




Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College ▶ University Level
Appendix 2		

APPENDIX 2 - Course programme and assessment

Assessment Schedules

The table below shows the balance of coursework/examinations and the number and weighting of assessment tasks. Details of deadlines are given in each module guide, given to you at the start of the course, and in the assessment schedule given to you by the course leader at induction

AWARD TITLE	FdA Public Services: Policing Studies			
YEAR/STAGE	Year 1/Level 4			
Module Title	Policing I: Police Procedure and Professional Ethics	Introducing Criminology	Criminal Justice System	Psychology and Crime
Module Code	31-4134-00L	31-4135-00L	31-4136-00L	31-4137-01L
Delivery Pattern (see guidance notes)	Semester One & Two	Semester One & Two	Semester One & Two	Semester One & Two
Mandatory, Elective, Option	Mandatory	Mandatory	Mandatory	Mandatory
Level	4	4	4	4
Credit Points	20	20	20	20
Initial Assessment Tasks & Weighting	CW 50% / 50% 1. Group presentation 30 minutes 2. Group presentation 30 minutes	CW 100% 2 tasks 50% / 50% Single Module Mark Research project and presentation +1000 report 2000 word essay	CW 100% 2 tasks 50% / 50% Single Module Mark 1500 words case study 1500 words essay	CW 100% 2 tasks 50% / 50% Single Module Mark 1500 word assignment
Breakdown of Student Learning Hours	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/Led: 48 T/Directed: 52 S/Led: 100
Module Delivery by	Sheffield College	Sheffield College	Sheffield College	Sheffield College

	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	 
Appendix 2		



AWARD TITLE	FdA Public Services: Policing Studies	
YEAR/STAGE	Year 1/Level 4 (continued)	
Module Title	Knowledge of Offender Management	Organisational Context
Module Code	31-4822-00L	31-4141-00L
Delivery Pattern <i>(see guidance notes)</i>	Semester One & Two	Semester One & Two
Mandatory, Elective, Option	Mandatory	Mandatory
Level	4	4
Credit Points	20	20
Initial Assessment Tasks & Weighting	CW 100% 2 tasks Essay 1000 words Group Presentation 20 mins	CW 100% 2 tasks Single Module Mark 2 x 1500 words essays
Breakdown of Student Learning Hours	T/Led: 48 T/Directed: S/Led: 152	T/ Led: 48 T/ Directed: 52 S/ Directed: 100
Module Delivery by	Sheffield College	Sheffield College

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College ▶ University Level
Appendix 2		

AWARD TITLE	FdA Public Services: Policing Studies			
YEAR/STAGE	Year 2/Level 5			
Module Title	Policing 2: Contemporary Police and Policing	Criminological Theory	Policy and Legal Frameworks	Work based Learning in Policing and Criminal Justice
Module Code	31-5160-00L	31-5161-00L	31-5162-00L	31-5163-00L
Delivery Pattern <i>(see guidance notes)</i>	Semester One & Two	Semester One & Two	Semester One & Two	Semester One & Two
Mandatory, Elective, Option	Mandatory	Mandatory	Mandatory	Mandatory
Level	5	5	5	5
Credit Points	20	20	20	20
Initial Assessment Tasks & Weighting	CW 100% 2 tasks 25% / 75% Single Module Mark Critical reflection 1000 word 3000 word essay	CW 100% 2 tasks 25% / 75% Single Module Mark Case Study 100 words 3000 word essay	CW 100% 2 tasks 50 / 50% Single Module Mark Case study 2000 words 2000 word essay	CW 100% 2 tasks 50% / 50% Single Module Mark Portfolio of evidence logs and a Professional development portfolio
Breakdown of Student Learning Hours	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/ Led: 20 T/ Directed: 20 S/ Directed: 160
Module Delivery by	Sheffield College	Sheffield College	Sheffield College	Sheffield College

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College ▶ University Level
Appendix 2		

AWARD TITLE	FdA Public Services: Policing Studies			
YEAR/STAGE	Year 2/Level 5 (continued)			
Module Title	Research project in Criminology	High Risk and Serious Offenders	Gender and Crime	Race, Crime and Criminal Justice
Module Code	31-5165-00L	31-5164-00L	24-5023-00L	24-5027-00L
Delivery Pattern <i>(see guidance notes)</i>	Semester One & Two	Semester One & Two	Semester One & Two	Semester One & Two
Mandatory, Elective, Option	Mandatory	Elective	Elective	Elective
Level	5	5	5	5
Credit Points	20	20	20	20
Initial Assessment Tasks & Weighting	CW 100% Individual Project 100%	CW 100% 2 tasks 50%/50% Single Module Mark Case study 2000 words 2000 word essay	CW 100% 2 tasks 80% / 20% Single Module Mark Presentation 1000 words + 3000 words	CW 100% 2 tasks 50% / 50% Single Module Mark 2 X 2000 words
Breakdown of Student Learning Hours	T/ Led: 20 T/ Directed: 60 S/ Directed: 120	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/ Led: 48 T/ Directed: 52 S/ Directed: 100	T/ Led: 48 T/ Directed: 52 S/ Directed: 100
Module Delivery by	Sheffield College	Sheffield College	Sheffield College	Sheffield College

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

External Examiners

As a student on a Sheffield Hallam University award it is important to note that the University welcomes and values the involvement of students in quality management processes. To support this, please note that the External Examiner for your course is:

Name: Christopher Crowther-Dowey

Email: Christopher.crowtherdowey@ntu.ac.uk

Institution: Nottingham Trent University

External Examining is one of the principal means of maintaining academic standards across the UK. Suitably qualified and experienced External Examiners are appointed to provide informative comment and recommendations upon whether or not:

- the University is maintaining the threshold academic standards
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University's policies and regulations
- the academic standards and the achievements of students of the University are comparable with those in other UK higher education institutions

All assessment tasks and student work is marked and moderated by internal members of staff before being sent to the External Examiner. In order to carry out their role, External Examiners are asked to comment on assessment tasks, moderate a sample of student work, endorse Assessment Board decisions, and provide the University with an annual report.

At the end of each academic year, the External Examiner annual reports and the responses to them will be made available to you. Students will also have the opportunity to discuss the reports during staff/ student committee meetings. Students can request a copy of a particular External Examiner's report in full by emailing quality@shu.ac.uk

Please note, this information has been provided in order to ensure External Examining arrangements are transparent. Students should not make direct contact with external examiners, in particular regarding individual performance in assessments. External Examiners have been advised to refer any direct contact from students to the University.

Students may be asked to attend meetings with the External Examiner. The purpose of these meetings is to allow the External Examiner to gain student feedback on modules, course and experience. It would not be appropriate to discuss individual people and/or assessments.

Methods of discussing individual assessments, and engaging with quality management and enhancement processes should already be familiar to you, however if you have any queries, please do not hesitate to contact your tutor.

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR CONTENTS

LEVEL 4 MANDATORY MODULES	PAGE No.
Policing 1: Police Procedure and Professional Ethics	7
Introducing Criminology	12
Criminal Justice System	17
Psychology and Crime	22
Knowledge of Offender Management	26
Organisational Context	30
LEVEL 5 MANDATORY MODULES	
Policing 2: Contemporary Police and Policing	34
Criminological Theory	39
Policy and Legal Frameworks	44
Work Based learning in Policing and Criminal Justice	49
Research Project in Criminology	53
LEVEL 5 ELECTIVE MODULES	
High Risk and Serious Offenders	59
Gender and Crime	64
Race, Crime And Criminal Justice	69

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	POLICING 1: POLICE PROCEDURE AND PROFESSIONAL ETHICS			
SI MODULE CODE	31-4134-00L			
CREDITS	20			
LEVEL	4			
JACS CODE	L310			
SUBJECT GROUP	Criminology and Community Justice			
DEPARTMENT	Public services			
MODULE LEADER	Dick Severns			
NOTIONAL STUDY HOURS	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200



MODULE AIM(S)

- To provide students with a working knowledge of the fundamentals of stop and search, arrest process, including, preservation and recording of evidence, self- defence and conflict management
- To provide students with a sound understanding of a number of the most prolific offences. Preparation for operational police duties
- To provide students with an opportunity to gain a deeper and more systematic understanding of ethical issues in the fields of policing and criminal justice
- To develop a range of appropriate leadership and management skills in conjunction with the workplace to improve the effectiveness and efficiency of the Police Service and other criminal justice organisations.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Explain the importance of definitions and draw conclusions about how they impact on the points to prove for common offences during arrest / interview and to include a working knowledge of what is required to make a lawful stop and search leading to an arrest, including PACE Act 1984, SOCAP 2005
- Discuss the most prolific theft offences (robbery, burglary, theft), the issues around stop and search and key concepts of conflict management, self-defence and the law relating to reasonable force
- Describe the role of supervision within the police force and criminal justice organisations and the importance placed on the selection of supervisors who endorse the Ethics and Values of the Police Force
- Explain the Policies & Procedures that exist to maintain and protect professional ethics within the police force.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

INDICATIVE CONTENT

- PACE Act 1984
- SOCAP 2005
- Criminal Law Act 1967
- Theft Act 1968
- Public security and individual rights
- Equality and discrimination
- Use of force
- Conflict management
- Policies and Procedures Code of Conduct & Ethics Professional Standards Discipline & Correction
- HMIC
- IPCC

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

- Students will be provided with support and opportunities which enable them to become autonomous, reflective learners in regard to their own development of knowledge and their acquisition of skills and practices relevant for the world of work. Appropriate guest speakers and external visits will be used.
- Students will be provided with a blended teaching approach which includes on-going face-to-face teaching activities, such as lectures, seminars, workshops, etc. These sessions will not only enable tutor-student interaction, discussion and reflection, but also opportunities for regular peer supported activities,
- Face-to-face and/or online tutorial support will also be provided to support students understanding and engagement with learning activities and assessment tasks,
- A module handbook will be made available at the start of teaching, which includes details of the module aims, learning outcomes, assessment and marking criteria, methods of feedback, learning and teaching methods and strategy, and key reading lists and online links,
- Teaching activities will also be supported and enhanced through the use of a range of e-learning tools within a Virtual Learning Environment. Specifically, Moodle will provide full access to module guides, teaching materials, reading lists, assessment information and activities, and a full range of other online resources and links,
- Formative and summative activities, tasks and feedback will be provided within all modules to support and develop students' academic, personal and professional development (further detail provided below).

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

ASSESSMENT STRATEGY AND METHODS

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Group presentation	PR	50	30 mins (1500 words equivalent)	Y
2	Group presentation	PR	50	30 mins (1500 words equivalent)	Y

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Explain the importance of definitions and draw conclusions about how they impact on the points to prove for common offences during arrest / interview and to include a working knowledge of what is required to make a lawful stop and search leading to an arrest, including PACE Act 1984, SOCAP 2005	The student work will be judged on: The clarity, accuracy and breadth of the explanation of issues around the main features of prolific theft offences, a lawful stop and search and the arrest process including the importance of legal definitions.	For a typical pass, the student will: define and discuss a prolific theft offence and demonstrate a lawful stop and search and arrest using the appropriate legislation and procedures
Discuss the key concepts of conflict management, self-defence and the law relating to reasonable force	Identification and evaluation of different positions in relation to key concepts of conflict management, self-defence and the law relating to reasonable force and how far the discussion is supported by reference to academic literature and policy sources as appropriate	Some discussion about the key legal, concepts and legislation in relation to the use of force are described

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Describe the role of supervision within the police force and criminal justice organisations and the importance placed on the selection of supervisors who endorse the Ethics and Values of the Police Force	The appropriate selection of key concepts relating supervision in the criminal justice system	Some basic description of the role of supervision and key aspects
Explain the Policies & Procedures that exist to maintain and protect professional ethics within the police.	The clarity, accuracy and breadth of the explanation of these policies and procedures	Some explanation of the key policies and procedures within the police force relating to professional ethics

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)

FEEDBACK

Students will receive feedback on their performance in the following ways.



Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials.

