



Higher National Unit specification: general information

Unit title: Criminology

Unit code: FM43 35

Superclass: EE

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Unit purpose

This Unit is designed to introduce candidates to a selection of topics and areas of debates that inform contemporary criminology. The Unit starts by examining how crime and criminal justice have been theorised and then goes on to consider theoretical explanations of crime causation and criminalisation. The Unit is completed by explaining the aims of the criminal justice and penal system.

It is intended for candidates who are progressing through HN studies in Legal Services, Social Sciences and Police Studies.

On completion of the Unit the candidate should be able to:

- 1 Explain how crime and criminal justice have been theorised.
- 2 Critically evaluate theories of crime causation.
- 3 Critically evaluate theories of criminalisation.
- 4 Explain the role and aims of the Criminal Justice System in Scotland.

Recommended prior knowledge and skills

Candidates should possess good communication skills. Other knowledge, skills and experience relevant to the Unit would also be beneficial.

Ultimately, entry is at the discretion of the centre.

General information (cont)

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

There are opportunities to develop the Core Skills of *Communication* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Assessment

This Unit will be assessed by using four instruments of assessment, one for each Unit Outcome. These will take the form of three open-book assessments covering an explanation of how crime and criminal justice have been theorised, a critical evaluation of how crime causation has been theorised and a critical evaluation of theories of criminalisation. The closed-book assessment will cover the roles and aims of the criminal justice and penal system.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain how crime and criminal justice have been theorised.

Knowledge and/or Skills

- ◆ theoretical explanation of crime and punishment
- ◆ theoretical explanation of inspection and surveillance
- ◆ theoretical explanation of criminal typing
- ◆ theoretical explanation of the normal and the pathological

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: apply knowledge and skills to an explanation of how crime and criminal justice has been theorised that includes an explanation of one theory of crime and punishment, one major theory of inspection and surveillance, one major theory of criminal typing, one major theory of the normal and pathological. This assessment will be open-book.

Higher National Unit specification: statement of standards (cont)

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Outcome 2

Critically evaluate theories of crime causation.

Knowledge and/or Skills

- ◆ genetics study of crime causation.
- ◆ personality theory of crime causation
- ◆ Social/environmental theory of crime causation
- ◆ gender specific theory of crime causation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for Outcome 2 by showing that they can: apply knowledge and skills to a critical evaluation of theories of crime causation that includes one major genetics study of crime causation, one major personality theory of crime causation, one major social/environmental theory of crime causation, one major gender specific theory of crime causation. This assessment will be open-book.

Outcome 3

Critically evaluate theories of criminalisation.

Knowledge and/or Skills

- ◆ labelling and deviant identity theory of criminalisation
- ◆ theory of delinquency and criminalisation
- ◆ theory of political economy and criminalisation
- ◆ radical theory of criminalisation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: apply knowledge and skills to a critical evaluation of theories of criminalisation that includes one major labelling and deviant identity theory of criminalisation, one major theory of delinquency and criminalisation, one major theory of political economy and criminalisation, one major radical theory of criminalisation. This assessment will be open-book.

Higher National Unit specification: statement of standards (cont)

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Outcome 4

Explain the role and aims of the Criminal Justice System in Scotland.

Knowledge and/or Skills

- ◆ explanation of the role of key agencies within the Scottish Criminal Justice System
- ◆ explanation of the aims of the Scottish Criminal Justice System
- ◆ explanation of the range of disposals available to the Scottish Criminal Justice System

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for Outcome 4 by showing that they can: apply knowledge and skills to an explanation of the role and aims of the Criminal Justice System that includes an explanation of the role of key agencies within the Criminal Justice System concerned with sentences and disposals, the main aims of the Scottish Prison Service and the range of disposals available to the Criminal Justice System. This assessment will be closed-book.

Higher National Unit specification: statement of standards (cont)

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It is recommended that the candidate undertake a separate assessment for each Outcome, Outcomes 1, 2 and 3 are all open-book and Outcome 4 is closed-book.

The parts of the Unit that will be assessed by an open-book assessment mean that candidates will be allowed access to materials (eg text books, notes, VLE).

