societies.

Beginning with the body in history, you will examine the ways in which religious, scientific and cultural ideas and beliefs have shaped understandings of the body, as well as looking at sociological theorising of bodies and embodiment.

You will look at how bodies become gendered and racialised, as well as how disability and ideas of the “healthy body” relate to neoliberal notions of individual agency and personal responsibility, often serving to legitimise forms of social stigma, marginalisation and inequality.

You will also examine the ways in which the body is the focus of new forms of technology and commodification. We will examine notions of perfection, the “ideal body”, the commodified body and the use of the body as the site of identity projects (such as cosmetic surgery and piercing), locating such phenomena within their social, political and economic contexts. You will also consider how bodies ‘answer back’ and how they are deployed as political weapons and expressions. Does it make sense to speak of commonalities between bodies in various states of struggle, such as self-harm or hunger strikes?

Teaching will be lecture and seminar based. You will be required to read for weekly seminars. Within these seminar discussions, you will assume collective responsibility for applying course material to a specific area of body politics in order to elucidate sociological understandings of bodies in context, and taking such collective responsibility will be an explicit theme of class discussion throughout the module. You will also be required to deliver a presentation on a selected reading (providing a critical, evaluative summary, and raising questions for discussion).

Year 3: How to Change the World

If you have an idea about a community-based initiative, a charity, a project, a campaign or the development of a movement; where do you start? Changing the world isn't easy. But this module will provide you with knowledge and skills that could equip you to become a social entrepreneur.

Social enterprise is about initiatives that do ‘good things’, and social enterprises are organisations that sell goods or services to obtain at least some of their income, but carry out their activities in ways that are socially or environmentally beneficial. They make such benefits a founding principle of their business. Even if you do not know much about social enterprises, you have probably come across them. Human rights activist Anita Roddick founded the Body Shop in 1976. Blake Mycoskie founded TOMS in 2006 after a visit to Argentina where he learned that children suffer because they have no shoes. Rape Crisis centres emerged out of the feminist movement in the 1970s. In 2011, Scott Harrison facilitated supplies of clean drinking water to more than a million people. John Bird and Gordon Roddick founded the Big Issue in 1991 to help homeless people. The Street League is a charity which changes the lives of some of the most disadvantaged young people, through football. Divine Chocolate Ltd is an innovative Fairtrade company co-owned by cocoa farmers in Ghana that campaigns for small scale cocoa producers in West Africa. All these people may not have started out thinking they would change the world, but they have.

In this module, you will learn about the relevant concepts behind social enterprise, starting with a discussion about the social economy and ‘Big Society’ and moving on to define social enterprise and related politics. You will evaluate sustainable enterprise and responsible management topics, and consider social investments and crowdfunding. You will research ideas that underpin strategic management and planning, and you will research examples of social enterprises evaluating good practice and considering what counts as a ‘successful’ social enterprise.

Successfully changing the world is about more than running an organisation; it is about building alliances, compromising and accepting that change is a long-term game. This module is your essential guide to facilitating change and developing your future career.

The module is taught through a blend of on-line and in-class delivery, and will enable you to design your own social enterprise and cultivate possible placements or business plans. For your assessment you will be asked to produce a 60 second pitch and write a 1500 word report on the social enterprise of your choice.

Year 3: Crime and Place: Geographic Criminology and Crime Mapping

Criminologists have long been interested in the role that place plays in the distribution and nature of crime. Over the last 200 years scholars have been producing crime maps to explore the important relationship between the environment and criminal

behaviour. Such crime and place studies now fall under the academic umbrella of Environmental (or geographic) Criminology. Environmental Criminology is a family of theories that share an interest in the 'where' of criminal events and look for crime patterns in the environment. Such crime patterns can then inform strategies for crime prevention at the same geographic level.

In this module, you will be introduced to the issues and concepts central to an understanding of geographic or environmental criminology. In the first part of the module, key definitions, issues and concepts associated with the field will be introduced. You will look at the history of crime mapping and its evolution to the present day. From there you will examine crime patterns at various spatial scales from a city to an individual scale. In addition, you will examine how offenders use the environment and explore the various theories and models that have been put forward to explain the processes involved in offence location selection. Finally, you will learn to understand and recognise the role that spatial approaches can play in crime prevention, operational policing and geographic profiling.