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

MODULE EMBEDDED WORK BASED LEARNING

This module has very real practical essence to it. Students will be required to demonstrate a lawful stop and search and then arrest which will include a working knowledge of what is required to make a lawful stop and search leading to an arrest, including PACE Act 1984, SOCAP Act 2005. This will be in a role play scenario which will be video recorded for assessment and reflection.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

LEARNING RESOURCES (INCLUDING READING LISTS)

Blagden, N (2012) Policing and Psychology. Learning Matters. London:

Blake, P. Sheldon, B. Williams, P (2010) Policing and criminal Justice. Learning Matters. London:

Copley, S (2011) Reflective practice for police students. Learning Matters. London: Emsley, C. (2005) *Crime and Society in England, 1750-1900* 3rd ed, London: Longman

Farrell, A. (1993) *Crime, Class and Corruption: The Politics of the Police*, London: Bookmarks

Grieve, J. Harfield, C. MacVean, A (2012) Policing. SAGE publications. London: MacVean, A.

Neyroud, P (2012). *Police values and ethics*. Learning Matters, London:

McLaughlin, E. (2007) *The New Policing*, Sage: London (available as e-book and paperback)

Newburn, T. (2008) Handbook of Policing. Willan Newburn, T. (2013) Criminology. Routledge online <http://www.homeoffice.gov.uk/police/powers/pace-codes/> PACE Act 1984 codes of practice,

Paterson, C. Pollock, E (2011) Policing and Criminology. Learning Matters. London: Pepper, I (2011) Working in Policing. Learning Matters. London:

Reiner, R (2010) *The Politics of the Police 4th edn.*, London: Harvester Wheatsheaf

Rowe, M. (2008) Introduction to Policing. Sage. London

Sheldon, B. Wright, P (2010) Policing and technology. Learning Matters. London: Stout, B (2010) Equality and diversity in Policing. Learning Matters. London: Waddington, P.A.J.

Wright, M (2010) What is policing. Learning Matters. London:

Wakefield, A. Fleming, J (2012) The sage dictionary of policing. SAGE publications. London:

Sheffield College Learning Resource Centre including the e-books system on the college website.

Sheffield College VLE system (Moodle)

Journals

The British Journal of Criminology and back issues.

Crime, Media, Culture An International Journal. (new)

The Howard Journal of Criminal Justice. (New)

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Introducing Criminology			
SI MODULE CODE	31-4135-00L			
CREDITS	20			
LEVEL	4			
JACS CODE	L310			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>Public services</i>			
MODULE LEADER	<i>Julia Norton</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIM(S)

- To provide students with a framework to study crime and deviancy from a historical and contemporary perspective
- To enable students to engage in criminological discussion, recognising the significance of social, political and economic factors within society from both a national and international perspective
- To ensure students acknowledge the importance of media influence, statistical information, and theoretical explanations with reference to crime and deviancy
- To ensure students have acquired the necessary platform for further academic debate.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Examine the relevance of theoretical approaches to understand crime and deviancy
- Evaluate the purpose of statistical information to understand crime and deviancy
- Identify and explore the significance of debates about the definition of crime and deviancy
- Examine the role, contribution and influence of the media to understand crime and deviancy

INDICATIVE CONTENT

- Discussion of the major theoretical approaches to the study of crime and deviancy.
- Appreciation for the purpose of and problems with official and other statistical information
- Introduction to qualitative and quantitative research processes and practices, associated with the wider appreciation of criminological concepts
- Consideration of the definitional issues in the study of crime and deviance from social, legal and political perspectives
- Overview of the development of criminology as an academic discipline Examination of the diversity of offending in contemporary society
- Acknowledgement of key issues relating to media representation of crime and deviancy

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

The teaching will comprise a combination of directed lectures, guest speakers, seminar activities, workshop and/or IT based sessions, tutorials, on-line discussion and self-directed learning activities (supported by tutors).

ASSESSMENT STRATEGY AND METHODS

Formative and summative assessment will include two tasks: a research project (50%) and an essay (50%).

The first assessment task will consist of a research project which will allow students to meet the learning outcomes one and two above. The research project will require students to examine the relevance of theoretical approaches to understand crime and deviancy and to additionally show how statistical information can help in understanding crime and deviancy.

All research projects will be negotiated with the module tutor and an operational member of staff from South Yorkshire Police Service. Students will be expected to examine a 'real' life crime problem area suggested by the Police Service and apply their acquired theoretical understanding to these problems. Students will work in small groups to undertake the research project, they will present their finding back to the module tutor, personnel from South Yorkshire Police Service and the group and submit an individual 1000 word report to show how they have met the learning outcomes and to show the weighting of contribution by the group.

The essay will enable students to demonstrate an engagement with the academic literature and debates inherent within criminology, while simultaneously acquiring the skills needed for the development of academic study.

These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Research Project, Presentation and Written Report	CW	50%	Presentation of Findings and 1000 word report	Y / N
2	Written Essay	CW	50%	2000 words	Y / N

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Examine the relevance of theoretical approaches to understand crime and deviancy	The student work will be judged on: Degree of application of theory to contemporary criminal justice practice during group presentation on a local crime problem	For a typical pass, the student will: Apply to some degree relevant theories to a specific crime problem negotiated with local police
Evaluate the purpose of statistical information to understand crime and deviancy	Research of statistical data for group presentation. The breadth of evaluation of available data and the degree to which statistics can accurately inform criminal justice practice	Evaluate to some degree the range, purpose and value of statistical data and its usefulness in criminal justice practice
Identify and explore the significance of debates about the definition of crime and deviancy	Accuracy and breadth of knowledge of relevant debates about crime and deviancy and the application to criminal justice practice	Discuss to an adequate level the definitions of crime and deviancy and make some links to current criminal justice practice
Examine the role and contribution of the media to understand crime and deviancy	Ability to articulate how the media may influence both the general public perception of crime and how different criminal justice sectors might be influenced taking into account issues of diversity and human rights	Present some evidence and argument as to the degree to which the media may influence public perceptions of crime and the ways in which the media might influence criminal justice practice



NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed

FEEDBACK

Students will receive feedback on their performance in the following ways:

Formative and summative feedback is a continuous, developmental process which will occur throughout the module. The various forms of feedback will include: seminar, workshop, on- line, tutorial interaction, as well as in response to specific assessment tasks. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

Feedback for assessment task one will constitute written and verbal feedback from the tutor, South Yorkshire Police staff and peer feedback. Each learner will receive an overall grading percentage for the assessment task. Assessment task two will comprise of written and one to one feedback.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

MODULE EMBEDDED WORK BASED LEARNING

This module will employ a number of work based learning activities. In the initial elements of the module students will examine the key issues surrounding crime and deviance and this will involve the consideration of theoretical information. This will be supplemented by guest speakers from a range of organisations related to criminal justice organisations. These will supplement the learning, teaching and assessment delivered within the College and give students and overall view of how criminological theory can be applied to actual crime problems and situations.

Specifically in the first assessment component students will be expected to undertake the Research Project which will allow them to use the theoretical knowledge that they have gained during the delivery of the unit in to practice. With the assistance of the module tutor and guidance from South Yorkshire Police all students will develop a realistic solution to an actual crime problem using their understanding of crime theories and crime data. This is an innovative method of working closely with outside organisations and may actually assist the Police Service in finding solutions to problems in the South Yorkshire area.

LEARNING RESOURCES (INCLUDING READING LISTS)

Coleman, C (2000) *Introducing Criminology*, Willan

Crowther, C. (2007) *An Introduction to Criminology and Criminal Justice*. Basingstoke: Palgrave Macmillan.

ISBN 1855214083/9781855214088

Jones, S. (4th edition, 2009). *Criminology* Oxford: Oxford University Press.

Koffman L — *Crime Surveys and Victims of Crime* (University of Wales Press, 1997)

Maguire M. et al — *The Oxford Handbook of Criminology* (Oxford University Press, 2007) ISBN 0199205434/9780199205431

Newburn, T. (2007) *Criminology*. Cullompton: Willan

Pease K — *Uses and Abuses of Criminal Statistics* (Ashgate Publishing, 1999) Stout, B (ed)

(2008) *Applied Criminology*, Sage

Tierney, J (3rd edition, 2010) *Criminology: Theory and Context*. Harlow: Longman Treadwell, J.

(2006) *Criminology*. London: Sage



Walklate, S. (1998) *Understanding Criminology*, Buckingham: Open University Walklate, S.

(2005) *Criminology: The basics* London: Routledge.

Williams K (2008) — *Textbook on Criminology 6th edition* (Blackstones) ISBN 0199264406/9780199264407

Williams, K (5th edition, 2004). *Textbook on Criminology*. Oxford: Oxford University Press.

Sheffield College Learning Resource Centre including the e-books system on the college website.
Sheffield College VLE system (Moodle)

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Journals

The British Journal of Criminology and back issues
 Crime, Media, Culture An International Journal (new)
 The Howard Journal of Criminal Justice (New)

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Criminal Justice System			
SI MODULE CODE	31-4136-00L			
CREDITS	20			
LEVEL	4			
JACS CODE	L390			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>public services</i>			
MODULE LEADER	<i>Lesley Rowlands</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIM(S)

- To provide students with a framework to study the criminal justice system in England and Wales to begin to evaluate its effectiveness
- To introduce students to the key stakeholders in the criminal justice system and the nature of relationships between them
- To explore the workings of the criminal justice process including key decision-making stages
- To explore notions around the differential impact of the criminal justice system upon diverse populations
- To introduce students to human rights issues within the Criminal Justice System
- To introduce and evaluate models of criminal justice and the importance of key concepts of justice, discretion, risk, punishment, deterrence, incapacitation, rehabilitation and restorative justice



MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Describe the criminal justice process, identifying key decision making stages within it, and its impact on offenders, victims and wider society as appropriate.
- Identify and describe a range of stakeholders involved in responding to crime and the criminal justice process, these stakeholders' roles and responsibilities and relationships between them.
- Discuss some of the key concepts, theories, debates and policy developments in criminal justice through reference to relevant academic literature and policy sources as appropriate.

INDICATIVE CONTENT

- The criminal justice process in England and Wales, and key decision making stages within it.
- The roles and responsibilities of a range of stakeholders involved in responding to crime and in the criminal justice process in England and Wales.
- The impact of criminal justice on offenders, victims and wider society.
- Punishment and penal theory.
- Disparity and discrimination in criminal justice.
- Policy debates and developments in criminal justice in England and Wales (although comparisons may be drawn with other U.K. and international jurisdictions).

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- Students will be provided with support and opportunities which enable them to become autonomous, reflective learners in regard to their own development of knowledge and their acquisition of skills and practices relevant for the world of work. Appropriate guest speakers and external visits will be used.
- Students will be provided with a blended teaching approach which includes ongoing face-to-face teaching activities, such as lectures, seminars, workshops, etc. These sessions will not only enable tutor-student interaction, discussion and reflection, but also opportunities for regular peer supported activities,
- Face-to-face and/or online tutorial support will also be provided to support students understanding and engagement with learning activities and assessment tasks,
- A module handbook will be made available at the start of teaching, which includes details of the module aims, learning outcomes, assessment and marking criteria, methods of feedback, learning and teaching methods and strategy, and key reading lists and online links,
- Teaching activities will also be supported and enhanced through the use of a range of e-learning tools within a Virtual Learning Environment. Specifically, Moodle will provide full access to module guides, teaching materials, reading lists, assessment information and activities, and a full range of other online resources and links,
- Formative and summative activities, tasks and feedback will be provided within all modules to support and develop students' academic, personal and professional development (further detail provided below).

ASSESSMENT STRATEGY AND METHODS

- Providing opportunity to engage in formative tasks and activities which directly support student learning, through the development of knowledge and the acquisition of skills and practices. These can include tutor and peer feedback as well as personal reflection.
- Requiring completion of summative tutor-led tasks which are supported through previous formative tasks and activities within the module design.
- The case study is regarding one of the most important cases which fundamentally changed Policing within the UK. Using this case study gives the student the opportunity to study a real

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

life case that was inquired into in minute detail. The Macpherson report is very detailed and enables students to follow the sequence of events, what why and when the incident occurred.



- The essay will enable students to demonstrate an engagement with the academic literature and debates inherent within criminology, while simultaneously acquiring the skills needed for the development of academic study.
- These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Case study	CW	50	1500	Y
2	Essay	CW	50	1500	Y

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Describe the criminal justice process, identifying key decision making stages within it, and its impact on offenders, victims and wider society as appropriate	The student work will be judged on: the clarity, accuracy and breadth of description of the criminal justice process and key decision making stages within it and of its impact on offenders, victims and wider society as appropriate	For a typical pass, the student will: describe some key stages of the criminal justice process with some accuracy
Identify and describe a range of stakeholders involved in responding to crime and the criminal justice process, these stakeholders' roles and responsibilities and relationships between them	clarity, accuracy and breadth of the description of a range of stakeholders, their roles and responsibilities and relationships between them	describe some of the key stakeholders involved in criminal justice and some of their key roles and responsibilities and relationships between them
Discuss some of the key concepts, theories, debates and policy developments in criminal justice through reference to relevant academic literature and policy sources as appropriate	Quality of discussion in relation to key concepts, theories debates and policy developments in criminal justice and how far the discussion is supported by reference to relevant academic literature and policy sources as appropriate	offer some simplistic discussion of some of the key concepts, theories, debates and policy developments with some support from relevant academic literature and policy sources

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

FEEDBACK

Students will receive feedback on their performance in the following ways:

Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials.

