Group Award Specification for:

PDA in Criminology (SCQF level 8)

Group Award Code GK8R 48

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Contents

1   Introduction

This document was previously known as the Arrangements Document. The purpose of this document is to:

♦ assist centres to implement, deliver and manage the qualification
♦ provide a guide for new staff involved in offering the qualification
♦ inform course managers teaching staff, assessors, candidates, employers and HEIs of the aims and purpose of the qualification
♦ provide details of the range of candidates the qualification is suitable for and progression opportunities

1.1   Rationale

1.1.1 Title

PDA in Criminology (SCQF level 8)

1.1.2 Purpose

This PDA is designed to introduce candidates to a selection of topics and areas of debates that inform contemporary justice. Candidates will examine how crime and criminal justice have been theorised and then consider theoretical explanations of crime causation and criminalisation. The aims of the criminal justice and penal system will also be covered.

This Professional Development Award may be undertaken for a variety of reasons:

♦ Widening participation.
♦ The potential to meet the needs and/or interests of a variety of candidates.
♦ Providing opportunities for part-time and evening class candidates.
♦ Providing a sense of achievement of a Group Award.
♦ Useful to outlying centres that do not have the teaching resources to deliver a full HNC.
♦ Could be used to credit achievements for those who do not achieve, for a variety of reasons, a full HNC.
♦ The awards develop skills needed for progression into higher education and employment.
♦ Study skills are developed.
♦ The awards promote flexible entry into higher education and provide an element of specialisation.
♦ The awards could help tailor requirements to a particular programme of learning.
♦ They could help with advanced entry to university.
♦ They will provide opportunities for progression into a range of HE programmes.
♦ The awards will enhance the social sciences/legal services portfolio within centres.
♦ Meets needs of some adult returners.
♦ Continuous professional development (CPD).

1.1.3 Target Groups

The awards are intended for a range of candidates:

♦ The PDAs would be particularly relevant to part-time study and the evening class market.
♦ Many candidates can be adult returners, some of whom are vulnerable, can come from deprived sections of the community and/or who have experienced social exclusion.
♦ They would be aimed particularly at those who are not in a position to commit to a full HN programme, for example, asylum seekers whose status can change.
♦ They could be undertaken by 6th year school candidates.
♦ Employees seeking to improve their CPD might choose to study them.

Each subject Unit has value in its own right. Candidates would receive credit for in-depth knowledge in a subject specific area. The PDA would recognise the importance of subject content and the development of specialist skills.

Types/range of candidates

Candidate Group					
Markets aimed at:		**Who product is for:**		**Who will deliver product:**	
Widening participation	✓	Adult returners	✓	FE Colleges	✓
Workforce development	✓	Employees	✓	Schools	
16 – 19	✓	School candidates	✓	Private training providers	
Skills for Life and Work	✓	FE candidates	✓	HE	
Engaging employer		HE candidates	✓	Adult and Community	✓
		Volunteers	✓	Prisons	✓

1.2 Place of PDAs within Progression Opportunities

The PDA would provide progression from Access programmes (eg SWAP) and National Qualifications at SCQF levels 5 and 6. It would be a subset of the named HNC and HND awards and PDA. The award could also provide progression towards Open University programmes.

SCQF level	Qualification	Subject Area
1	Access 1/National 1	**Social Subjects** Units
2	Access 2/National 2	**Social Subjects** Units/Course
3	Access 3/National 3	**History** Units/Course **Modern Studies** Units/Course
4	Intermediate 1/National 4	**Modern Studies** Units/Course **People and Society** Units/Course

SCQF level	Qualification	Subject Area
5	Intermediate 2/National 5/ National Certificate	**Modern Studies** Units/Course **Psychology** Units/Course **Sociology** Units/Course **Social Sciences** National Certificate **Crime-based** Units **Legal/Law** Units
6	Higher/National Certificate	**Modern Studies** Units/Course **Politics** Units/Course **Psychology** Units/Course **Sociology** Units/Course **Social Sciences** National Certificate **Crime-based** Units
7	Advanced Higher/ HNC/ Degree Year 1	**Modern Studies** Units/Course **Sociology** Advanced Higher Units **Legal Services** HNC **Police Studies** HNC **Social Sciences** HNC **BA Criminology** **BA Criminal Justice** **BA Law** **LLB**
8	HND/Degree Year 2	**Legal Services** HND **PDA in Police Service Leadership and Management** **Social Sciences** HND **BA Criminology** **BA Criminal Justice** **BA Law** **LLB**
9	Degree Year 3	**BA Criminology** **BA Criminal Justice** **BA Law** **Social Sciences** **LLB**
10	Degree Year 4	**BA Law** **Social Sciences** **LLB**

1.3   Employment Opportunities

Career opportunities exist in the Law and Legal Services and also in the Police.