There is a wide variety of methods of assessment that would allow candidates to meet the Evidence Requirements for Outcomes 1, 2 and 3. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

The assessment for Outcome 1 could take the form of an open-book essay *or* set of structured questions with an expected candidate response of approximately 1,000 words *or* an individual oral presentation *or* poster exhibition with expected candidate's response of 10 to 12 minutes in presentation or explanation of poster *or* any other method that is appropriate to meet the Evidence Requirements. Candidates could also provide the Evidence Requirements in the form of an individual Blog or creation of a website, with approximately 1,000 words.

The assessment for Outcome 2 could take the form of an open-book essay *or* set of structured questions with an expected candidate response of approximately 1000 words *or* an individual oral presentation *or* poster exhibition with expected candidate's response of 10 to 12 minutes in presentation or explanation of poster *or* any other method that is appropriate to meet the Evidence Requirements. Candidates could also provide the Evidence Requirements in the form of an individual Blog or creation of a website, with approximately 1,000 words.

The assessment for Outcome 3 could take the form of an open-book essay *or* set of structured questions with an expected candidate response of approximately 1000 words *or* an individual oral presentation *or* poster exhibition with expected candidate's response of 10 to 12 minutes in presentation or explanation of poster *or* any other method that is appropriate to meet the Evidence Requirements. Candidates could also provide the Evidence Requirements in the form of an individual Blog or creation of a website, with approximately 1,000 words.

For Outcome 1, 2 and 3 it is possible to combine the oral presentation with the poster exhibition, where candidate covers Knowledge and/or Skills explaining and analysing in a poster but covers evaluations in an oral presentation on the same occasion. Where this occurs the total time for all aspects would be the same as those times stated above.

Outcome 4 which will be assessed by a closed-book assessment means candidates should be assessed without the use of notes, textbooks, VLE or other materials in a supervised setting.

There is a wide variety of methods of assessment that would allow candidates to meet the Evidence Requirements for Outcome 4. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

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The assessment could take the form of a set of unseen structured questions requiring a response of approximately 800 words across all questions *or* an essay, also requiring approximately 800 words *or* an oral response to set questions requiring the candidate to respond in sustained detail for approximately 6 minutes *or* an oral presentation of approximately 6 minutes duration *or* another method decided by the Centre. As this is a closed-book assessment, it would not be appropriate for candidates to use visual aids (such as Powerpoint presentations or posters) in the oral presentation, rather it would be sustained presentation without aid of notes. Broad guidance on the area to be assessed will be given one week prior to the assessment date. It is likely that if it is a written assessment it will take 90 minutes to complete.

See 'Guidance on delivery and assessment' for further details. It is recommended that oral presentations are recorded in some form.

NB: It is important that the language used in the assessment instrument reflects SCQF level 8 in each type of task.

Higher National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

With Outcome 1 candidates should be introduced to major theories of crime and criminal justice that will form a historical and philosophical foundation for the subsequent Outcomes. Starting with what is generally accepted as the first recognised school of criminology, the classical school of the 18th Century focuses on the need to develop rational and systematic ways of delivering justice. From the *classical school* the work of Cesare Beccaria can be looked at to show how crime is explained as a result of rational freewill that is to be controlled by carefully calculated systems of punishment. Beccaria's legacy is evident in most systems of criminal justice across the world. Utilitarian philosopher Jeremy Bentham's plans for the 'panopticon' in the late 18th Century is an ideal starting point for considering explanations of inspection and surveillance as rational systems of discipline and control. Contemporary writers such as Foucault and Lyon can also be looked at to show the relevance of surveillance today. In the 19th Century there is a paradigm shift towards explanations of law breaking rather than the content and implementation of criminal law. This is reflected in the explanations put forward by the *positivist school* of criminology where ideas of free will are challenged by more deterministic and scientific explanations. Adopting the scientific methods of the natural sciences, positivists bring measurement and the study of anatomy and physiology to the study of crime. The major positivist to be looked at here would be Cesare Lombroso and his systematic typing of criminals on the basis of cranial and physiological characteristics. Finally, explanations of the normal and pathological in relation to crime and criminal justice can best be covered through the work of sociologist Emile Durkheim who, like the positivists, looked for regularities in crime rates by explaining that crime and law are social phenomena that have a social existence above the experiences of individuals. By offering a consensus explanation of the social structure, Durkheim puts forward the proposition that crime performs key and vital functions for maintaining society's moral boundaries and preparing for social change.