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

MODULE EMBEDDED WORK BASED LEARNING

This module encourages students to learn about the processes involved within the Criminal Justice system by following the process of an established real life case study. That being the Stephen Lawrence murder. Students also get the opportunity to question guest speakers, in particular Sergeant Ray Powell who was previously the President of the National Black Police Officers Association and Richard Goulding, senior case worker for the Professional Standards Dept of South Yorkshire Police and Inspector Simon Mellows SYP Diversity champion. Students are given a taste of what it is like to give evidence in court when they have to write up their evidence as if they are a Police Officer and give evidence in relation to an offence of using a mobile phone whilst driving. The students write their evidence and the room is converted to resemble a court room. The students are then take the oath and give their evidence. They are given a very robust cross examination and develop a real understanding of what it is like to give evidence in court as a Police Officer.

To supplement and reinforce the above experience, the students visit a real life Crown or Magistrates court and experience a real trial in progress.

LEARNING RESOURCES (INCLUDING READING LISTS)

Blagden, N (2012) Policing and Psychology. Learning Matters. London:



Blake, P. Sheldon, B. Williams, P (2010) Policing and criminal Justice. Learning Matters. London:

Copley, S (2011) Reflective practice for police students. Learning Matters. London:

Gibson, B and Cavadino, P. (2008) *The Criminal Justice System: An Introduction*, 3rd edn. Winchester: Waterside Press.

Grieve, J. Harfield, C. MacVean, A (2012) Policing. SAGE publications. London: MacVean, A.

Neyroud, P (2012). *Police values and ethics*. Learning Matters, London: Malleon, K. (2007) *The Legal System*, 3rd edn. Oxford: Oxford University Press

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Padfield, N. (2008) *Text & Materials on the Criminal Justice Process*, 4th edn. Oxford: Oxford University Press.

Paterson, C. Pollock, E (2011) *Policing and Criminology*. Learning Matters. London: Pepper, I (2011) *Working in Policing*. Learning Matters. London:

Sanders, A and Young, R. (2006) *Criminal Justice*, 3rd edn. Oxford: Oxford University Press

Sheldon, B. Wright, P (2010) *Policing and technology*. Learning Matters. London:

Sprack, J. (2008) *A Practical Approach to Criminal Procedure*, 12th edn. Oxford: Oxford University Press.

Stout, B (2010) *Equality and diversity in Policing*. Learning Matters. London: Waddington, P.A.J.

Wright, M (2010) *What is policing*. Learning Matters. London:

Wakefield, A. Fleming, J (2012) *The sage dictionary of policing*. SAGE publications. London:

Sheffield College Learning Resource Centre including the e-books system on the college website.

Sheffield College VLE system (Moodle)

Journals

The British Journal of Criminology and back issues.

Crime, Media, Culture An International Journal. (new)

The Howard Journal of Criminal Justice. (New)

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Psychology and Crime			
SI MODULE CODE	31-4137-01L / 00S			
CREDITS	20			
LEVEL	4			
JACS CODE	C 810			
SUBJECT GROUP	Criminology and Community Justice			
DEPARTMENT	Public Services			
MODULE LEADER	Bradley Connor			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIMS

- To understand the principles of psychology within the Criminal Justice System
- To introduce the relevant principles underpinning psychology in the Criminal Justice System
- To review the principles of psychology that affects the Criminal Justice System.
- To understand the structure of a psychological research project
- To undertake the planning of a research project investigating crime and criminal behaviour from a psychological perspective

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Describe the importance of theories in psychology and their relevance to the crime and criminal behaviour
- Apply principles and theories to examples in the Criminal Justice System.
- Evaluate the contribution of psychology to the study of crime.
- Plan a structured psychological research project which can assist in explaining criminal behaviour

INDICATIVE CONTENT

- Key psychological concepts and theories linked to human development and behaviour; e.g. cognitive-behavioural, psychodynamic, social learning theories
- Psychological approaches to understanding and addressing offending behaviour and their application within the criminal justice system e.g. the application of cognitive-behavioural theory in programmes for offenders
- Understanding psychological explanations for motivation
- Psychology and the process of assessment and intervention.
- Diversity, discrimination, human rights and psychology.
- To understand how to plan a research project including an assessment of the relevant literature, methodological approach, and research ethics

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- Workshops
- Seminars
- Direct Lecture Input
- Online Activities
- Face-to-face support

Independent Study



You will be required to undertake additional reading around the topics of the module. A range of resources will be made available to assist with this process but it is expected that you will complete further reading from a variety of sources.

ASSESSMENT STRATEGY AND METHODS

In order to pass this module, students must secure an overall module mark of 40%. In-module retrieval is available for this module.

- Assessment 1: To achieve 40% in the module you must explain theories and principles of psychology and human behaviour in relation to the study of crime and this must be communicated appropriately through a resource.
- Assessment 2: To achieve 40% in the module you must produce a research proposal for a viable topic. They must determine an appropriate introduction, literature review, methodology and conclusion.

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	A written assignment consisting of 1500 words discussing psychological principles of criminality and their relevance to the Criminal Justice System	CW	50%	Equivalent word Limit 1500	Y
2	Produce a 1500 word proposal for a structured psychological research project which can assist in explaining criminal behaviour	CW	50%	Equivalent word Limit 1500	Y

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

FEEDBACK

Students will receive feedback on their performance in the following ways:

Formative Assessment

This will be on-going during the module, with the delivery allowing for the collection of a variety of formative feedback from peers and course tutors. Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world at work).

Summative Assessment

To successfully complete this module you must achieve a mark of 40% or more across both assessment tasks. Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching.

LEARNING RESOURCES (INCLUDING READING LISTS)

Ainsworth, P. B.: Psychology and Crime (Longman 2000) Blackburn, R: The Psychology of

Criminal Conduct (J Wiley, 1993)

Brewer, K: Psychology and Crime (Heinemann 2001)

Clark, I.L. (2007). Writing the Successful Thesis and Dissertation: Entering the Conversation. Prentice Hall.

Cottrell, S., (2008). The Study Skills Handbook (3rd edition), Palgrave Macmillan.

Denscombe, M.(2010) The Good Research Guide for small-scale research projects. Fourth Edition, Maidenhead, Open University Press.

Hallsworth, S. (2005): Street Crime. Willan Publishing.

Harrower, J: Applying Psychology to Crime (Hodder and Stoughton, 1998)



Hollin, C. R.: Psychology and Crime: An Introduction to Criminological Psychology (Routledge, 1989)

King, R.D. and Wincup, E. (eds) (2007) Doing Research on Crime and Justice, Second edition. Oxford: Oxford University Press.

Pakes, FJ and Winstone, J. (2007) Psychology and Crime: understanding and tackling offending behaviour. Willan

Stephenson, G. (1992): The Psychology of Criminal Justice. Blackwell.

Davies, G., Hollin, C., and Bull, R. (Eds.) (2008). Forensic Psychology. Chichester: Wiley.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Bull, R., Cooke, C., Hatcher, R., Woodhams, J., Bilby, C., and Grant, T. (2006) Criminal Psychology. Oxford: Oneworld.

Alison, L. (ed.) (2005). The Forensic Psychologist's Casebook. Cullompton: Willan.

Canter, D., and Youngs, D. (2008) Applications of Geographical Offender Profiling. Aldershot: Ashgate.

Howitt, D. (2006). Introduction to Forensic and Criminal Psychology 2nd edition Harlow: Pearson.

Jackson, J.L. and Bekarian, D. A. (eds) (1997). Offender Profiling Chichester: Wiley.

Kapardis, A. (2003). Psychology and Law: A critical introduction. Cambridge: Cambridge University Press.

Milne, R., and Bull, R. (1999). Investigative Interviewing. Chichester:Wiley.

Westcott, H., Davies, G. and Bull, R. (2002). Children's Testimony. Chichester: Wiley.

Sheffield College Learning Resource Centre including the e-books system on the college website.

Sheffield College VLE system (Moodle)

Journals

Journal of Police and Criminal Psychology

Journal of Criminal Psychology

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Knowledge of Offender Management
MODULE CODE	31-4822-00L
LEVEL	20
CREDITS	4
ECTS CREDITS VALUE	
FACULTY	Development and Society
DEPARTMENT	Law Criminology and Community Justice
SUBJECT GROUP	Lorna Harris
DATE APPROVED	28th June 2016

MODULE AIM

The aim of this module is to ensure that students develop a thorough knowledge of the legal and policy framework that guides offender management and to appreciate how this knowledge has been devised and implemented.

LEARNING OUTCOMES

LO Ref	Learning Outcome
1	Understand and explain probation related law and policy and reflect on their application in practice
2	Evaluate the implementation of law and policy and the potential for differential impact on different social groups
3	Explore and analyse the values and ideas that underpin key legal provisions and policy frameworks relating to probation practice
4	Explore different value bases for work with offenders, particularly in relation to social justice and human rights.

INDICATIVE CONTENT

- Understanding community and custodial sentences: sentencing guidelines; setting requirements and licence
- conditions; indeterminate and life sentences.
- Equality and diversity: understanding relevant policy and legislation; prejudice and discrimination; human rights.
- Multiagency working: communication, responsibilities and values; MAPPA; MARAC
- Understanding policies and procedures in relation to mental health
- Safeguarding children and vulnerable adults
- Understanding policies and procedures in relation to substance misuse.
- NPS and CRC interchange: roles and responsibilities
- Victims of crime: responsibilities of individuals and organisations in relation to victims.

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be taught by:

- Case studies
- Interactive lectures
- Discussion and task-based activities with both peers, guest speakers and tutor in seminars
- Outside visits by Criminal Justice partners
- On-line discussion and feedback on student learning process
- Individual discussion and feedback on student learning process in tutorials
- Self-directed learning utilising reading material and electronic resources



ASSESSMENT INFORMATION

A written assignment will afford learners the opportunity to transfer learning from formative assessment and explore what works in knowledge of offender management in greater depth. A choice of titles permits learners to focus on areas of specific interest.

A presentation of a chosen case study will assist students understand the links between theory and practice using a real life case study. A presentation in small groups (2-3 students) can provide the student to develop useful study skills and employable skills by engaging in a presentation in front of their peers.

The assessments for this module are designed to enable students to demonstrate their engagement with learning and achievement against the specific learning outcomes. Opportunities are provided for learners to gain formative feedback. Summative assessment tasks are supported by developmental tasks and activities throughout the module, so that there is a clear and explicable link between the module teaching and assessment.

Task No.	Description of Assessment Task	Assessment Task Type Coursework (CW) Written Exam (EX) Practical (PR)	Word Count or Exam Duration	Task Weighting %
1	Essay	CW	1000 words	50%
2	Case study, group presentation	CW	20 minutes, 1000 word equivalent	50%

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

FEEDBACK TO STUDENTS

Formative and summative feedback is a continuous, developmental process which will occur throughout the module. The various forms of feedback will include: on-line VLE Moodle group forums, tutorial interaction, as well as in response to specific assessment tasks. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

LEARNING RESOURCES FOR THIS MODULE

Adams B et al (2000) *The Risk Society & Beyond Critical Issues for Social Theory*, Sage Publications
Denney, D (2005) *Risk and Society*, Sage Publication

Downes, D.M and Rock, P.E (2007) *Understanding deviance: a guide to the sociology of crime and rule breaking*,

(Eds) Brayford, J., Cowe, F. and Deering, J. (2010) *What Else Works?: Creative Work with Offenders* Cullompton: Willan

(Eds) Crawford, A and Hucklesby, A (2013) *Legitimacy and compliance in criminal justice* Abingdon: Routledge

(Eds) McNeill, F, Raynor, P and Trotter, P (2010) *Offender supervision: New directions in theory, research and practice* Cullompton: Willan

McNeill, F and Weaver, B (2010) *Changing Lives: Desistance research and offender management* Glasgow: Scottish Centre for Criminal Justice Research

(Eds) Pycroft, A and Gough, D (2010) *Multi-agency working in criminal justice: Control and care in contemporary correctional practice* Bristol: Policy Press

Scott, D and Codd, H (2010) *Controversial issues in prisons* Maidenhead: OUP

Trotter, C. (2006) *Working with involuntary clients: A guide to practice* London: Sage



(Eds) Ugwidike, P and Raynor, P (2013) *What works in offender compliance: International perspectives and evidence-based practice* Basingstoke: Palgrave Macmillan

White, R and Graham, H (2010) *Working with offenders: A guide to concepts and practices* Cullompton: Willan

Ebooks:

Garland D (2002) *The Culture of Control: Crime and Social Order in Contemporary Society*

Kemshall and J.Pritchard (eds.) (1997) *Good Practice in Risk Assessment and Risk Management*, volume 2. London: Jessica Kingsley Publications.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Kemshall, H. (1997) Reviewing Risk: A review of research on the assessment and management of risk and dangerousness: implications for policy and practice in the Probation Service. A report for the Home Office Research and Statistics Directorate. London: Home Office.