Market research also continues to show that employers, in both the public and private sector, accept the relevance of the HNC and HND in Social Sciences. Similarly market research demonstrates that such qualifications could be useful to paralegals as the Units provide them with some of the practical skills required by employers, as well as opening the door to other vocational opportunities existing in administrative or supervisory/management roles in business, finance, the commercial or public sector and the Police. Skills such as communication, time management and the ability to work with others were said to be fundamental to a candidate's employment prospects.

The PDA also supports the development of other higher order skills that are useful in many employment situations. Skills such as data handling, critical analysis and complex thinking skills are developed and achieved through the complexity of the material being covered as well as the activities inherent in the delivery and assessment of the subject matter. The PDA require a candidate to go beyond the basic knowledge and understanding to analysis and evaluation of conflicting theories. Skills such as problem solving, research skills and reaching conclusions are advantageous in many occupations. These are transferable skills, not specific to one situation but adaptable for a variety of situations. It is these skills that employers want their staff to demonstrate. The PDA supports the growth of these competences.

Candidates who have progressed into employment, or were in employment while studying for the Group Awards, confirm their usefulness to employment prospects. This is illustrated further under Subject Related (Specific) Aims of the Group Awards as well as the General Aims.

2 Qualifications structures

This Professional Development Award is made up of 3 SQA Unit credits. They comprise 24 SCQF credit points at SCQF level 8 and/or level 7. A mapping of Core Skills development opportunities is available in Section 5.2.

2.1 Structure

2.1.1 SCQF level 8 PDA

Unit Code	Unit title	SQA credit	SCQF credit points	SCQF level
FM43 35	Criminology	2	16	8
Plus **one** of the following Units:				
J032 34*	Politics A: An Introduction to Political Theories of the State	1	8	7
FK8D 34	Psychology A: History and Development of Psychology	1	8	7
FK8R 34	Sociology A: Introduction to Sociology	1	8	7
J6RY 34*	Scottish Legal System	1	8	7
F1B4 34	Scottish Criminal Law	1	8	7
F0EB 35	Criminal Justice System in Scotland	1	8	8

* See history of Changes

3 Aims of the qualifications

Candidates will be encouraged not only to know and evaluate research carried out by social scientists and legal experts associated with the specific discipline, but also to understand how research is carried out. Wherever possible, research methods will be contextualised. Candidates will be encouraged to consider social science based theories and approaches to crime and justice. They will also be introduced to aspects of the legal system and encouraged to take a critical view of evidence-based research.

3.1 General aims of the Professional Development Award

♦ Develop skills in information communication technology
♦ Organising and planning
♦ Working as an individual and with others
♦ Problem solving
♦ Enabling progression within the SCQF, including progression to HNC or HND programmes
♦ Time management, goal setting, punctuality and meeting deadlines
♦ Referencing, citation and bibliography skills
♦ Developing personal effectiveness
♦ Developing the ability to take responsibility for one's own learning
♦ Providing opportunities for career planning and enhancing candidates' employment prospects

3.1.1 Specific aims of the Professional Development Award (SCQF level 8)

♦ Develop an understanding of a social science disciplines
♦ Develop an understanding of the contribution of social science disciplines to the modern world and human behaviour
♦ Develop an open-minded, critical and evaluative approach to study
♦ Develop examination techniques
♦ Gain knowledge and understanding of the importance of evidence based research, including investigation and research skills
♦ Gain knowledge of competing views, perspectives, theories and evidence relating to a social science discipline
♦ Develop skills in managing and prioritising information
♦ Gain insight into the way crime and criminal justice has been theorised
♦ Consider theoretical explanations of crime causation and criminalisation
♦ Provide candidates with knowledge of the legal system in Scotland
♦ Introduce the main principles of criminal liability in Scotland
♦ Provide a basic knowledge of specific areas of Scottish Criminal Law
♦ Enhance the knowledge and understanding of candidates and to enable them to make use of this knowledge and understanding to analyse aspects of the criminal justice system in contemporary Scotland

