De Montfort University

Course Template

1.   Basic information

- Course Name: Criminology and Criminal Justice
- Course Code: PA081T
- Level (UG, PG):   Postgraduate Doctorate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB   APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award :   Doctorate In Criminology & Criminal Justice
- All possible exit awards : Master of Arts; Postgraduate Certificate; Postgraduate Diploma; Institutional Postgraduate Credit
- Award notes :   This is a taught Doctorate in 2 phases.
                         Phase 1 = 120 taught credits at M level.
                         Phase 2 = 420 credit thesis.

    The MA in Applied Research Design (Criminology and Criminal Justice) is awarded on successful completion of five taught modules worth 120 credits (3x30 credits + 2 x 15 credits) and of ASCS5901 the dissertation module (60 credits)
    The Postgraduate Diploma in Applied Research Design (Criminology and Criminal Justice) is awarded on successful completion of five taught modules worth 120 credits (3 x 30 credits + 2 x 15 credits)
    The Postgraduate Certificate in Applied Research Design (Criminology and Criminal) is awarded on successful completion of taught modules worth 60 credits

Professional Body Recognition
- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

- Modes of attendance: Main MOA: Part-Time
                         Other MOA:
- Mode Notes:

- Course leader: Robert Trevor Canton

2.   Entry Requirements and Profile

Normally a 2:1 Honours degree, or equivalent, in an appropriate subject Students without an Honours degree and/or those seeking to test their academic skills prior to entry onto the course can apply to take one module, or the Postgraduate Certificate in Applied Research Design (Criminology and Criminal Justice) (60 credits) either of which, on successful completion, will meet the entry requirements for the doctorate

You should be working at a senior level in practice or management in the sector and have the support of their employer to enrol onto the doctorate You will need to attend an interview as part of the application process

If English is not your first language, an IELTS score of 6.5 or equivalent, is essential

3. **Course Description**

Characteristics and Aims

The Doctorate in Criminology and Criminal Justice is based on the same principles as the existing Doctorate in Health Sciences and shares 4 of the five taught modules used by this programme. It offers the flexibility to enable participants to build their knowledge and skills in designing and conducting programmes of research in their respective community and criminal justice fields (e.g. statutory, private or third sector agencies; probation, police, prisons, youth justice, forensic mental health, drugs and alcohol, victims of crime, supported housing etc.) Participants will develop their individual practice based research ideas, culminating in the completion of a piece of novel, independent research, which is peer reviewed and submitted for examination at doctoral level. The programme is underpinned by the following principles:

1. Developing critical thinking and high level analytical skills
2. Using and contributing to evidence at the forefront of practice
3. A commitment to the development and application of anti-oppressive practice in research
4. Developing an understanding of how diversity informs, and is informed by, research
5. Developing inter-professional understanding and collaboration
6. A commitment to the value of undertaking ethical research

The Doctorate in Criminology and Criminal Justice aims to enable criminal and community justice practitioners, drawn from a broad practice base to:

1. Progress to informed engagement in programmes of research in their practice areas
2. Develop their critical thinking, analytic skills and understanding of research and evidence-based practice
3. Develop as expert practitioners in their practice areas
4. Develop inter-professional working in their practice areas
5. Develop leadership and management expertise including the ability to influence and inform policy making in the context of their practice areas

Phase One - develops the participant's knowledge of research techniques and approaches to research design. This phase is achieved through completion of level 7 modules in research. There is a thorough assessment of the implications of research, specifically research governance and ethical considerations.

Participants will develop their research question and methodology and obtain the necessary approvals to support their independent research in the second phase of the DCCJ programme.

Phase Two -
Students must have completed phase one before progressing to phase two of the programme. Phase two supports participants as they work on their individual research projects. This includes support and supervision for data collection, analysis, reporting, presentation of findings and publication of the final work as a thesis of between 50,000 and 60,000 words for examination by the University. Students will also be encouraged to submit work for publication in relevant and appropriate peer-reviewed journals.

Teaching, Learning and Assessment Strategies

The learning and teaching strategy aims to develop independent researchers who are able to integrate theoretical knowledge and research methods into professional practice. Students will be actively engaged in the pursuit of original knowledge in their respective professional fields.