Outcome 2 offers an opportunity to look at a range of different debates and theories of crime causation that generally compares explanations that focus on the innate characteristics and psychology of the individual with more sociological explanations that consider wider social and environmental causes of crime causation. Genetic studies showing the link between genetics and crime causation include the work of Mednick, Gabrielli and Hutchings who, by studying adoptees, conclude that some biological and genetic factors can be transmitted from one generation to the next and therefore some of these factors can help explain criminal behaviour. Related but more psychological in approach, Eysenck, makes the link between personality traits and the tendency to commit anti-social behaviour stressing an interaction between biological and socialisation factors. As a contrast there are numerous theories that focus on social/environmental explanations of crime causation including classic major theories such as the Chicago School's notion of 'social disorganisation' which consider both the physical and geographical contexts in crime causation. Merton's anomie theory explains crime in terms of various social class adaptations to anomie and the strain between cultural success goals and the

Higher National Unit specification: support notes (cont)

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institutionalised means of achieving them. Modern developments of these theories that focus more on relative deprivation and social exclusion could provide acceptable alternatives for assessment. The work of Charles Murray or Jock Young would be ideal in this respect. Finally, explanations of gender and crime causation could focus on either men or women, however, the work of Klein, Segal and Smart would provide an excellent opportunity to consider the inadequate criminological coverage of women and crime, for instance, many social/environmental or economic theories of crime have rarely been applied to the experiences of women. Segal starts from the fact that most crimes are committed by men and so we need to look at the relationship between wider causes of male behaviour and societies that construct masculinity as heterosexual power.

In Outcome 3 the problem of crime is focused more on theoretical explanations of criminalisation and the interaction between those who have the power to define criminal behaviour and the personal and social consequences of those defined as criminal. In other words by considering why certain behaviours and situations are defined as criminal while others are not. An accepted starting point for examining the social processes and interactions involved in labelling and the construction of a deviant identity is the work of Becker who argues that deviance and crime only exists because of the imposition of social judgements on the behaviour of others. Links can also be made between Becker's concept of the master status and Lemert's concepts of primary and secondary deviance. With delinquency and criminalisation the work of Sykes and Matza offers a critique of positivist and pathologising approaches of delinquent behaviour and challenges the idea that delinquents hold different values to the mainstream. Their theory of techniques of neutralisation aims to show how delinquents view and rationalise their own actions. Moving from subjective interpretations of crime and criminal behaviour to more objective considerations of the political economy of crime, Chambliss' Marxist analysis sees processes of criminalisation not simply dependent on relations of power but actually as a result of the interests of a ruling class and economic powers. From this perspective criminal law and the criminal justice system exist to maintain the interests of a ruling class. Finally, a radical theory of criminalisation such as the New Criminology of Taylor, Walton and Young aims to present a predominantly Marxist but full theory of social theory of deviance by explaining the relationship between the social structure of Capitalist society and crime. However, radical criminology has undergone some revision and the Left Realist approach of Lea and Young rejects the romantic idealism of the new criminology to argue that crime needs to be taken seriously and should be viewed as a social problem for both criminal justice agencies and victims of crime. This theoretical approach to criminalisation still aims to situate crime and criminalisation within wider political contexts but rejects 'partial' theories of crime and advocates synthesising various theoretical perspectives into a new realistic approach that seeks to explain and understand both the effect crime has on, predominantly the working class, victims of crime and the social origins of crime in terms of cultural background and development of criminals.

The final Outcome 4 provides an opportunity to explain the role of key agencies within the Scottish Criminal Justice System that are concerned with sentencing and disposals such as the Scottish Prison Service, Criminal Justice Social Work Services and those agencies concerned with victim support and juvenile justice such Victim Support Scotland and the Scottish Children's Reporter Administration. The aims of the Scottish Criminal Justice System and the Scottish Prison Service could be examined within wider debates about penal reform in Scotland. An explanation of the range of disposals available to Scottish

Higher National Unit specification: support notes (cont)

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Criminal Justice System could start with role of the procurator fiscal service and the prosecution of crime and the option of custodial or non custodial disposals available to Scottish Courts. A range of alternatives to prosecution such as non-court disposals could also be considered.

Guidance on the delivery and assessment of this Unit

Centres should structure the teaching programme to allow time for development of Core Skills and other transferable skills and for assessment practice within the notional hours suggested.