4   Recommended entry to the qualifications

4.1   PDA (SCQF level 8)

Entry to this qualification is at the discretion of the centre. However, it would be beneficial if candidates had achieved at least one of the following:

♦   Relevant Units or qualifications at SCQF level 7
♦   Relevant PDA at SCQF level 7
♦   HNC Social Sciences, Legal Services or Police Studies
♦   Significant employment experience where detailed written reports are expected
♦   Relevant employment experience for a specific subject(s)

Scotland's colleges have a tradition of offering opportunities to applicants without formal qualifications and who may have experienced social exclusion. Therefore, centres are encouraged to support fully our tradition of social inclusion and continue to provide opportunities for applicants from non-traditional programmes. In such cases, centres are encouraged to take into account experience, life skills and potential ability.

Consideration of access should be based on the interest and ability of a candidate to undertake the particular Units. For example, an applicant may have completed a non-certificated course in psychology or sociology and wish to pursue this at a higher level. Alternatively, a candidate may be involved in political or legal activity and wish some type of formal certificate.

4.1.1   Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for candidates whose Core Skills profile is below the recommended entry level or whether candidates should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Essays; presentation; poster presentation; blogs and podcasts
Numeracy	5	Research project would include using statistics
Information and Communication Technology (ICT)	5	Word processed essays and reports; blogs and podcasts. SPSS or similar package for research project
Problem Solving	6	Project based learning activities Active learning/cooperative learning activities
Working with Others	6	Active learning/cooperative learning activities

5. Additional benefits of the qualification in meeting employer needs

Career opportunities exist in the Law and Legal Services, also in the Police, Youth Work, the Penal System and Criminal Justice. Market research continues to show that employers, in both the public and private sector, accept the relevance of the Social Sciences. Similarly market research demonstrates that such qualifications could be useful to paralegals as the Units provide them with some of the practical skills required by employers, as well as opening the door to other vocational opportunities existing in administrative or supervisory/management roles in business, finance, the commercial or public sector and the Police. Skills such as communication, time management and the ability to work with others were said to be fundamental to a candidate's employment prospects.

Candidates who have progressed into employment, or were in employment while studying for such Awards, confirm their usefulness to employment prospects. This is illustrated further under subject related (specific) aims of the Professional Development Award as well as the General Aims.

5.1 Mapping of General Aims of PDA (SCQF level 8)

1   Develop skills in information and communication technology
2   Develop skills in numeracy
3   Organising and planning
4   Working as an individual and with others
5   Problem solving
6   Enabling progression within the SCQF, including progression to degree programmes
7   Time management, goal setting, punctuality and meeting deadlines
8   Referencing, citation and bibliography skills
9   Developing personal effectiveness
10   Developing the ability to take responsibility for one's own learning
11   Providing opportunities for career planning and enhancing candidates' employment prospects

5.1.1 Mapping of general aims to Units

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
FM43 35	Criminology	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
FK85 34	Politics A: An Introduction to Political Theories of the State	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
FK8D 34	Psychology A: History and Development of Psychology	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
FK8R 34	Sociology A: Introduction to Sociology	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
F1A7 34	Scottish Legal System	✓		✓	✓		✓	✓	✓		✓	✓
F1B4 34	Scottish Criminal Law	✓		✓	✓	✓	✓	✓			✓	✓
F0EB 35	Criminal Justice System in Scotland	✓		✓	✓		✓	✓			✓	✓

5.2.1 Mapping of Specific Aims of PDA (SCQF level 8)

1   Develop an understanding of social science disciplines.
2   Develop an understanding of the contribution a social science discipline to the modern world and human behavior.
3   Develop an open-minded, critical and evaluative approach to study.
4   Develop examination techniques.
5   Gain knowledge and understanding of the importance of evidence based research, including investigation and research skills.
6   Gain knowledge of competing views, perspectives, theories and evidence relating to a social science discipline.
7   Develop skills in managing and prioritising information.
8   Gain insight into the way crime and criminal justice has been theorised.
9   Consider theoretical explanations of crime causation and criminalisation.
10   Provide candidates with knowledge of the legal system in Scotland.
11   Introduce the main principles of criminal liability in Scotland.
12   Provide a basic knowledge of specific areas of Scottish Criminal Law.
13   Enhance the knowledge and understanding of candidates and to enable them to make use of this knowledge and understanding to analyse aspects of the criminal justice system in contemporary Scotland.