Scholarly Portfolio
In phase one participants will begin developing, with their supervisory team, a Scholarly

Portfolio, which includes a Training Needs Analysis (TNA), and Personal Development Plan (PDP). The Scholarly Portfolio is the mechanism for supporting and guiding the student's progress on the DCCJ programme. The Scholarly Portfolio contains a record of supervision, a record of module marks, and the annual review of progress and records the participant's intended research topic. This is a novel component of the programme which builds up over time. Whilst it is not formally assessed it does place emphasis on the professional standing of the programme by expecting reflections on the practice implications of the student's learning.

Learning and teaching within the programme recognises all the experiences that students bring to and receive in the formal educational context. Learning is viewed as a process by which students expose, employ and develop existing knowledge and understanding. Teaching is designed to engage students in order to activate and motivate them to apply their existing knowledge and skills, to integrate new knowledge and skills, and to transfer this learning into professional practice.

The learning and teaching strategy places emphasis on students as complex social and psychological beings for whom learning and teaching is a social process. In this sense students both engage with and inform the process of study and learn from each other with an emphasis on inter-disciplinary learning.

All taught modules involve classroom based contact and e-learning with the mix varying between and within modules.

The thesis component is the major aspect of the programme. It is methodologically rigorous and aims to deliver work of publishable quality. The thesis is examined in part by viva voce. The thesis is worth 420 doctoral credits (QAA 2002). Students cannot progress to the thesis stage without first completing and successfully passing 120 credits derived from taught level 7 modules.

Support for students completing the thesis stage is derived from meetings with the supervisory team which will comprise a Subject Doctoral Supervisor (1st supervisor) and a Doctoral Supervisor (2nd supervisor). They will also be required, with the support of their agency, to locate a Practice Advisor; a professionally qualified practitioner working in their area of professional practice.   Students will be encouraged to draw on the expertise of their identified Practice Advisor. A range of communication strategies with the supervisory team will be usefully employed to support the student in the appropriate and flexible manner including one-to-one meetings, email, telephone, and discussion using the Blackboard platform.

Student centred learning is encouraged and developed during the taught phase of the programme which will include:

Lectures
Seminars
Group Work
E Learning
Establishment of the Scholarly portfolio

and in the research phase with:

Maintenance of the Scholarly Portfolio
Independent Study
Individual Supervision
Library services

The learning and teaching strategy will be constantly monitored using student and lecture feedback and will be evaluated by the programme team and revised as and when necessary

4.   **Outcomes**

Generic outcome headings	What a student should know and be able to

	do upon completion of the course
• **Knowledge & understanding**	Demonstrate a critical understanding of the philosophical, socio-political and practical dimensions of the research and knowledge construction process
	Critically evaluate the principles of research design and strategy and demonstrate a critical awareness of new thinking in the philosophical, socio-political and practical fields
	Be competent in the planning and managing of the research within an appropriate ethical, professional and legal framework; including knowledge of how to seek ethical approval in a range of complex and potentially sensitive areas
	Demonstrate a critical appreciation of key developments within their research area
	· Demonstrate a commitment to the development and application of anti-oppressive practice in research
	· Developing an understanding of how diversity informs, and is informed by, research
	Critically analyse a wide range of methods relating to the collection and analysis of data (qualitative, quantitative and mixed) and have practical experience of some of these
	Be aware of a range of software packages and research technology
	Be able to critically apply an advanced knowledge of the core concepts and key ideological and theoretical perspectives and debates within their chosen research area
	Critically evaluate research in the chosen discipline and critically appraise the relevance of different processes, strategies and methods in conducting research
	Create and interpret new knowledge, through original research and/or advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
• **Cognitive skills**	Use language and presentation skills to articulate opinions and formulate arguments effectively in speech and in writing and to explain and justify decisions taken and judgements made
	Interpret information from diverse sources