Kemshall, H. (1997) 'The dangerous are always with us: dangerousness and the role of the probation service', VISTA, 2, (3) 136-153.

Kemshall, H. (1998a) Risk in Probation Practice. Aldershot: Ashgate

Sheffield College Learning Resource Centre including the e-books system on the college website.

Sheffield College VLE system (Moodle)

Journals:

The British Journal of Criminology and back issues.

Crime, Media, Culture An International Journal. (new)

The Howard Journal of Criminal Justice. (New)

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	ORGANISATIONAL CONTEXT			
SI MODULE CODE	31-4141-00L			
CREDITS	20			
LEVEL	4			
JACS CODE	L 310			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>Public Services</i>			
MODULE LEADER	<i>Mark Marshall</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIM(S)

This module will allow the learner to gain:-

- Knowledge of the key concepts in organisational theory and how these relate to criminal justice agencies
- Knowledge of the theories that explain the significance of work roles and boundaries, including the power dynamics of working in a team
- Knowledge of the literature around the management of change and how this can be applied to criminal justice agencies
- Knowledge of the relationships that exist between criminal justice agencies and effective inter-agency and inter-professional practices.



MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Explain the positive and negative potentials of groups and their power to discriminate and exclude.
- Identify and explain how agency procedures and legislation contribute to our understanding of accountability in the workplace.
- Describe and analyse organisations within the criminal justice system using organisational theories.
- Explain the ways in which organisations approach, negotiate and manage change.

INDICATIVE CONTENT

- Theories on groups and individuals in organisations.
- The changes in diversity its training and legislation within the criminal justice system.
- Multi agency and partnership working.
- Accountability within organisations and for the individual.
- Recruitment of individuals for an organisation and organisational culture. Emotional Intelligence and assessing personality traits.
- Discretion and ethics.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

- Leadership and the move to transformational leadership styles.
- Inspection, accountability and efficiency and the tri-partite system of accountability for the police service.
- Managerialism and its role in public services.
- Concept of power with regard to the individual and criminal justice agencies.

LEARNING AND TEACHING METHODS

Students will be provided with support and opportunities which enable them to become autonomous, reflective learners in regard to their own development of knowledge and their acquisition of skills and practices relevant for the world of work.

- Students will be provided with a blended teaching approach which includes ongoing face-to-face teaching activities, such as lectures, seminars, workshops, etc. These sessions will not only enable tutor-student interaction, discussion and reflection, but also opportunities for regular peer supported activities. Appropriate guest speakers (E.G. head of South Yorkshire Criminal Justice Board) and workshops.
- Face-to-face and/or online tutorial support will also be provided to support students understanding and engagement with learning activities and assessment tasks,
- A module handbook will be made available at the start of teaching, which includes details of the module aims, learning outcomes, assessment and marking criteria, methods of feedback, learning and teaching methods and strategy, and key reading lists and online links,
- Teaching activities will also be supported and enhanced through the use of a range of e-learning tools within a Virtual Learning Environment. Specifically, Moodle will provide full access to module guides, teaching materials, reading lists, assessment information and activities, and a full range of other online resources and links.

ASSESSMENT STRATEGY AND METHODS

This module will be assessed by the means of two written assignments of 1500 words each being weighted at 50%. They must both include a reference sheet with all references made according to the Harvard referencing system.

The essay's will enable students to demonstrate an engagement with the academic literature and debates inherent within criminology, while simultaneously acquiring the skills needed for the development of academic study.

These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Essay	CW	50	1500	Y
2	Essay	CW	50	1500	Y

ASSESSMENT CRITERIA



LEARNING OUTCOME (LO)- A statement of what a learner should know, do or understand	ASSESSMENT CRITERIA- A statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/THRESHOLD- A statement of the typical pass requirement, in relation to the LO
Explain the positive and negative potentials of groups and their power to discriminate and exclude.	The student work will be judged on: The clarity, accuracy and breadth of the explanation and discussion in the assignment content.	For a typical pass, the student will: Provide a general discussion of the positive and negative potentials of groups and their power to discriminate and exclude.
Identify and explain how agency procedures and legislation contribute to our understanding of accountability in the workplace.	The extent to which the learner has linked legislation, policy and procedures to operational practice	Explain to some degree how agency procedures and legislation contribute to our understanding of accountability in the workplace.
Describe and analyse organisations within the criminal justice system using organisational theories.	The quality and accuracy of the analysis of organisational theories Which underpin the practice of specific CJS agencies	Provide a general description and analysis of organisations within the criminal justice, making reference to established theories.
Explain the ways in which organisations approach, negotiate and manage change.	The clarity, accuracy and breadth of explanation used to demonstrate how Criminal Justice organisations manage change in the working environment	Shows some degree of understanding of the ways in which organisations approach, negotiate and manage change

Note: differentiated marking criteria based on grade/level/degree classification can be accessed from the Module Handbook and the college VLE (Moodle).

FEEDBACK

Students will receive feedback on their performance in the following ways.

Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

MODULE EMBEDDED WORK BASED LEARNING

This module gives the student opportunities for theoretical practice with organisational context. They can relate their current working experiences into discussion and reflect on them. Guest speakers from South Yorkshire police and the Criminal Justice Board attend and discuss with the students real life situations within their organisations and relate theory to practice.

LEARNING RESOURCES (INCLUDING READING LISTS)

Adair, J (2009) Effective Teambuilding, Pan

Adlam, R. and Villiers, P (2003) Police Leadership in the 21st Century: Philosophy, Doctrine and Developments, Waterside Press

Belbin, M R. (2010) 2nd ed Team Roles at Work. Butterworth-Heinemann

Farnham, D and Horton, S (eds.) (1996) Managing the New Public Services, (2nd ed.) Macmillan

Fiedler, F.E. and Chemers M (1981) 'Improving Leadership effectiveness: the leader match concept' Wilett self teaching guide

Handy, C. (2005) Understanding Organisations (4th Ed) Penguin

MacVean, A. Neyroud, P (2012). *Police values and ethics*. Learning Matters, London:

Senior, P, Crowther-Dowey C, Long, M. (2007) Understanding the modernisation of criminal justice. Open University

Sheffield college Learning resource centre including the e-books system on the college website.

Sheffield college VLE system (Moodle)

Journals

British Journal of Criminology

International Journal of Police Science and Management

Management Today

Police Federation Magazine Policing and Society

Public Money and Management

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	CONTEMPORARY POLICE AND POLICING			
SI MODULE CODE	31-5160-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L 310			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>Public Services</i>			
MODULE LEADER	<i>Peter Norton</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIM(S)

This module focuses in greater depth on police and policing in their historical, political and sociological contexts, examining such important issues as:

- Police accountability
- Contrasting models of policing
- Police culture
- Plural policing
- Contemporary policing.



MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Critically reflect on the frameworks for policing accountability and governance and their historical evolution
- Examine research findings on police occupational culture and assess the implications for equitable policing and police integrity
- Analyse the effectiveness and limitations of contrasting styles and models of policing
- Critically evaluate the nature of Policing studies which impact upon contemporary policing within the UK

INDICATIVE CONTENT

- The development of public policing in the UK and its relationship to other forms of social control
- Frameworks for police accountability in terms of the politics of policing and policing performance
- The rebirth and rise of private and other forms of 'plural policing'. The nature and sociology of police work
- Contrasting styles and models of policing (e.g. community policing; zero tolerance policing, intelligence-led policing; problem oriented policing; public order, terrorism)

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

- Contemporary issues in policing and policing futures Police governance and democratic accountability Managerialism and police reform
- Diversity and Human Rights.

LEARNING AND TEACHING METHODS

Students will be provided with support and opportunities which enable them to become autonomous, reflective learners in regard to their own development of knowledge and their acquisition of skills and practices relevant for the world of work.

- Students will be provided with a blended teaching approach which includes ongoing face-to-face teaching activities, such as lectures, seminars, workshops, etc. These sessions will not only enable tutor-student interaction, discussion and reflection, but also opportunities for regular peer supported activities. Appropriate guest speakers.
- Face-to-face and/or online tutorial support will also be provided to support students understanding and engagement with learning activities and assessment tasks,
- A module handbook will be made available at the start of teaching, which includes details of the module aims, learning outcomes, assessment and marking criteria, methods of feedback, learning and teaching methods and strategy, and key reading lists and online links,
- Teaching activities will also be supported and enhanced through the use of a range of e-learning tools within a Virtual Learning Environment. Specifically, Moodle will provide full access to module guides, teaching materials, reading lists, assessment information and activities, and a full range of other online resources and links,

ASSESSMENT STRATEGY AND METHODS

The first assessment task will consist of a critical reflection. By critically reflecting on the frameworks for policing accountability, governance and their historical evolution. Students will acquire an in-depth knowledge of the historical accountability of the Police and give them a solid understanding of the Police as an organisation.

The second assessment task will measure learners understanding in the area of contemporary policing studies in the UK, students will need to provide a written account of the nature of contemporary policing, which will include the development and recent history of contemporary policing and an exploration of contemporary policing styles.

The essay will enable students to demonstrate an engagement with the academic literature and debates inherent within criminology, while simultaneously acquiring the skills needed for the development of academic study.

These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Critical reflection	CW	25	1000	Y
2	Essay	CW	75	3000	Y

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Critically reflect on the frameworks for policing accountability and governance and their historical evolution	The student work will be judged on: The level of critical reflection on the frameworks for policing accountability and governance and their historical evolution	Critical reflection of frameworks is well-reasoned, with an overall consideration of the key issues.
Examine research findings on police occupational culture and assess the implications for equitable policing and police integrity	The range of information sources and the relevance of material selected for their needs	Examination of the main sources of information and select those most relevant to their own needs.
Analyse the effectiveness and limitations of contrasting styles and models of policing	Identification and analysis of the effectiveness and limitations of contrasting styles and models of policing	Some analysis of concepts is well-reasoned, with an overall consideration of the key issues.
Critically evaluate the nature of Policing studies which impact upon contemporary policing within the UK	Critical evaluation of contemporary policing studies in the UK, including the distinction between the police and policing	Some evaluation of the nature of the key issues impacting on contemporary policing

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)



FEEDBACK

Students will receive feedback on their performance in the following ways:

Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials.

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

MODULE EMBEDDED WORK BASED LEARNING

This module helps put contemporary Policing in context for the students. With the use of guest speakers from the Police who are questioned in relation to the development of the Police, Insp Simon Mellors describes how the Police recruitment differs from today and what it was in the post war era “Dixon of Dock Green” days. The real issue of accountability is address by this module linking in with the responsibility of having police powers and how they are abused.

Students research a number of real Police incidents which were officially investigated by the Independent Police Complaints Authority and use their reports to add credibility and authority to their assignments. This affords the learner the opportunity to employ a degree of criticality to their work which is a necessary academic skill for working towards level 6.

Students are given real life examples of misuse of Police power and these then debated with serving Officers. Insp Mellors and Sgt Powell. PCSO 8286 Mark Wolstenholme who is the college local PCSO, attends a lesson and gives the students opportunity to discuss the different approaches to Policing and the development of plural Policing.