Centres should design an appropriate assessment instrument based on a method that is suitable in allowing candidates to meet the Evidence Requirements. This can be written or oral (depending on the needs of the candidates and the organisational aspects for the Centre in choosing particular methods). If an oral method is chosen, it is recommended that Centres record this (either by DVD or digital recorder etc) or provide assessor notes on the presentation for External Verification purposes. Oral presentations (or poster exhibitions) must be done individually as each candidate has to show evidence of meeting all Evidence Requirements, so a group presentation would not be suitable. If the Centre is using a Blog or creation of a website as the way of gathering evidence, this should not be in the public domain. Rather it should be on an Intranet or private area of a VLE to reduce the likelihood of plagiarism. Authenticating a candidate's work is essential. It would be helpful to collect notes or PPT presentation materials from a candidate as further evidence of meeting SCQF level 8 in the presentation.

A Centre can choose to use a mixture of methods across a cohort, as it may be more suitable for some candidates to give a written response and for others to use an oral method or to create a 'Blog' etc It is possible to combine the poster exhibition with an oral presentation, where, for example, a candidate may produce a detailed poster of theoretical explanations of crime causation but provide an evaluation of the theories in an oral presentation using PPT or a mind map as a visual aid. In this example of a combination of poster and oral presentation, the time across both Outcomes, with all Evidence Requirements covered would be 10-12 minutes (not 10-12 minutes each for the poster and for the oral presentation, but rather combining both in the time). They should also be done on the same occasion. Whichever method is chosen the candidates should be allowed access to notes, text books or other materials in preparation and delivery of the assessment as the assessment must be conducted open-book.

Centres should make sure they can authenticate a candidate's work. This may be done by questioning a candidate about their work, by seeing drafts of work under construction, by having partial write-up in presence of assessor or by using an anti-plagiarism tool, such as Turnitin or SafeAssign, which checks Internet sites.

Re-assessment should be completed by a review of the original work. Therefore, candidates should be asked to hand in a complete essay, with amendments incorporated in the appropriate context, rather than a large add-on at the end, or asked to fully rewrite answers to particular structured questions that did not meet requirements. Oral clarification could be used for minor omissions or to clarify minor detail. In oral work, candidates can be questioned by the assessor at the end of their presentation or explanation, where minor

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omissions occur, or where clarity is required. This would help to reduce need for re-assessment. However, where more work is required to meet the Evidence Requirements (eg where the quality of evidence is poor in a presentation) another presentation of 10-12 minutes would be needed.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the development of Core Skills of *Communication* and *Information and Communication Technology*. It can also support the development of other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

It is possible to develop **Communication** at **SCQF level 6** if the assessment takes the form of an essay or oral presentation. **For written communication at SCQF level 6 the skill is: produce well structured written communication on complex topics.** To develop this skill candidates can be encouraged in both formative and summative assessment to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that is organised and use paragraphing to make distinctions between facts, opinions, arguments and conclusion, use a format, layout, and word choice which are appropriate to the content and context, and use spelling, punctuation, vocabulary and sentence structures which are consistently accurate.

The candidates could be tasked with producing a written communication which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as shorter essays and presentations without being formally assessed for certification of Core Skill. Communicating theoretical ideas throughout this Unit requires communication, critical and evaluation skills that easily fits with SCQF level 6.

It is important to develop essay-writing skills for candidates' future progression. In doing this candidates should also be encouraged to use an appropriate referencing method, such as Harvard, for any formative or summative essays. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay writing.

For oral communication at SCQF level 6 the skill is: produce and respond to oral communication on a complex topic. In both formative and summative assessment the candidate could be encouraged to give a detailed oral presentation on any of the Knowledge and/or Skills required of each Outcome. The specific skills of using an appropriate level of vocabulary, consistent spoken language structures and formality, conveying all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate and responding to others, taking account of their contributions would be developed in an oral presentation or in an oral explanation of a poster exhibition. Although a summative assessment would require individual work and individual presentation, a formative assessment could be constructed that would encourage candidates to work in a small group, with a few people contributing to the presentation. This may allow a candidate to experience the demands of oral presentation before choosing this as an option for summative assessment of the Unit (if the Centre is able to give a choice).