Code	Unit title	Aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
FM43 35	Criminology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FK85 34	Politics A: An Introduction to Political Theories of the State	✓	✓	✓	✓		✓	✓						
FK8D 34	Psychology A: History and Development of Psychology	✓	✓	✓	✓	✓	✓	✓						
FK8R 34	Sociology A: Introduction to Sociology	✓	✓	✓	✓		✓	✓						
FK8R 34	Sociology A: Introduction to Sociology				✓			✓			✓			
F1A7 34	Scottish Legal System				✓			✓				✓	✓	
F1B4 34	Scottish Criminal Law				✓			✓						✓

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
FM43 35	Criminology	D (SCQF 6)	D (SCQF 6)	D (SCQF 5)	D (SCQF 5)	D (SCQF 5)	D (SCQF 5)	D (SCQF 6)	D (SCQF 6)	D (SCQF 6)	D (SCQF 5)	D (SCQF 5)
J032 34*	Politics A: An Introduction to Political Theories of the State	D (SCQF 6)	D (SCQF 6)			D (SCQF 5)	D (SCQF 5)	E (SCQF 5)				
FK8D 34	Psychology A: History and Development of Psychology	D (SCQF 6)	D (SCQF 6)			D (SCQF 5)	D (SCQF 5)					
FK8R 34	Sociology A: Introduction to Sociology	D (SCQF 6)	D (SCQF 6)			D (SCQF 5)	D (SCQF 5)					
F1A 7 34	Scottish Legal System	D (SCQF 6)	D (SCQF 6)			D (SCQF 6)	D (SCQF 6)					
F1B4 34	Scottish Criminal Law	D (SCQF 6)	D (SCQF 6)					D (SCQF 6)	D (SCQF 6)	D (SCQF 6)		
F0EB 35	Criminal Justice System in Scotland	D (SCQF 6)	D (SCQF 6)			D (SCQF 6)	D (SCQF 6)					

D = developed Core Skill   E = embedded Core Skill

5.4 Assessment Strategy for the qualifications

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Criminology	open-book	open-book	open-book	closed-book
Politics A: An Introduction to Political Theories of the State	one open-book		-	-
Psychology A: History and Development of Psychology	one open-book		-	-
Sociology A: Introduction to Sociology	one open-book		-	-
Scottish Legal System	one closed-book		open-book	closed-book
Scottish Criminal Law	one open-book controlled conditions		open-book controlled conditions	-
Criminal Justice System in Scotland	one closed-book		-	-

5.4 Assessment Strategy for the qualifications (cont)

The design principles for HN have encouraged a more holistic approach to assessment and, where appropriate for assessment purposes, a wide variety of possible ways of gathering evidence has been made available. These will involve either open-book or closed-book assessment instruments. This allows candidates to experience a range of assessment and helps them to develop different skills, which should be transferable to the next step of higher education or to employment.

Sampling is used within the HN awards. Sampling is used in cases where competence across a wide range of knowledge and skills can be inferred from assessing a sample of knowledge and skills. Sampling is not about assessing less. Rather, it is about assessing competence that is *representative* of a wider range of knowledge and skills.

The following strategies are adopted within the various Units.

SCQF level 7 Units

Units in Politics, Psychology or Sociology

These Units will be holistically assessed by a single open-book assessment covering all Unit Outcomes.

There is a wide variety of methods of assessment that would allow candidates to meet the Evidence Requirements in an A Unit. 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.

This assessment could take the form of one of the following:

♦ An open-book essay with an expected candidate response of approximately 1500 words.
♦ A set of structured questions with an expected candidate response of approximately 1500 words.
♦ An individual oral presentation *or* poster exhibition with an expected candidate's response of 10 to 12 minutes in presentation or explanation of poster.
♦ A pod cast an individual Blog, or creation of a website, with approximately 1500 words.
♦ Any other method that is appropriate to meet the Evidence Requirements.

It is possible to combine the oral presentation with the poster exhibition, where the candidate covers certain knowledge and skills requirements in a poster and covers the others in an oral presentation on the same assessment occasion. Where this occurs the total time for all aspects would be 10 to 12 minutes (rather than 10 to 12 minutes each). It is recommended that oral presentations are recorded in some form for external verification purposes.