LEARNING RESOURCES (INCLUDING READING LISTS)

Blagden,N (2012)Policing and Psychology. Learning Matters. London:

Blake,P. Sheldon,B. Williams, P (2010) Policing and criminal Justice. Learning Matters. London:

Copley,S (2011) Reflective practice for police students. Learning Matters. London: Emsley,

C. (2005) *Crime and Society in England, 1750-1900* 3rd ed, London:Longman

Farrell, A. (1993) *Crime, Class and Corruption: The Politics of the Police*, London:

Bookmarks

Grieve, J. Harfield, C. MacVean, A (2012) Policing. SAGE publications. London: MacVean,

A. Neyroud, P (2012). *Police values and ethics*. Learning Matters, London:

McLaughlin, E. (2007) *The New Policing*, Sage: London (available as e-book and paperback)

Newburn,T. (2008) Handbook of Policing. Willan

online <http://www.homeoffice.gov.uk/police/powers/pace-codes/>



PACE Act 1984 codes of practice,

Paterson,C. Pollock,E (2011) Policing and Criminology. Learning Matters. London: Pepper,

I (2011) Working in Policing. Learning Matters. London:

Reiner, R (2010) *The Politics of the Police 4th edn.*, London: Harvester Wheatsheaf

Rowe, M. (2008) Introduction to Policing. Sage.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Sheldon,B. Wright, P (2110) Policing and technology. Learning Matters. London: Stout,B
 (2010) Equality and diversity in Policing. Learning Matters. London: Waddington, P.A.J.
 Wright,M (2010) What is policing. Learning Matters. London:
 Wakefield,A. Fleming,J (2012) The sage dictionary of policing. SAGE publications. London:
 Sheffield College Learning Resource Centre including the e-books system on the college
 website.

Sheffield College VLE system (Moodle)

Journals

The British Journal of Criminology and back issues.
 Crime, Media, Culture An International Journal. (new)
 The Howard Journal of Criminal Justice. (New)

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Criminological Theory			
SI MODULE CODE	31-5161-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L310			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>Public services</i>			
MODULE LEADER	<i>Sumiyya Shafiq</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIM(S)

- To enable students to engage with major theoretical perspectives (including pre- modern, modern and post-modern explanations) shaping our understanding of crime in contemporary society
- To develop a critical awareness of the value of theory in explaining patterns of crime and criminalisation
- To ensure students acknowledge the relationship between theoretical development and research practice
- To consider the relationship between different theoretical perspectives and their implications in terms of application for criminal justice and social policy.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Analyse the range of theoretical perspectives introduced to help explain and address criminal behaviour
- Compare and evaluate the global influence and application of theoretical perspectives on crime rates and patterns at an international, national and local level
- Critically assess the relevance of pre-modern, modern and post-modern theories of crime and their application to empirical data
- Relate different theoretical perspectives to the development of social and criminal justice policy and assess policy outcomes.

INDICATIVE CONTENT

- Consideration of numerous theoretical perspectives ranging from sociological positivism to postmodernism
- Recognition of the historical context of theory in the development of criminology as a discipline
- Recognition and awareness of contemporary crime problems within society
- Awareness of the relationship between theory, research and policy.

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

The teaching will comprise a combination of directed lectures, seminars and/or workshop sessions, tutorials on-line discussion and self-directed learning activities (supported by tutors). The lectures will provide a theoretical framework which students will be encouraged to develop in more detail during seminars/ workshops/ tutorials and through on-line discussion.

ASSESSMENT STRATEGY AND METHODS

Formative and summative assessment will include two pieces of work:

- Formative: Submission of a selected case study to be used as a planning tool for the assessed work (Semester 1, non-assessed).
- Summative: A coursework based assignment, which will develop detailed in-depth understanding of a particular theoretical problem. (Semester 2, 100% weighting). This affords the learner the opportunity to employ a degree of criticality to their work which is a necessary academic skill for working towards Level 6.

These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Case Study	CW	25%	1000	Y
2	Essay	CW	75%	3000	Y

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Analyse the range of theoretical perspectives introduced to help explain and address criminal behaviour	The student work will be judged on: Ability to analyse a range of theoretical perspectives and apply to a case study	For a typical pass, the student will: To some degree provide an analysis of a range of theoretical perspectives and attempt to apply to a case study

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Compare and evaluate the global influence and application of theoretical perspectives on crime rates and patterns at an international, national and local level	Clarity, accuracy and breadth of comparison and evaluation of application of theoretical perspectives on crime rates and patterns at an international, national and local level.	To a satisfactory level provide some comparison and evaluation of the global influence and application of theoretical perspectives on crime rates and patterns at an international, national and local level
Critically assess the relevance of pre-modern, modern, and post- modern theories of crime and their application to empirical data	Degree of critical assessment of pre-modern, modern, and post- modern theories of crime and application to empirical data	Some critical assessment of pre-modern, modern, and post-modern theories applied to a specific type of offence/offender
Relate different theoretical perspectives to the development of social and criminal justice policy and assess policy outcomes	Range of differing theoretical perspectives and the accuracy of links to current criminal justice policy and practice	Some ability to link differing criminological perspectives to current criminal justice policy

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE Moodle.

FEEDBACK

Students will receive feedback on their performance in the following ways:



Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials as learners look towards working at level 6

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.



MODULE EMBEDDED WORK BASED LEARNING

Some formative tasks are individually tailored to the learners own WBL, application of criminological theory to practice and the quality of information available within specific organisations. For example Special constables will be expected to consider a particular piece of practice and demonstrate how theory informed practice, this also links with the WBL module and the value of experiential learning.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

LEARNING RESOURCES (INCLUDING READING LISTS)

- Burke, R. (2009) *An Introduction to Criminological Theory 3rd edn.*, Cullompton: Willan
Course Reader
- Carlen, P. (1998) *Sledgehammer: Womens's Imprisonment at the Millenium*, London
Macmillan
- Cloward, R. and Ohlin, L. (1966) *Delinquency and Opportunity*, New York: Free Press
- Coleman, C. and Norris, C. (2000) *Introducing Criminology*, Cullompton: Willan Cowell,
D *The Politics of Crime Control*, London: Sage
- Downes, D. and Rock, P. (2011) *Understanding Deviance 6th edn.*, Oxford: OUP
- Heaven, O. and Hudson, B. (2005) "Race", Ethnicity and Crime' in Hale, C. et.al. eds.
Criminology Oxford: OUP
- Hopkins-Burke, R. (2005) *An Introduction tom criminological theory*.Willan Kelly, L. (1988)
Surviving Sexual Violence, Oxford: Polity
- Lilly, R. et. al. (2011) *Criminological Theory 5th edn.*, London: Sage
- Lukes, S. and Scull, A. (1983) *Durkheim and the Law*, Oxford: Wiley/Blackwell Matza, D.
(1990) *Delinquency and Drift 2nd edn.*, London: Wiley
- Newburn, T. (2007) *Criminology*, Cullompton: Willan Shoemaker, D. (2005)
Theories of Delinquency, Oxford: OUP
- Slapper, G. and Tombs, S. (1999) *Corporate Crime*, London: Longman
- Tame, C. (1997) 'Freedom, Responsibility and Justice: the Criminology of the "New Right"' in Stenson,
K. and Cowell, D. *The Politics of Crime Control*, London: Sage
- Tierney, J. (2010) *Criminology: Theory and Context 3rd edn.*, London: Longman Valier, C
Theories of Crime and Punishment, 2002
- White, R. and Hines, F. (2008) *Crime and Criminology: An Introduction*, Oxford: OUP Wilson, J. Q. and
Kelling, G. (1982) "Broken Windows: the Police & Community Safety" *The Atlantic Monthly Review*,
March (1982)
- Young, J. (1991) 'Left Realism and the Priorities of Crime Control' in Stenson, K and

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Sheffield College Learning Resource Centre including the e-books system on the college website.

Sheffield College VLE system (Moodle)

Journals

The British Journal of Criminology and back issues. Crime,

Media, Culture An International Journal

The Howard Journal of Criminal Justice

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Policy and Legal Frameworks			
SI MODULE CODE	31-5162-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L 560			
SUBJECT GROUP	<i>Criminology and community justice</i>			
DEPARTMENT	<i>Public services</i>			
MODULE LEADER	<i>Peter Norton</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIM(S)

- To explore primary legislation of relevance to the Criminal Justice System: sentencing and court processes, mental health, child protection, equal opportunities, data protection, human rights
- To explore the developing range of civil remedies
- To examine the different Human Rights articles involved in a particular real life case study (Soham murders)

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Evaluate the nature and context of criminal justice legislation and civil remedies
- Identify and analyse the key legislation and its implementation within criminal justice agencies
- Analyse how the different Articles of the Human Rights Act applies to victims, offenders and others involved in the criminal justice system

INDICATIVE CONTENT

- Relevant legislation and policy which impact on offenders and workers at each stage within the criminal justice process
- Application of PACE
- Sentencing framework and rationales Sentences of the court
- Law and policy relating to young offenders
- Diversity and discrimination: policy and its application
- Human rights organisations
- Human rights and the media
- Human rights for offenders, victims and indirect victims

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Students will be provided with support and opportunities which enable them to become autonomous, reflective learners in regard to their own development of knowledge and their acquisition of skills and practices relevant for the world of work. Appropriate guest speakers and external visits will be used.

Students will be provided with a blended teaching approach which includes on-going face-to-face teaching activities, such as lectures, seminars, workshops, etc. These sessions will not only enable tutor-student interaction, discussion and reflection, but also opportunities for regular peer supported activities,

Face-to-face and/or online tutorial support will also be provided to support students understanding and engagement with learning activities and assessment tasks,

A module handbook will be made available at the start of teaching, which includes details of the module aims, learning outcomes, assessment and marking criteria, methods of feedback, learning and teaching methods and strategy, and key reading lists and online links,

Teaching activities will also be supported and enhanced through the use of a range of e-learning tools within a Virtual Learning Environment. Specifically, Moodle will provide full access to module guides, teaching materials, reading lists, assessment information and activities, and a full range of other online resources and links,

Formative and summative activities, tasks and feedback will be provided within all modules to support and develop students' academic, personal and professional development (further detail provided below).

ASSESSMENT STRATEGY AND METHODS

Students will over the course of the teaching develop two written assignments (50% for the first assessment and 50% for the second). This will enable on-going formative feedback and summative feedback. This will expect students to demonstrate knowledge and understanding of the subject area, and data collection and analysis skills relevant to the case study.

This case study revolves around an official inquiry into a double murder and the students follow the report by a Senior Judge and the subsequent findings and recommendations. The case study helps students have an in depth knowledge and understanding of these issues.

These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Essay	CW	50	2000	Y
2	Case study	CW	50	2000	Y

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Evaluate the nature and context of criminal justice legislation and civil remedies	The student work will be judged on: Evaluation and identification of the different systems involved in the UK CJS	For a typical pass, the student will: Present some evaluation of the key issues including how the UK court system operates
Identify and analyse the key legislation and its implementation within criminal justice agencies	The analysis of key legislation relating to its implementation within criminal justice agencies	Present some analysis about the key legislation referring to the PACE act 1984
Analyse how the different Human Rights articles apply to victims, offenders and others involved in the criminal justice system	The range and quality of data / information analysed and interpreted using a relevant case study	Present some analysis how the different Human Rights sections applies to victims, offenders and others involved in the criminal justice system

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)



FEEDBACK

Students will receive feedback on their performance in the following ways

Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials.

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

MODULE EMBEDDED WORK BASED LEARNING

This module incorporates key legislation within the Criminal Justice system in particular the Police Service. Students learn about some of the key real life events and the legislation that followed these events and played a pivotal role in the development of the Police Service.

The case study focuses on the Soham murders where Ian Huntley murdered two girls. The students can link to the actual murder trial and subsequent judicial enquiry and development of legislation as a direct result of this case.

LEARNING RESOURCES (INCLUDING READING LISTS)

Blagden, N (2012) Policing and Psychology. Learning Matters. London:

Blake, P. Sheldon, B. Williams, P (2010) Policing and criminal Justice. Learning Matters. London:

Copley, S (2011) Reflective practice for police students. Learning Matters. London:

Gibson, B and Cavadino, P. (2008) *The Criminal Justice System: An Introduction*, 3rd edn. Winchester: Waterside Press.

Grieve, J. Harfield, C. MacVean, A (2012) Policing. SAGE publications. London: MacVean, A.

Neyroud, P (2012). *Police values and ethics*. Learning Matters, London: Malleon, K. (2007) *The Legal System*, 3rd edn. Oxford: Oxford University Press

Padfield, N. (2008) *Text & Materials on the Criminal Justice Process*, 4th edn. Oxford: Oxford University Press.