You will be required to contribute each week primarily through the completion of practical tasks and exercises. These exercises will utilise actual case studies designed to familiarise you with the principles and theories central to an understanding of this field.

Year 3: Protest and Activism

Social and political movements have become a notable feature of national and international politics in the contemporary world. The Arab Spring, the Occupy Movement, G20 protests, WikiLeaks – these are all manifestations of protests, rebellion and activism today. Uprisings against state and international forces have a long history and have contributed to revolutions and changes in political systems the world over. This module examines how 'bottom-up' forces have shaped politics and what role protests and activism plays in today's political context. We examine who the actors are, what power they have, how they have shaped politics and what role the new media plays in protests and in activism. The module engages with theoretical and conceptual tools to understand civil society, empowerment, protest, activism, rebellion and revolution and takes a historical approach to examine social and political rebellions and revolutions in the 20th and 21st century. The role of key global actors will be explored, including social movements, NGOs, nationalist movements, ideological movements, global media, industry, as well as national and global institutions. The module covers theoretical conceptions to understand the mechanisms of social and political protests and discusses the dynamics of uprisings and revolutions beginning with the suffragette movement and ending with #Occupy. The material will be enhanced through a series of film showings relevant to the topics, which will be arranged in addition to the lectures and seminars for this module.

Year 3: Learning from Work Experience

This module is designed to give students the opportunity to prepare for the transition from education to work by raising awareness of their own aptitudes and attitudes to learning and work, by applying theoretical and other skills gained through their studies in a practical way, and by investigating possible careers for which a degree in their subject area would be relevant. The module explores how work and learning interact, encourages self-managed learning, and serves to increase employability by improving sector knowledge, self-reliance and confidence. Appropriate work experience will provide students with relevant experience in sectors and roles in which they might seek future employment. An example of one such work experience is within the Citizen's Advice Bureau. Here, students will have the opportunity to access selected research projects currently being undertaken for CAB with reference to the local impact of a range of government policies. Students will also be given the opportunity to contribute to specific aspects of these projects. Such contributions may involve, for example, reviewing current research on a specific issue relevant to the local CAB service and/or collating and reviewing data collected to measure local impact. These contributions will be tailored by staff delivering the module to the existing skills sets of the individual student concerned. Students are not expected to lead their own research projects (this can be done at Level 6 in the Major Project). Students are then expected to apply theoretical knowledge, skills and concepts to the analysis of their work experience. Students are required to undertake 70 hours of activity in (or related to) an appropriate placement either as a paid worker or volunteer. They will be required to agree with the employer and with the Module Leader or Module Tutor specific ways in which the module learning objectives can be achieved within the chosen workplace. This agreement will provide the background against which students will prepare a report for their employer. A feature of the module will be a reflective workplace diary which logs activity and supports an analysis of the learning achieved in the report. There will be a series of workshops to support the module and students will also receive supervision from the Module Leader or Tutor.

Year 3: Envisioning Change

Entrepreneurs, in the purest sense, are those who identify a need and respond to it. But to make a social enterprise requires some specific skills to make it happen, and to be successful. You will need to develop an ability to respond to uncertainties and taking responsibility for decisions you make; to make sacrifices and take risks.

You may feel frustrated with problems in society, such as homelessness, justice failures, lack of awareness of social issues, or political apathy. Alternatively, you may believe that certain institutions lack robust initiatives or are misguided in resources or focus. If you'd like to make a positive impact, Envisioning Change will provide you with the means to realise your ideas.

Building on your knowledge from and the skills you learned in 'How to Change the World', Envisioning Change will enable you to document the cause that motivates you, develop your action plan, and embark on your social enterprise. Envisioning Change will equip you with the knowledge and practical skills necessary to realise your plans.

Envisioning Change will provide you with the skills to launch a social enterprise. You will learn to distinguish between many conflicting attributes: intuition and analysis; feeling and thinking; solutions and problems; when to be imaginative; how to interpret trends; and how to envision the future, rather than build 'castles in the air'. You will consider ethical issues and identify your 'moral compass', as well as pinpoint short, medium and 'big-ticket' goals. You will reflect on your own strengths and form realistic judgements about your limitations, as well as refine your communication skills. Envisioning Change will enable you to assess the emotional needs and potential contributions of key players and develop your own emotional intelligence in order to connect with people's core values. Finally, you will demonstrate that you are capable of creating an exciting and energetic atmosphere through positive and organised leadership.