Regardless of the assessment methods chosen candidates must submit a bibliography presented in a standard referencing format such as Harvard or APA.

In response to the task set, the candidate must convey complex ideas in a well-structured and coherent format.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources in researching the topics. Candidates should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information, particularly as this Unit is at SCQF level 7.

NB: It is important that the language used in the assessment instrument reflects SCQF level 7 in each type of task.

Unit in the Scottish Legal System
The assessment for Outcomes 1 and 2 could consist of structured questions devised in such a way as to provide the candidate with an opportunity to demonstrate their understanding of the items listed in the Knowledge and/or Skills section. The structured questions may consist of six questions — three focussing on Outcome 1 and three on Outcome 2. Assessment must be carried out under supervised conditions. However, candidates may bring with them to the assessment event two sides of A4 notes. These notes should be gathered in with their responses to the assessment.

Outcome 3 may be assessed by a candidate investigating the public prosecution system. A set of structured questions may provide the stimulus to start a candidate's investigation which may be collated in a portfolio of evidence. The candidate's portfolio of evidence may be presented in the form of a report or presentation. A report may require a response of approximately 1,000 words. Where a presentation is used it should be a minimum of 10 minutes length and a suitable checklist should be developed to record a candidate's presentation of evidence.

Outcome 4 may be assessed as a separate assessment event using a case study or mini case studies. The questions set may ask the candidate to apply their knowledge of the legal system to the case study or mini case studies. The assessment must be conducted under supervised conditions; however candidates may bring one side of A4 notes to the assessment event. The candidate's notes may be gathered in with their response to the case study or mini case studies.

The assessment event may last for 1 hour.

Unit in Scottish Criminal Law

Outcomes 1 and 2 could be assessed by way of case study/studies supplemented by restricted response questions where necessary.

Candidates will have access to their lecture notes/handouts and/or textbooks, and the assessment will be under controlled conditions.

Outcome 3 could be assessed by way of case studies supplemented by restricted response questions if necessary.
Candidates will have access to their lecture notes/handouts and/or textbooks, and the assessment will be under controlled conditions.

Centres will have discretion in designing assessments so that they can assess Outcomes individually or combine Outcomes where they consider it appropriate.

SCQF level 8 Units

Unit in Criminology

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.

Note — This Unit is a step up in level of demand and wording used in instruments of assessment should reflect SQCF level 8.

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.

Unit in the Criminal Justice System in Scotland

Assessment for this Unit can be undertaken holistically by a closed-book assessment. The assessment should consist of extended response questions which require candidates to analyse an aspect of the justice system in Scotland at the present time or one which could arise in the future.

In the examination candidates will be expected to analyse the situation using concepts taken from both Outcomes. They will be expected to demonstrate that they can relate key underpinning concepts to the criminal justice system in contemporary Scotland.

Remediation and Reassessment

Closed-book

Remediation for the closed-book assessment could be done by oral clarification for minor omissions or to clarify minor detail. If additional information is required this can be added, as long as it is in total approximately 100 words or less per Outcome. If these conditions cannot be met, then the candidates should be reassessed using a different set of questions.

In oral assessment candidates can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for reassessment. 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 the same duration as the original would be required.

Open-book

Remediation

If the candidate does not pass on the first attempt they should have a chance to remediate on the original question. This could be by oral questioning or amending the original assignment. The amendments should be incorporated within the assignment and not added at the end with numerous asterisks.

Lecturers and tutors should use their professional judgement with regards to the number of words to be added.

In oral work, candidates can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for reassessment. 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 the same duration, on the same topic or question as the original would be required. Only where a different topic or question is attempted would this be classed as reassessment.

Reassessment

If the candidate does not pass on remediation then they should be reassessed using a different question.

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of Units

It would be at the discretion of the centre to determine in which order the Units were delivered and to determine whether any integration of assessments would be possible.

6.2 Recognition of Prior Learning

SQA recognises that candidates gain knowledge and skills acquired through formal, non-formal and informal learning contexts. However, it is unlikely that a candidate would have the appropriate prior learning and experience to meet all the requirements of such a Professional Development Award unless they have already achieved one of the Units in the award.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The achievement of the **SCQF level 8 PDA** could contribute towards the achievement of the HNC or HND in Social Sciences, Legal Services or HNC in Police Studies depending on the combination of Units achieved although other Units, which are not part of the PDA, would have to be achieved to obtain the HNC or HND.