Paterson, C. Pollock, E (2011) Policing and Criminology. Learning Matters. London: Pepper, I (2011) Working in Policing. Learning Matters. London:

Sanders, A and Young, R. (2006) *Criminal Justice*, 3rd edn. Oxford: Oxford University Press

Sheldon, B. Wright, P (2010) Policing and technology. Learning Matters. London:

Sprack, J. (2008) *A Practical Approach to Criminal Procedure*, 12th edn. Oxford: Oxford University Press.



Stout, B (2010) Equality and diversity in Policing. Learning Matters. London: Waddington, P.A.J.

Wright, M (2010) What is policing. Learning Matters. London:

Wakefield, A. Fleming, J (2012) The sage dictionary of policing. SAGE publications. London:

Sheffield College Learning Resource Centre including the e-books system on the college website.

Sheffield college VLE system (Moodle)

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Journals

The British Journal of Criminology and back issues

Crime, Media, Culture An International Journal (new)

The Howard Journal of Criminal Justice (new)

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Work Based learning in Policing and Criminal Justice			
SI MODULE CODE	31-5163-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L541			
SUBJECT GROUP	<i>Criminology and community justice</i>			
DEPARTMENT	<i>Public services</i>			
MODULE LEADER	<i>Peter Norton</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	20	20	160	200

MODULE AIM(S)

- To introduce students to aspects of the professional environment.
- To raise student awareness of the dilemmas, decisions and constraints found in work places, community and voluntary organisations.
- To reinforce the relationship between practice and critical study, and development of the skills that are involved in that process.
- To engage students in study that is of operational or practical use to their chosen specialism or profession.
- To enable students to use the personal and professional skills in a work-based environment.
- To provide input to the student's personal and professional development portfolio.

MODULE LEARNING OUTCOMES



By engaging successfully with this module a student will be able to:

- Examine personal skills and qualities essential for both future academic study and employment.
- Critically reflect upon and appraise your own work experience.
- Describe and evaluate your employability and link this to key theoretical skills.
- Develop active learning in a work place environment.
- Provide evidence of the development of your own reflections.

INDICATIVE CONTENT

Within the portfolio the student will be required to demonstrate how theoretical knowledge gained through modules has been applied to practice, the focus of which will be dependent upon the focus of the employers business.

The portfolio is not a collection of evidence it is a reflection on what the student undertakes in the workplace and a reflection of the business environment in which the company / practice operates.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

- 1 The student is to prepare a portfolio which gives relevant examples of their work and their role in the company / practice – with a reflective commentary as to what skills are required to undertake the tasks, what knowledge is required, what aspects work well and what aspects could be improved, and how this might be achieved. (Kolb's learning cycle).
- 2 Monitor and report upon their own progress and learning and the learning strategies adopted.
- 3 Reflect on their own professional and personal skill development with independent judgement and critical self-awareness.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

Learning is centred in the working environment so the content of the unit is determined in discussion between the student and the tutor. Students will draw on other modules already completed to determine the scope of their project.

Learning is based in a work based learning context and will focus on work based opportunities and issues. Students will be expected to show awareness of the organisation or professional context from a variety of perspectives, be able to describe the organisational or professional situation and analyse key elements within the situation to be able to propose solutions to organisational or professional issues. Students will be encouraged to use knowledge, understanding and skills learned in other areas of the programme and draw links between other modules studied.

Academic guidance and support is provided by a Work based Learning tutor. The tutor and student will maintain contact through a variety of methods including; face to face tutorials; email and the Colleges' VLE.

Tutor led activities will focus on how to complete the work based learning booklet, how to correctly identify where learning outcomes have been met within their evidence logs. Assessing gaps within their evidence and linking theories taught in class with their chosen placement. Further explanation and practice of reflection techniques and the ability to write the reflection logs accurately.

Students will be bringing in evidence logs as examples to be worked on with tutor to improve their quality.

ASSESSMENT STRATEGY AND METHODS

Task 1: students will complete the work based learning book provided. This will include all documentation and a number of reflection logs to evidence that the learning outcomes have been met during the work based learning. These logs are not just what the student did but a combination of that experience and reflection from what has been learned in college and linked to theories. WBL mentors will be invited to make comments in the students' workbook with regards to their performance

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Task 2: students will complete a professional portfolio enclosed in the work based learning book provided. To include reflective logs on assignments submitted and marked together with S.W.O.T. analysis.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Portfolio of evidence logs, complete the work based learning book, with reference to the LO's	CW	50	2000	Y
2	Professional development portfolio, to include reflective logs and SWOT analysis.	CW	50	2000	Y

ASSESSMENT CRITERIA



LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Examine personal skills and qualities essential for both future academic study and employment.	The consideration of personal skills and qualities reflected in the portfolio with emphasis on self-development.	For a typical pass, the student will: provide some evidence of examination of self-development
Critically reflect upon and appraise upon your own work experience.	Quality of critical appraisal of links from classroom to workplace	Show some reflection of how theories link in practice
Describe and evaluate your employability and link this to key theoretical skills.	Evidence of description and evaluation of employability linked to theoretical skills.	Some description and evaluation of links from classroom to workplace.
Develop active learning in a work place environment	Evidence of development showing how learning has taken place giving appropriate examples	Some description of the development taking place
Provide evidence of the development of your own reflections.	Completion of evidence logs within the work based learning booklet, showing reflection of development from the start of the WBL to the end	Reflective logs contain relevant material

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)

FEEDBACK

Students will receive feedback on their performance in the following ways:

Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

LEARNING RESOURCES (INCLUDING READING LISTS)

Copley, 2011, *Reflective practice for Policing students*, Learning Matters, Exeter

MacGregor, J (Ed) (1993) *Student Self-Evaluation, Fostering Reflective Learning, New Directions for Teaching and Learning (no 56)* Jossey-Bass

Northedge, Andrew (2005) *The Good Study Guide*, Milton Keynes: Open University Press

Sheffield College Learning Resource Centre including the e-books system on the college website.

Journals

The British Journal of Criminology and back issues

Crime, Media, Culture An International Journal (new)

The Howard Journal of Criminal Justice (New)

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	Research Project in Criminology			
SI MODULE CODE	31-5165-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L311			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>Public services</i>			
MODULE LEADER	<i>Graham Martin</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	20	60	120	200

MODULE AIMS

- To understand the structure of a research project and the planning process required to undertake one.
- To understand how to formulate aims and objectives.
- To understand how to undertake a literature review.
- To understand the difference between primary and secondary data and their different uses.
- To understand a range of methods of acquiring primary data and sources and their advantages and disadvantages,
- To be able to use statistical methods to analyse primary data.
- To be able to interpret and display findings graphically and draw conclusions from the findings.
- To undertake a research project and evaluate the process.



MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Plan and undertake a correctly structured research project formulating specific and measurable aims and objectives and evaluate the process of carrying out the research.
- Research and carry out a literature review using a range of academic sources.
- Review the different methods of acquiring primary and secondary data and undertake primary and secondary research appropriate to the aims of the project.
- Analyse the primary research findings.
- Assess different statistical methods available to analyse primary data and apply those most appropriate to the findings displaying these graphically.
- Draw conclusions from the findings and make recommendations in relation to the aims and objectives of the project.

INDICATIVE CONTENT

The indicative content during the taught component of the module may include:

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

- 1 To define the meaning(s) of methodology.
- 2 Examine the criminological research process.
- 3 Look at quantitative, qualitative and 'mixed methods' research strategies.
- 4 Examine frameworks of validity/reliability and trustworthiness/authenticity for evaluating research plans.
- 5 To begin student preparation for undergraduate dissertation regarding selecting a topic and how to conduct research.
- 6 To increase student knowledge of research methods.
- 7 To make students aware of research methods that students can use as an undergraduate researcher.
- 8 Consider research in methodological and 'real world' crime contexts.
- 9 Developing research questions based on philosophy of the research process.
- 10 Critical appraisal of literature, methods and data.
- 11 Types of quantitative and qualitative research and research designs, their applicability, validity and reliability.
- 12 Types of research – primary and secondary data – and methods of analysis.
- 13 Ethical issues, risk assessment and project management.
- 14 Clarification of the process of performing a project, and highlighting the resources and guidance available.
- 15 Research questions, planning research and proposal.
- 16 The supervisory process.



The indicative content during the tutorial component of the module may include:

- Assistance with the process of the project including planning the research timetable.
- Guidance on the direction and contents of the project. Advice will include sources of literature and layout of the project.
- Monitoring and making recommendations on progress, and recording the level of take-up of the supervision offered.
- Discussion of the project, offering advice and providing some editorial assistance regarding the structure of various sections of the report.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- Students will be provided with support and opportunities which enable them to become autonomous, reflective learners in regard to their own development of knowledge and their acquisition of skills and practices relevant for the world of work. Appropriate guest speakers and external visits will be used.
- Students will be provided with a blended teaching approach which includes ongoing face-to-face teaching activities, such as lectures, seminars, workshops, etc. These sessions will not only enable tutor-student interaction, discussion and reflection, but also opportunities for regular peer supported activities,
- Face-to-face and/or online tutorial support will also be provided to support students understanding and engagement with learning activities and assessment tasks,

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

- A module handbook will be made available at the start of teaching, which includes details of the module aims, learning outcomes, assessment and marking criteria, methods of feedback, learning and teaching methods and strategy, and key reading lists and online links,
- Teaching activities will also be supported and enhanced through the use of a range of e-learning tools within a Virtual Learning Environment. Specifically, Moodle will provide full access to module guides, teaching materials, reading lists, assessment information and activities, and a full range of other online resources and links,
- Formative and summative activities, tasks and feedback will be provided within all modules to support and develop students' academic, personal and professional development (further detail provided below).

Tutor Led

This module will be delivered through an appropriate mixture of lectures, seminars, workshops and progress review meetings with the tutor. Lectures and seminars will be used to disseminate efficiently the structure of a research project and the principal considerations in research and the research process. Workshops will help students to develop their knowledge, understanding and application of the research process and its associated methodologies. Students will be expected to participate in group and individual tasks, based on the application of course material, during workshops and present their findings to their peers. A Research Project Planning Diary will be utilised to keep students focused on specific dates and targets and will be utilised by the tutor to review progress and give feedback.

Independent Study

Regular progress reviews will give students the opportunity to discuss progress, issues and problems with the module tutor and allow the tutor to guide students towards effective research and analysis of their findings. Students will therefore be well prepared and directed for independent study.

ASSESSMENT STRATEGY AND METHODS

This research project will develop the student's ability to research, collect and analyse data and then submit written report stating their findings in relation to a Criminal justice system subject. This will give the students support in research methods needed for transition to level 6.

Formative Assessment and Feedback

The activities and presentation of ideas in seminar and workshops sessions allows students to receive formative feedback from peers and the tutor. Utilisation of the planning diary and regular meetings with the module tutor give frequent opportunities for students to discuss research issues, receive formative feedback and set targets.

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Summative Assessment

To successfully complete this module a student must achieve a mark of 40% or above in their research project.

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	An individual research project that sets out a hypothesis for a suitable topic to include a literature review, methodology, secondary and primary data and analysis and a conclusion.	CW	100%	4000 words	Y

ASSESSMENT CRITERIA

To achieve a pass in this module, students must decide on a suitable topic to be researched and then frame an appropriate hypothesis. They must determine appropriate research methodology, research and write a literature review, use a range of sources to carry out appropriate research, use appropriate statistical methods to analyse findings and write a coherent and structured report in an accepted format.

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Plan and undertake a correctly structured research project formulating specific and measurable aims and objectives and evaluate the process of carrying out the research.	The extent to which the project is structured and meets aims and objectives and the quality of the evaluation of the research process.	Produces a coherent and credible project which broadly meets the aims and objectives and provides includes a some evaluation of the research process
Research and carry out a literature review using a range of academic sources.	The breadth and quality of literature reviewed and the variety of academic sources	Some relevant research and literature employed using academic sources
Review the different methods of acquiring primary and secondary data and undertake primary and secondary research appropriate to the aims of the project.	The depth and quality of the review of different methods in acquiring primary and secondary data. The extent to which primary and secondary research methods have been applied appropriately in meeting the aims of the project	A relevant and credible review of different methods in acquiring primary and secondary data. Some application of primary and secondary research methods in meeting the aims of the project
Analyse the primary research findings.	The quality and credibility of analysis of primary research findings	Some credible analysis of research findings

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Assess different statistical methods available to analyse primary data and apply those most appropriate to the findings displaying these graphically.	The quality of the assessment of different statistical methods to analyse primary data. The extent to which the most appropriate findings have been applied and displayed	Some assessment of differing statistical methods to analyse primary data. Appropriate representation of findings in graphical form.
Draw conclusions from the findings and make recommendations in relation to the aims and objectives of the project.	The depth of understanding of findings and the credibility of the presentation of conclusions and subsequent recommendations in relation to the aims and objectives	Some credible conclusions drawn in relation to the findings. Some sound recommendations which are relevant to the aims and objectives

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)

LEARNING RESOURCES (INCLUDING READING LISTS)

Anderson, K.J. (2002). Assignment & Thesis Writing. UK, Wiley Press.