Envisioning Change will be studied on-line, in-class and through close supervision. You will advance your practical skills by defining your mission statement, developing fundraising and networking skills, and assessing the impact of your project (idea). You will be assessed through a portfolio, in which you will demonstrate funding, networking and strategic planning skills, and produce an impact evaluation report.

Year 4: Sex, Sex Offending and Society

Sex 'offending' has become a major concern of governments, academics, policy analysts and pressure groups around the world, yet the problem remains little understood and inadequately addressed. Sex offenders are noted for both their 'invisibility' and 'familiarity', yet media coverage is dominated by stereotypical accounts of 'stranger rapes', child abduction and rape-murders.

In this module you will examine the way certain sexual activities have come to be defined and regulated as sex crimes and how particular definitions generate specific legal responses and treatments. You will consider the notion that sex can be understood through a continuum of negotiations from casual sex, marriage, prostitution, through to rape. You will learn to recognise sexual offending, its underlying theories and its consequences from the perspectives of offenders, victims, society and the law. Rape 'myths' and 'stereotypes' will be discussed, and juxtaposed against attrition throughout the criminal justice process. You will examine the potential of the media and how internet technologies contribute to the increasingly problematic policing of sexually explicit materials. Aspects of the international sex trade will be examined, in particular the problem of human trafficking and sexual exploitation. Whilst tying together the themes of the module, you will consider legal barriers to justice alongside the growing body of evidence that calls for action to recognise all forms of violence against women in order to prioritise the prevention of further victimisation.

You should be thoroughly prepared for the weekly lectures and seminars.

Year 4: Race, Racism and Cultural Identity

This module provides an in-depth exploration of the sociology of 'race', racism and ethnic divisions. It considers three related themes: the social origins and significance of racial and ethnic divisions; the (varied) causes, contexts and consequences of racism and antiracism; and the cultural consequences of migration. Each theme will be developed using a combination of theory, research findings and case study material. Although the primary substantive focus of the module will be on race relations in contemporary Britain, insights will be drawn from historical and international comparisons. For the bulk of the module teaching will be by lectures and seminars. Students are required to engage in preparatory reading prior to each seminar. There will also be a series of student-led workshops that will apply sociological knowledge and understanding to current questions of 'race' politics and policy. Workshop topics will vary but will relate to key module themes - the collection and use of racialised data in the criminal justice system (the significance of 'race' categories); debates about the usefulness of the concept of institutional racism (sociology of racism); and globalised Islam (migration and identity). Students will be required to read material collected on a

module web site a briefing pack prior to each workshop and deliver a short presentation in one of the workshops.

Year 4: Investigative Psychology

The psychological study of crime, criminals and victims within an investigative framework is known as criminal or investigative psychology.

In this module, you will examine the role that psychology and psychological perspectives can play in the criminal justice process. You will pay particular attention to the application of psychology to police investigations including the collection, examination and utilisation of investigative information and evidence as well as to the role of the psychologist in the court room.

You will explore the different ways criminal psychologists contribute to police training, investigations and interviewing as well as their contribution to understanding evidence in the courtroom and how juries process that evidence. In addition, you will examine and evaluate the challenges and pitfalls that can arise when advising on police investigations.

You will be required to contribute each week primarily through the completion of practical tasks and exercises. These exercises will utilise real case studies, designed to familiarise students with the types of criminal cases and associated outputs produced by criminal psychologists in a 'real world' setting.

Year 4: Feminist Theory and Practice

This module offers you the opportunity to explore the development of feminist theory and practice from the early 20th century, with a particular focus on the period from the 1960s to the present. Course material will predominantly cover British and North American feminism but we will also consider perspectives and activism from other global regions. The module will explore and locate different feminist perspectives and will focus on differences between liberal and radical feminism. You will explore these perspectives in relation to key topics that have been central to feminist struggles, such as the family, male violence against women, concepts of masculinity and femininity, sexuality and reproductive rights, media representation, and employment and participation in public life. Key themes will include: Feminist strategies, activism and impact (including consideration of women-only / mixed sex organising), current issues and the future of feminism. Teaching will be lecture and seminar based. You will be required to read for weekly seminars. Within these seminar discussions, you will assume collective responsibility for applying course material to a specific area of social life in order to elucidate the development of feminist theory and practice within it, and taking such collective responsibility will be an explicit theme of class discussion throughout the module.