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For the Core Skill of Information and Communication Technology at SCQF level 5 the skills are: 'Accessing Information, use ICT independently, effectively, and responsibly to access information within a range of tasks' and 'Providing/Creating Information, use ICT independently, effectively, and responsibly to carry out a range of processing tasks'. This Unit can help to develop such skills by the use of mini formative presentations using PowerPoint or other ICT presentation tool that will also support the development of oral communication. A summative assessment using ICT presentation methods is also possible. Specific areas of accessing information using Internet searches or VLE use and providing and creating information can be developed in such tasks. Creating a Blog or a website for the summative assessment is another way in which this Core Skill can be developed. This could be used where candidates (and their lecturer) have particular skills and interest in ICT.

Thinking, analytical and critical skills could be developed by posing questions at appropriate points in the delivery, enabling discussion and promoting the need for candidates to take responsibility for learning by encouraging the development of research skills via the Internet or using text books.

Curriculum for Excellence

The Curriculum for Excellence aspires to place learners at the centre of the curriculum and develop their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The four capacities will be developed throughout this Unit.

This Unit will develop the literacy and communication skills of the learners by way of formative and summative assessments. Independent learning is required throughout this Unit, whilst the opportunity is available for group learning through formative tasks. The subject of criminology demands independent and critical thinking that enables learners to reach satisfactory conclusions about the relationship between criminal behaviour and society. There is further opportunity to develop ICT and research skills through the internet, the production of word documents, PowerPoint presentations, academic posters, blogs and/or the creation of a wiki or website. Collectively the development of these skills contributes towards the creation of a **Successful Learner**.

Time management skills should improve during the delivery of this Unit, as should the ability to relate and work with others through formative tasks. The topics covered throughout the Unit will allow learners to develop knowledge and understanding of the relationship between criminal behaviour and society, and encourage the expression of a range of personal and informed opinions on this relationship within the classroom setting. This should lead to the emergence of a **Confident Individual**, particularly if they gain success in the achievement of the Unit.

Criminology can also contribute to learners becoming **Responsible Citizens** by encouraging learners to develop a critical understanding of the workings of the Scottish Criminal Justice System. Criminology allows the opportunity to consider a range of complex issues and an understanding of different sociological, historical, psychological, ethical, moral and political viewpoints around the issue of criminal behaviour.

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Learners can become **Effective Contributors** to society by learning to work together effectively in teams within the class setting. This can be achieved through group-work where they can apply critical thinking within new contexts. In planning group tasks, evaluating data and presenting their findings, learners will also develop problem solving skills. Both oral and written communication skills will also be developed. This can be achieved through written work, PowerPoint presentations, academic posters, blogs and/or the creation of a wiki or website. All these skills are achievable within the Unit.

Open learning

This Unit could be delivered by open or distance learning; however, it would require planning by the centre to ensure sufficiency and authenticity of candidate evidence.

For the open-book assessments, a written response in the form of an essay or answers to structured questions could be posted or e-mailed to the assessor or uploaded onto a VLE. An oral presentation could be used that would be recorded on DVD and sent to the assessor, or could be done using video-conferencing or web-link and observed by the assessor.

Arrangements would have to be made to ensure that the closed-book assessment (Outcome 4) was conducted under supervision.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date
02	Clarification of the wording for Outcome 4.	12/08/13

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General information for candidates

Unit title: Criminology

This Unit in criminology will start by looking at the way crime and criminal justice has been theorised which will involve an examination of some major historical theorists in the development of criminology. You will then examine a range of theories of crime causation that consider genetic, personality, social/environmental and gender specific explanations of crime causation. Next you will look at theories of criminalisation which focus more on why certain behaviours and situations are defined as criminal while others are not. Finally, you will look at the role and aims of the Scottish Criminal Justice System and the range of disposals available to Scottish Courts.

At the end of each Outcome you will undertake an assessment that will focus on the knowledge and skills required to meet the Outcome. Outcomes 1, 2 and 3 will be assessed by open-book and Outcome 4 will be assessed closed-book. You will be given the tasks/questions at an appropriate point in the delivery of the Unit.

As you progress through the Unit material, you will be encouraged to develop the Core Skills of *Communication* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5 in this Unit by the types of activities you will experience.

You will also be given opportunities throughout the Unit to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.