Bell, J. (1993). Doing your Research Project. Buckingham, Open University.

Clark, I.L. (2007). Writing the Successful Thesis and Dissertation: Entering the Conversation. Prentice Hall.

Cottrell, S., (2008). The Study Skills Handbook (3rd edition), Palgrave Macmillan.

Crow, I. and Semmens, N. C. (2007) Researching Criminology. Buckingham: Open University Press.

Davies, P., Francis, P. and Jupp, V., (eds) (2011) Doing Criminological Research, Second edition, London: Sage.

Denscombe, M.(2010) The Good Research Guide for small-scale research projects. Fourth Edition, Maidenhead, Open University Press.



Field, A. (2009) Discovering Statistics Using SPSS (Introducing Statistical Methods), 3rd Edition. Sage Publications Ltd.

Karstedt, S., Gadd, D. and Messner, S.F. (2011) The Sage Handbook of Criminological Research Methods. London: Sage.

King, R.D. and Wincup, E. (eds) (2007) Doing Research on Crime and Justice, Second edition. Oxford: Oxford University Press.

Noaks, L. and Wincup, E. (2004) Criminological Research: Understanding Qualitative Methods, London: Sage.

Rudestam, K.E. and Newton, R.R. (2001). Surviving your dissertation – A comprehensive guide to content and process. (2nd Ed.). London, Sage Publications.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Swetnam, D. (2006). Writing Your Dissertation: A Bestselling Guide to Planning, Preparing and Presenting First-Class Work (The How to Series). Oxford, How To Books Ltd

Websites




www.statistics.gov.uk

Journals

The British Journal of Criminology and back issues

Crime, Media, Culture An International Journal (new)

The Howard Journal of Criminal Justice (New)

	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	 
Appendix 2		

MODULE DESCRIPTOR

TITLE	High Risk and Serious Offenders			
SI MODULE CODE	31-5164-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L310			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>Public services</i>			
MODULE LEADER	<i>Julia Norton</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	48	52	100	200

MODULE AIM(S)

- To develop an understanding of patterns & trends in historical context in relation to key areas of serious/high risk crime
- To develop an understanding of how theoretical perspectives can assist in the understanding of high risk offenders and serious offences
- To examine the role of the media in creating images of high risk offenders
- To develop an understanding of criminal justice responses to assessing and managing the risk posed by high risk offenders.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Critically discuss the role that the media play in creating images of high risk offenders, and the impact that this has on public understanding of such offenders/crimes and the process of risk management
- Examine the impact of discrimination and the significance of human rights issues, as important factors in the assessment and management of high risk offenders
- Evaluate the risk assessment and management processes undertaken by key criminal justice agencies
- Critically discuss the sentencing process for high risk offenders, and the nature of interventions used to address risk re-offending

INDICATIVE CONTENT

- Patterns and trends in high risk offences
- Media representations of high risk offenders and serious crime
- Sex Offenders
- Adult
- Child Sex Offenders
- Murder/Homicide
- Domestic violence

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

- Homophobic and racist murders
- Arson
- Gun and drug related violent Crime
- Serious Crime committed by Young Offenders
- Mentally disordered Offenders
- Predicting risk of serious harm to the public and risk of re-offending
- The impact of diversity, discrimination and human rights on the process of risk assessment and management.
- The role of Multi Agency Public Protection Panels in the management of high risk offenders
- Management of Life Sentence and long term Prisoners

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:




The teaching will be a combination of direct lecture input, guest speakers, workshops/ seminars, including discussion and task based activities with peers and tutors, along with self-directed learning activities supported by tutors. Students may be required to present findings from self-directed learning.

ASSESSMENT STRATEGY AND METHODS

This module will be assessed by way of a case study, and written assignment. The case study is based upon a real case and will allow for an application of theory to practice through the examination of relevant data about the offence and the offender. The written assignment will highlight the ambiguity and dilemmas in the identification and management of high risk offenders and the possible negative impact on victims, communities and offenders. Learners will be able to apply current and relevant theoretical knowledge to their own practice in the CJS.

These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Case Study	CW	50%	2000	Y
2	Essay	CW	50%	2000	Y

	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	 
Appendix 2		

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Critically discuss the role that the media play in creating images of high risk offenders, and the impact that this has on public understanding of such offenders/crimes and the process of risk management	The student will be judged on: The level of critical discussion concerning the media and high risk offenders, and the degree to which relevant theories have been applied. The ability to make reference to current examples of criminal justice practice	For a typical pass, the student will: Provide a critical discussion using evidence as to the role of the media in creating images of high risk offenders. Give some consideration to relevant theories using real life examples
Examine the impact of discrimination and the significance of human rights issues, as important factors in the assessment and management of high risk offenders	Ability to examine key human rights issues and the implications of the risk assessment and management process for both criminal justice practitioners and those offenders deemed to pose a high risk of serious harm	Outline the principles of necessary and proportionate controls of high risk offenders and place this in the context of a the risk society and the possible impact on practitioners and offenders.
Evaluate the risk assessment and management processes undertaken by key criminal justice agencies	The depth of understanding of the roles and responsibilities of key criminal justice agencies and the impact of multi-agency working, including risk assessment tools, MAPPA and the extent to which this is influenced by current political and economic circumstances	Evaluate the key risk assessment tools used and information sharing protocols between agencies, make some reference to the politicalised nature of the Criminal Justice system and the pros and cons of working in partnerships
Critically discuss the sentencing process for high risk offenders, and effectiveness of interventions used to address risk re-offending	Accuracy and insight into the sentencing process and the knowledge of the range of interventions used with high risk offenders including critical discussion of the effectiveness of interventions	Provide a discussion with a degree of criticality the sentencing process for high risk offenders and the theories which inform interventions including some analysis of the effectiveness of interventions



NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)

FEEDBACK

Students will receive feedback on their performance in the following ways:

Both formative and summative feedback will be made available via the college VLE (Moodle) within the delivery of the module. To support student learning, the approach to feedback will adhere to the Sheffield Hallam University criteria. Individual feedback / forward will also be given during one to one tutorials. Specialist guest speakers will also provide formative verbal feedback during workshops.

Formative feedback will provide the opportunity for students to develop academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work).

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Summative feedback will be supported and enhanced by feed forward/feedback marking/assessment criteria made available within the Module Handbook at the start of teaching. Feedback will focus on the assessment criteria and identify existing strengths and areas for future development.

MODULE EMBEDDED WORK BASED LEARNING

Emma Middleton, Probation Officer (LIFERS), shares her experiences (alongside the tutors own experience) of managing offenders on life sentences and parole board procedures using hypothetical but realistic case studies learners consider licence conditions which are necessary but proportionate to manage these offenders in the community. Det Sgt Nick Lynsky provides input on managing those on the Violent and Sex Offender Register (VISOR) and the impact upon human rights.

Darrel Fisher, Forensic Consultant, Lucy Faithful Foundation attends alongside the tutor to discuss media perceptions of sex offenders, the pathways into this type of serious offending and some of the available treatment and management options. The rise of Internet sexual offending is also explored and the most recent research on the propensity for contact offences. Jayne Peacock Probation Officer facilitates group work with the tutor focussing on the management of high risk offenders with a simulated Multi Agency Public Protection Panel (MAPPP).

Learners in possession of full CRB's may also attend live a MAPPP at the discretion of the MAPPA Managers Fiona Johnson and Ray Wesley-Morris South Yorkshire Probation Trust. Learners are afforded numerous options for consideration for the research task module.

LEARNING RESOURCES (INCLUDING READING LISTS)

Ainsworth, P, (2000), Psychology and Crime, Longman

Ashworth, A, (2002), Human Rights, Serious Crime, and Criminal Procedure, Sweet & Maxwell

Bartol, C.A & Bartol, A.M, (2004), Criminal Behaviour, Maxwell & Pearson Brown, M, (2000), Dangerous Offenders, Routledge

Cavadino, M. and Dignan, J. (2007) The penal system: an introduction, 4th Edition, London: Sage.

Cobley, C, (2005) Sex Offenders, Jordans (2nd ed)

Foucault, M, (1977), Discipline and Punish, Routledge

Journal of Criminal Justice, Vol. 45, No. 3, 307-320.

Kemshall, H. (2008) Understanding the Management of High Risk Offenders. Open University



Moore, R *et al* (2006), Managing Persistent & Serious Offenders in the Community, Willan Pake, FJ

(2007) Psychology and Crime: understanding and tackling offending behaviour, Willan

Soothill, K and Walby, S (1991) *Sex crime in the news*. Routledge: London

Stanko, B (2000) *Everyday Violence: How women and men experience sexual and physical danger*, Pandora: London.

Taylor, R. (1999) Predicting reconviction for sexual and violent offences using the revised Offender

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Group Reconviction Score. *Research Findings* 104. Home Office: London.

Turney, B & Easton, S, (2005), Sentencing and Punishment, OU Press

Walklate, S. (2000) *Gender, Crime and Criminal Justice*. Willan Publishing. Devon.

West, D. (2000) Paedophilia: Plague or panic? *Journal of Forensic Psychiatry*, 11(3)., Wood, J (2006) Profiling High-Risk Offenders: A review of 136 cases, *Howard*




Sheffield College Learning Resource Centre including the e-books system on the college website.
Sheffield College VLE system (Moodle)

Journals

The British Journal of Criminology and back issues

Crime, Media, Culture An International Journal (new)

The Howard Journal of Criminal Justice (New)

	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	 
Appendix 2		

MODULE DESCRIPTOR

TITLE	Gender and Crime			
SI MODULE CODE	24-5023-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L 310			
SUBJECT GROUP	Criminology and Community Justice			
DEPARTMENT	Public Services			
MODULE LEADER	Elective Module Bob Hopkins			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	43	52	100	200

MODULE AIM(S)

- To explore and analyse the gendered dimensions of both offending behaviour and criminal victimisation and introduce students to theoretical perspectives (feminist and masculinity theories) which attempt to account for this.
- To consider the impact of feminist criminology upon criminology as an academic discipline.
- To explore the different experiences of male and female offenders at different stages of the criminal justice process and within the penal system.
- To consider the different experiences of men and women working within the key stakeholder agencies of the criminal justice system.
- To introduce students to key policy responses to disparity/ discrimination in the criminal justice system on the grounds of gender.



MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Evaluate the significance of social scientific theorisations of gender for the growth of contemporary criminology.
- Analyse, with reference to theoretical perspectives, the gendered dimensions of offending behaviour and criminal victimisation.
- Examine the main explanations for the different experiences of men and women in their contact with the criminal justice system at all stages.
- Analyse the experiences of men and women as workers within the criminal justice system.
- Evaluate the policy response(s) to gendered disparity/discrimination in the criminal justice system.

INDICATIVE CONTENT

- Feminist social theory
- The development of feminist criminology (including feminist research methodologies) and its contribution/challenge to mainstream criminology
- The impact of theories of masculinity on criminological discourse.
- Patterns of male and female offending behaviour and criminal victimisation.
- Theoretical frameworks which attempt to account for gendered dimensions of offending and victimisation.

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

- Differential experiences of men and women of the criminal justice system as both offenders and victims.
- Theoretical explanations for the differential experiences of men and women in the criminal justice system.
- The experiences of men and women as workers in the criminal justice system.
- The processes which gender the workings of the criminal justice system
- The policy response(s) to gendered disparity/discrimination in the criminal justice system.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

The module operates through the generic LTA activity described in the subject programme specification. A particular emphasis is placed on fostering debate and dialogue between students and students and tutors.

The teaching will be a combination of direct lecture input, workshops/seminars, tutorials, student self-directed learning activities supported by tutors and use of web based resources.