	and make informed judgements even when information is not complete
	Learn independently through formulating problems, identifying relevant sources and retrieving information, selecting appropriate investigative methods and producing a coherent and reflexive account
	Systematically acquire and understand a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice
• **Subject specific skills**	In relation to their respective professional practice discipline (e.g. statutory, private or third sector agencies; probation, police, prisons, youth justice, forensic mental health, drugs and alcohol, victims of crime, supported housing etc.) students will:
	Apply concepts and theories drawn from a diverse range of disciplines in a critical discussion of research applied to practice
	Make appropriate use of evidence and theory to develop independent arguments and draw independent conclusions in relation to research applied to their professional practice
	Draw upon a range of theoretical and conceptual resources to examine and evaluate both academic analyses and practical interventions in their chosen research area
	Demonstrate an appropriate degree of competence in data collection, analysis and interpretation using a variety of methods appropriate to their research area
	Demonstrate the ability to conceptualise, design and implement a project for the generation of new knowledge, applications of understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen circumstances
• **Key Skills**	Manage time effectively and work independently as well as in collaboration with others
	Plan and manage a project
	Engage in different modes of learning, including through the feedback of supervisors and peers within an inter-professional setting, and reflect upon learning
	Communicate complex ideas and arguments effectively in writing and orally and select appropriate modes of communication, including numerical modes

	Demonstrate competence in the use of information technology and in utilising on-line forms of learning support and computer aided techniques for data analysis
	Demonstrate detailed understanding of applicable techniques for research and advanced academic enquiry

5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass		Semester	Locations
ASCS5822	**30.00**	**5**	**Both**	**1**	**DM**	
ASCS5901	**60.00**	**5**	**Must Pass**		**X, SSX, SY**	**DM**
HEST5005	**30.00**	**5**	**Both**	**2**	**DM**	
HEST5016	**30.00**	**5**	**Both**	**1**	**DM**	
HEST5017	**15.00**	**5**	**Both**	**2**	**DM**	
HEST5018	**15.00**	**5**	**Both**	**2**	**DM**	

Structure

Structure notes

1 Programme Specific Regulations

Course Specific Differences or Regulations

1 Assessment Regulations

·   On the PGCert ARD (CCJ) programme students will take two modules: HEST 5005 and ASCS 5822, both of which must be passed at 50% or above.

·   On the DCCJ programme students will undertake and successfully complete the five modules of phase one before progressing to phase two

·   DCCJ students will need to achieve a minimum of 50% in each level M module and a Merit overall in phase one.

·   In phase one students will use the PDP within the Scholarly portfolio, in conjunction with their supervisory team, to identify their individual training needs

·   They will complete phase one of the programme within two years minimum and four years maximum from enrolment

·   They will complete phase two of the programme within four years minimum and six years maximum from enrolment on the programme

·   If they achieve less than 50% in a module they will have one re-assessment opportunity.

·   DCCJ students may exit with the award of: MA Applied Research Design (Criminology and Criminal Justice) (180 credits) if, having been unable for whatever reason to reach the required standard for the 50,000 to 60,000 word thesis they instead take and pass ASCS 5901 The Dissertation (20,000 word dissertation) (60 credits).

·   DCCJ students who have completed the five modules may exit with a Postgraduate Diploma in Applied Research Design (Criminology and Criminal Justice) (120 level M credits)

·   Extension to the maximum periods for phase one and two will be granted only at the discretion of the appropriate programme board - The Health and Life Sciences (HLS) Postgraduate Assessment Board at phase one and the Professional Doctorate Board at phase two

·   Students will not be permitted to submit for assessment the thesis element of the programme unless they have satisfied all other programme requirements.

·   Students will be required to submit to a viva voce examination by an examination team established for the purpose by the Higher Research Degrees Committee Sub Committee and including one or more external examiners

·   The following assessment decisions are available to the Higher Research Degrees Sub

Committee in respect of a DCCJ candidate
1)   to award degree sought
2)   to award the degree sought, subject to satisfactory correction of minor factual errors and faults in the thesis, such corrections to be undertaken and approved within a specified period not exceeding six months from the date of the notification of the result to the candidate
3)   to give the candidate the opportunity to revise and re-present all or part of the thesis element of the programme under such conditions as the Committee may determine and within a maximum period of twelve months from the date of notification of the result to the candidate
4)   not to award the degree sought and to give no further opportunity for reassessment. Candidates may have the opportunity to represent the work for consideration for the award of MA Applied Research Design (Criminology and Criminal Justice)

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1

6.   Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

Course Handbook Descriptor