Year 4: Politics and Social Media

New media, and particularly online social media, have become a fixture in today's socio-political context. The ubiquity of online social media like Twitter and Facebook, among other platforms, have given them not only a social dimension but also one that facilitates political activism, exchange and perhaps control. This module explores the role of social media in political practices, and the production of political knowledge as well as power. The module introduces the many facets of social media in political theory and practice, before considering real world impact areas of social media today in a range of issue areas. Emphasis is given to how social media impacts on activism and protest, political campaigning, but also how explore the darker side of social media freedom. The module is structured in two parts and begins with an engagement of theoretical aspects relevant to politics and social media. In this part it explores and contrasts the virtual with the real, and examines how they relate to one another in current socio-political contexts. The second part engages with concrete cases in which social media have played an active role for social and political impact. As part of the module, students will be encouraged to participate actively with social media on a political topic of their choice and assess the value and role of the online social media platform. The module is taught by lectures and seminars.

Year 4: Concepts of Good and Evil

What role, if any, does the concept of evil play in our moral vocabulary? Is it a narrowly theological notion or does it usefully describe certain kinds of act and/or character? This module examines contemporary accounts of evil, as well as looking at the concept of evil in the history of philosophy from Leibniz to the present. In addition to considering theoretical discussions of evil, the module also treats phenomena such as war and terrorism and asks whether the concept of evil helps us to understand them. The module is taught by lecture and seminar; students are also expected to undertake self-managed learning.

Year 4: Invisible Crimes

Criminology has historically focused on crime committed by the most disadvantaged and powerless members of society, rather than the crimes of more powerful individuals or organisations. Invisible Crimes is concerned with criminal activity in the environmental sector, which is often policed by governmental or quasi-governmental organisations. You will focus on crimes such as those committed by corporate entities, or those individuals within them, who often have a more profound economic, physical and social cost on individuals than those associated with 'conventional' criminal behaviour. You will examine how corporate entities experience the process of criminal justice, which differs from the experience of individuals, despite the fact that such enterprises may contribute to workplace injury or death. In addition, you will explore the difficulty in defining corporate, white-collar and organised crime, and how it has been addressed by criminologists. You will discuss the extent and nature of corporate crimes, suggest different perspectives on organised crime, and provide a forum for the discussion of environmental crimes. In addition, you will explore the links in the crime-power-media relationship, examining them through case studies and reportage specific to the cases, as well as texts and theories to inform the broader context.

You must be prepared to research and discuss controversial cases in weekly seminars.

Year 4: Sexuality and Social Control

This module provides a critical exploration of the range of discursive practices which are deployed to explain sex and sexuality in Western culture. It examines longstanding claims about the 'naturalness' of heterosexuality as a reproductive drive linked to the survival and reproduction of the human 'species' and the implications of this for the gendered sexual order, for various non-conventional sexualities and for particular social groups. Drawing on a 'social constructionist' approach the module examines religious, biological, psychological and sociological explanations of sexuality. It uncovers how sex and sexuality are understood, practiced and regulated and in doing so, exposes the ideological and discursive foundations of ideas about sex and sexuality in relation to gender, ethnicity, age and disability. Through a series of lectures, seminar readings and video recordings students will have the opportunity to examine and deploy a range of perspectives in an effort to understand how ideas about sex and sexuality are shaped historically, vary cross culturally and impact on us as individuals and members of particular social groups.

Year 4: Comparative and Global Criminal Justice

Comparative and Global Criminal Justice will introduce you to the profound economic, political, social and technological developments in the world since the late 1980s. These developments fuelled by globalisation have had huge implications for international criminal justice. You will examine the constant tension between the local and international notions of justice that these social changes have created. You will also critically analyse the ways comparative criminal justice researchers are studying international crimes and global justice issues such as genocide, gender-based violence, terrorism, human trafficking, capital punishment, and child labour. Importantly, you will develop skills necessary to analyse effectively criminal justice issues from a global perspective and be exposed to global institutions and organisation at the forefront of global justice issues.

You will attend a one hour lecture and a one hour seminar each week, and be prepared for weekly discussions on key global justice issues.

Year 4: Preparing for Work

This module will act as a bridge between higher education and future employment. It will evaluate students' learning achievements, identifying their strengths, weakness and skills and prepare them for the next step in their career in an orderly and planned fashion.