The module will be taught by:

- Lectures.
- Discussion and task based activities with both peers and tutors in seminars and/or workshops.
- On-line discussion and debate with peers and Tutors.
- Self-directed learning utilising relevant reading materials and electronic resources.

Lectures will outline the complex relationship between gender and crime and encourage independent learning and personal intellectual development through deep learning skills. Seminars and tutorials will provide students with an opportunity to demonstrate and develop their conceptual and analytical skills. Tutorials will provide guidance in the research and preparation of assessed work. Use of the internet will be encouraged to obtain relevant reports and data, in particular the Home Office website.

ASSESSMENT STRATEGY AND METHODS




The assessment package for the module consists of two coursework essays:

Semester 1 Coursework Essay (weighted 50%)

Students will be required to submit an essay in response to a set question which will be provided early in the semester. This assessment is designed to allow students to demonstrate their knowledge and learning in relation to the foundational concepts and theories covered in the first semester and their skills in formulating and presenting a written argument. Students will be given the opportunity to discuss their essay plans with tutors and receive formative feedback in seminars/tutorials. Comprehensive assessment preparation guidance will be given in lectures, seminar/workshops and online.

Semester 2 Coursework Essay (weighted 50%)

Students are required to submit an essay in response to one of a range of questions provided. This assessment is designed to allow students the opportunity to demonstrate their more detailed knowledge and understanding of a specific topic area from the semester 2 module content areas. Students will be given the opportunity to discuss essay plans and receive formative

	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	 
Appendix 2		

feedback/guidance from tutors in seminars workshops and/or by arranging one-one tutorials.



These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Essay	CW	50%	2000	Y
2	Essay	CW	50%	2000	Y

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Evaluate the significance of social scientific theorisations of gender for the growth of contemporary criminology.	Demonstrate knowledge of key theoretical and methodological debates in the study of the relationship between gender and crime/gender and victimisation.	Some evaluation of the importance of theory development in relation to gender and its impact on the growth of contemporary criminology.
Analyse, with reference to theoretical perspectives, the gendered dimensions of offending behaviour and criminal victimisation.	Produce evidence of analysis of the main theoretical perspectives on gender to interpret gender issues in criminology and victimology.	Analysis the gender dimensions of offender behaviour and criminal victimisation, giving reference to more than one theoretical perspective.
Examine the main explanations for the different experiences of men and women in their contact with the criminal justice system at all stages.	Consideration of the processes leading to, and the consequences of discriminatory practices on women and men throughout the criminal justice process as offenders, victims and workers.	Exploration of more than one explanation for the different experiences of men and women in their contact with the criminal justice system at all stages.
Analyse the experiences of men and women as workers within the criminal justice system.	Demonstrate analytical knowledge of the experiences as workers of men and women within the criminal justice system	Some analysis of the experiences of men and women as workers within the criminal justice system.
Critically evaluate the policy response(s) to gendered disparity/discrimination in the criminal justice system.	The accuracy of the effectiveness of policy responses to gendered discrimination throughout the criminal justice process.	Discuss policy responses to gender disparity/discrimination in the criminal justice system.

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

FEEDBACK

Students will receive feedback on their performance in the following ways:

Students will be given several formative feedback opportunities for both assessment tasks in seminars/workshops and tutorials. Timely written feedback will be given after each summative assessment. This feedback will be relevant to the assessment criteria and will aim to foster student confidence by giving clear, specific information as to how performance can be improved. Overall the module format (workshop/seminars) has been designed to offer on-going opportunities for informal feedback on learning.

MODULE EMBEDDED WORK BASED LEARNING

Dyanne Ward former prolific offender and current employee of South Yorkshire Police, facilitates discussion around the experiences of women in the Criminal Justice System including her experience of incarceration.

Jayne Peacock, Probation Officer manages female sexual offenders and alongside the tutor shares her experiences of the Media's perception of women offenders and the absence of treatment for females given that most research into what works with offenders is based upon males. Learners may choose to focus on some of the diversity issues highlighted within this module for their research project

LEARNING RESOURCES (INCLUDING READING LISTS)

Maguire, M., Morgan, R. and Reiner, R. (2012) The Oxford Handbook of Criminology. (5th edn.). Oxford: Oxford University Press. Sage.

Silvestri, M. And Crowther-Dowey, C. (2008) Gender and Crime. London: Theoretical Criminology

Walklate, S. (2004) Gender, Crime and Criminal Justice (2nd edn.) Cullompton: Willan.

Sheffield College Learning Resource Centre Including the e-books system on the college website.

Sheffield College VLE system (Moodle)

Key Web Based resources include:

<http://www.hmprisonservice.gov.uk>



<http://www.homeoffice.gov.uk>

<http://www.police.uk>

<http://www.web.ukonline.co.uk/howardleague/index.htm>

<http://fawcettsociety.org.uk>

<http://www.womeninprison.org.uk>

	<p align="center">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

Journals

The British Journal of Criminology and back issues
 Crime, Media, Culture An International Journal (new)
 The Howard Journal of Criminal Justice (New)
 Feminist Criminology
 Feminist Review

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

MODULE DESCRIPTOR

TITLE	RACE, CRIME AND CRIMINAL JUSTICE			
SI MODULE CODE	24-5027-00L			
CREDITS	20			
LEVEL	5			
JACS CODE	L 310			
SUBJECT GROUP	<i>Criminology and Community Justice</i>			
DEPARTMENT	<i>Public services</i>			
MODULE LEADER	<i>Elective module Bob Hopkins</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	43	52	100	200

MODULE AIM(S)

- To explore basic anthropological and sociological theories of race and ethnicity
- To debate about the relationship between race, ethnicity, culture and crime.
- To examine explanations of the relationship between race and victimisation
- To explore the impact of the workings of criminal justice agencies on different ethnic groups
- To develop an awareness of the issue of race and crime from a comparative perspective.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Examine basic anthropological theories of race and ethnicity.
- Analyse the relationship between race, ethnicity, culture in relation to crime and victimisation.
- Evaluate the impact of the workings of criminal justice agencies on different ethnic groups
- Evaluate the issue of race and crime from a comparative perspective.

INDICATIVE CONTENT

Students will be introduced to the following:

- Ideas and concepts of race and ethnicity
- Explanations of discrimination
- Historical perspectives on race, crime and criminal justice
- Comparative perspectives on race, crime and criminal justice
- Current debates in race and criminal justice
- Policing and race
- The prosecution process and race
- The courts and race
- Sentencing and race
- Prisons and race

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

- Community based punishment and race
- Patterns and explanations of offending behaviour by ethnic group
- Patterns and explanations of victimisation by ethnic group
- Racist violence and hate crime
- Addressing racism and its effects: the policy response and its effectiveness.

LEARNING AND TEACHING METHODS

This module comprises lectures, seminars, tutorials and student-directed learning. Lectures introduce core issues and debates in the study of race, crime and criminal justice. Seminars will facilitate students to develop their analytical skills. Students will be required to work together in seminars to make joint presentations. They are also intended to build their independent learning skills and personal intellectual development through exploratory learning. Tutorials will offer students guidance in the research and preparation of their assessed work.

ASSESSMENT STRATEGY AND METHODS

Assessment is firstly by means of a group based presentation (30%) designed to test the ability of students to (1) plan and prepare, (2) present and (3) debrief the process behind a race, crime and criminal justice verbal presentation. Assessment is secondly by means of the answering of one 3,000 word coursework essay, to be selected from a list of titles (70%).

These methods will allow learners to demonstrate both breadth and depth of learning through the use of innovative assessment skills and reflect the variety of learning and assessment strategies undertaken by students.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Verbal Presentation		30%	1000	Y
2	Essay	CW	70%	3000	Y

ASSESSMENT CRITERIA

LEARNING OUTCOME (LO)- a statement of what a learner should know, do or understand	ASSESSMENT CRITERIA - a statement of which aspects of learner work will be judged, in relation to the LO	PASS LEVEL/ THRESHOLD a statement of the typical pass requirement, in relation to the LO
Examine basic anthropological theories of race and ethnicity.	Demonstrate knowledge and understanding of theories relating to the race and ethnicity which may explain the origin, behaviour, and the physical, social, and cultural development of humans.	Demonstrate an historically and critically informed understanding of the development of 'race' issues in modern society

Sheffield Hallam University	SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY	The Sheffield College	University Level
Appendix 2			

Analyse the relationship between race, ethnicity and culture in relation to crime and victimisation.	The ability to evidence a correlation between race, ethnicity and culture and the association with the likely involvement in crime or the victimisation of crime.	Analyse the correlation between race, ethnicity and culture with criminal behaviour and victimisation, giving reference to more than one theoretical perspective.
Evaluate the impact of the workings of criminal justice agencies on different ethnic groups	The ability to identify and provide explanations of the possible impact of the criminal justice system on different ethnic groups.	Evaluate the workings of the criminal justice system at all stages and explain how it may impact on different ethnic groups.
Evaluate the issue of race and crime from a comparative perspective and policy responses.	The ability to identify and provide explanations of issues surrounding race and crime comparatively and evidence of understanding of policy responses which aim to address racism and its effects.	Evaluate policy responses which aim to address racism and its effects. Compare the effectiveness of these responses nationally/internationally.

NOTE: differentiated marking criteria based on grade/ level/ degree classification can be accessed from the Module Handbook and the college VLE (Moodle)

FEEDBACK

Students will receive feedback on their performance in the following ways:

Students will be given several formative feedback opportunities for both assessment tasks in seminars/workshops and tutorials. Timely written feedback will be given after each summative assessment. This feedback will be relevant to the assessment criteria and will aim to foster student confidence by giving clear, specific information as to how performance can be improved. Overall the module format (workshop/seminars) has been designed to offer on-going opportunities for informal feedback on learning.

MODULE EMBEDDED WORK BASED LEARNING

Sgt Raymond Powell, former president of the Black Police Officers Association facilitates a discussion on the historical assumptions of race and ethnicity and the impact upon black citizens. Emma Middleton Probation Officer provides input on the impact of bias towards non-white offenders in the preparation of reports and the gaps in provision for non-English speaking offenders.



LEARNING RESOURCES (INCLUDING READING LISTS)

Back, L. and Solomos, J. eds. (2000) *Theories of Race & Racism: A Reader*, London: Routledge

Bowling, B. and Phillips, C. (2002) *Racism, Crime & Justice* London: Longman (up-dated by utilising annual statistics on Race and the Criminal justice System)

Bulmer, M. and Solomos, J. eds. (2004) *Researching Race and Racism*, London: Routledge

Cashmore, E. and Jennings, J. (eds) (2001) *Racism: Essential Readings* London: Sage

	<p style="text-align: center;">SHEFFIELD COLLEGE in partnership with SHEFFIELD HALLAM UNIVERSITY</p>	
Appendix 2		

- Chakraborti, N. and Garland, J. (2004) *Rural Racism*, Cullompton: Willan
- Chigwada-Bailey, R. (2003) *Black Women's Experience of Criminal Justice: Race, Gender and Class: A Discourse on Disadvantage 2nd ed.* Winchester: Waterside Press
- Gabbidon, S. L. (2007) *Criminological Perspectives on Race and Crime*, London: Routledge
- Gilroy, P. (1987) *There Ain't No Black in the Union Jack*, London: Hutchinson
- Hall, N. (2005) *Hate Crime*, Cullompton: Willan
- Maguire, M., Morgan, R. and Reiner, R. eds. (2007) *The Oxford Handbook of Criminology*, 4th ed., Oxford: Oxford University Press
- Picca, L. and Feagin, J (2007) *Two-Faced Britain: Whites in the Backstage and Frontstage*, Routledge: London
- Rowe, M. (2004) *Policing, Race and Racism*, Cullompton: Willan
- Rowe, M. (2007) *Policing beyond Macpherson: Issues in policing, race and society*, Cullompton: Willan
- Spalek, B. (2002) ed. *Islam, Crime and Justice*, Cullompton: Willan
- Webster, C. (2007) *Understanding Race and Crime*, Berkshire: Open University Press
- Whitfield, J. (2004) *Unhappy Dialogue: The Metropolitan Police and Black Londoners in post-war Britain*, Cullompton: Willan

Journals

- The British Journal of Criminology and back issues.
- Crime, Media, Culture An International Journal. (new)
- The Howard Journal of Criminal Justice. (New)

Key Web Based resources include:

- <http://www.hmprisonservice.gov.uk>
- <http://www.homeoffice.gov.uk>
- <http://www.police.uk>
- <http://www.web.ukonline.co.uk/howardleague/index.htm>