An HNC could then lead onto the corresponding HND and both the HNC and HND can aid progression into undergraduate studies in Higher Education Institutions,

6.2.2 Credit transfer

All decisions relating to credit transfer remain with centres. However, SQA carries out an initial mapping between old and new Units, to provide guidance.

6.3 Opportunities for e-assessment

Opportunities for e-assessment can be considered.

6.4 Support materials

Unit specifications and exemplars are available from SQA – the former on the main SQA website and the latter on the secure website.

6.5 Resource requirements

Staff should be suitably qualified to deliver the subjects at SCQF level 7 and level 8 and should have access to relevant sources and learning and teaching materials required for delivery.

7   General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8   Glossary of terms

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

♦   candidates may not be entered for the Group Award
♦   the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

♦   the Group Award will be deleted from the relevant catalogue
♦   the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦   no new centres may be approved to offer the Group Award
♦   centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦   No new centres may be approved to offer the Unit which has been revised.
♦   Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
03	**Revision of Units:** F1A7 34 Scottish Legal System has been revised by J6RY 34 Scottish Legal System. It will finish on 31/07/2024.	01/09/2022
02	**Revision of Units**: FK85 34 Politics A: An Introduction to Political Theories of the State has been revised by J032 34 Politics A: An Introduction to Political Theories of the State	14/11/2018

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for candidates

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

Within the PDA in Criminology, along with the Criminology Unit you will study either one of the social sciences disciplines, namely Politics, Psychology or Sociology or one of the Legal Services/Police Studies Units, namely Scottish Legal System, Scottish Criminal Law or Criminal Justice System in Scotland.

Curriculum for Excellence and skills development

Studying this PDA requires independent thinking, analytical skills and reasoned evaluation to reach satisfactory conclusions about human behaviour and society. By developing both general and specific skills you will be well on the way to becoming a **successful candidate**. There will be plenty opportunity for research, debate and classroom discussion so as you gain success in achieving Units you will become a more **confident individual**.

This PDA can make a positive contribution to you becoming **a critical but responsible citizen** as you develop knowledge and understanding of the relationship between the individual and society and consider wider, complex ethical and political issues.

By learning to work collaboratively throughout your studies you will learn to become an **effective contributor**, applying critical thinking within new contexts, planning group tasks, evaluating data and presenting your findings.

You will develop a range of general skills, for example:

- critical and evaluative thinking
- problem solving
- the ability to manage and absorb large amounts of information
- communication skills and presentation techniques
- the ability to be flexible and to work co-operatively with others
- personal effectiveness
- the ability to take responsibility for one's own learning
- study and research skills
- skills in IT
- skills in numeracy

In addition, a PDA in Criminology will*:

- enable progression within the SCQF including progression to HNC/HND Social Sciences, HNC/HND Legal Services or HNC in Police Studies (depending on the combination of Units achieved) and beyond into degree programmes.
- provide opportunities for career planning and enhancing your employment prospects.

You will also develop a range of skills specific to the study of social sciences/Legal Services, including:

♦ an understanding of social science disciplines
♦ an understanding of the contribution of social sciences to the modern world and human behaviour
♦ an ability to demonstrate that particular themes or aspects of human behaviour can be examined, explained and thereby understood in a more comprehensive manner
♦ an open-minded, critical and evaluative approach to study
♦ skills in information and communication technology
♦ skills in numeracy
♦ knowledge and understanding of investigation and research skills
♦ knowledge of competing views, perspectives, theories and evidence from a variety of sources
♦ skills in managing and prioritising information
♦ insight into the way crime and criminal justice has been theorised
♦ knowledge of the legal system in Scotland
♦ the main principles of criminal liability in Scotland
♦ a basic knowledge of specific areas of Scottish Criminal Law
♦ knowledge and understanding to enable you to make use of this knowledge and understanding to analyse aspects of the criminal justice system in contemporary Scotland

In addition, you will develop the following key skills:

♦ the ability to evaluate theoretical concepts
♦ the application of theoretical concepts to human social behaviour
♦ critical cognition
♦ statistical skills
♦ an understanding of the role of information and communications technology

The subject specific Units are assessed using a variety of open and closed-book assessments.