



Group Award Specification for:

**Professional Development Award (PDA) in
Criminology (SCQF level 7)**

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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, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

1.1 Rationale

1.1.1 Title

PDA in Criminology (SCQF level 7)

1.1.2 Purpose

This PDA is designed to introduce learners to a selection of topics and areas of debates that inform contemporary justice. Learners will examine the accused's journey from initial arrest; trial and sentencing and the disposals adopted by the Scottish Criminal Justice System. The learners will also study the efficacy of the Scottish System in comparison with other criminal justice systems.

In addition, there is the opportunity to look at a number of different contexts, for example Social Sciences, Social Care Practice and Community Learning and Development, which contribute to the multi-disciplinary nature of Criminology.

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 learners
- ◆ Providing opportunities for part-time and evening class learners
- ◆ Providing a sense of achievement of a group award
- ◆ Useful to centres that do not wish 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 learners:

- ◆ The PDAs would be particularly relevant to part-time study and the evening class market.
- ◆ Many learners will 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 senior phase and adult learners.
- ◆ Employees seeking to improve their CPD might choose to study them.

Each subject unit has value in its own right. Learners 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 learners

Learner group					
Markets aimed at:		Who product is for:		Who will deliver product:	
Widening participation	X	Adult returners	X	FE Colleges	X
Workforce development	X	Employees	X	Schools	
Senior phase and adult learners	X	School learners	X	Private training providers	
Skills for Life and Work	X	FE learners	X	HE	
Engaging employer		HE learners	X	Adult and Community	X
		Volunteers	X	Prisons	X

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	National 4	Modern Studies — units/course People and Society — units/course Care — units/course

SCQF level	Qualification	Subject area
5	National 5/National Certificate	Modern Studies — units/course Psychology — units/course Sociology — units/course Social Sciences — National Certificate Crime-based — units Legal/Law — units Care — units/course
6	Higher/National Certificate	Modern Studies — units/course Politics — units/course Psychology — units/course Sociology — units/course Social Sciences — National Certificate Crime-based — units Care — units/course Working with Communities — National Certificate
7	Advanced Higher/HNC/ Degree Year 1	Modern Studies — units/course Sociology — Advanced Higher Units Legal Services — HNC Police Studies — HNC Social Sciences — HNC Working with Communities — 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 PDA in Criminology 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 Social Sciences in the workplace. 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 learner'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. 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.

Learners 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 Qualification(s) structure

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

2.1 Structure

SCQF level 7 — PDA

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J00G	34	Criminology: The Accused's Journey	1	8	7
Plus two credits from the following units:					
J0H0	34	Politics B: The United Kingdom and Scotland	2	16	7
J030	34	Psychology B: Explanation and Research of Psychological Topics	2	16	7
J031	34	Sociology B: Applying Sociological Theories and Studies to Sociological Topics	2	16	7
HJ34	34	Community Learning and Development: Working with Young People	1	8	7
DH42	34	Youth and Community Justice	1	8	7
DH3N	34	Sociology for Social Care Practice	1	8	7
DH3M	34	Psychology for Social Care Practice	1	8	7
DJ1N	34	Understanding and Supporting Behaviour	1	8	7
F1A6	34	Scottish Criminal Procedure	1	8	7
FW32	35	Legal Aid in Scotland	1	8	8

3 Aims of the qualification(s)

Learners will be introduced to aspects of the legal system. Learners will be encouraged to consider broad based theories and approaches to crime and justice.

3.1 General aims of the Professional Development Award

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

3.2 Specific aims of the Professional Development Award (SCQF level 7)

- 1 Enhance the knowledge and understanding of learners and to enable them to make use of this knowledge and understanding, to evaluate aspects of the accused's journey and the criminal justice system in Scotland.
- 2 Develop an understanding of the legal system.
- 3 Develop an understanding of the contribution of social science disciplines to the modern world and human behaviour.*
- 4 Develop an open-minded, critical and evaluative approach to study.
- 5 Potential to develop examination techniques.
- 6 Gain knowledge and understanding of the importance of evidence based research, including investigation and research skills.
- 7 Gain knowledge of competing views, perspectives, theories and evidence relating to a social science discipline.
- 8 Gain insight into the way crime and criminal justice operates.
- 9 Provide learners with knowledge of aspects of the legal system in Scotland.
- 10 Provide a basic knowledge of specific areas of Scottish Criminal Law.
- 11 Develop an understanding of the contribution of community/social care practice to supporting young people.*

*Dependent on optional units chosen.

4 Recommended entry to the qualifications

PDA (SCQF level 7)

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

- ◆ Relevant units or qualifications at SCQF level 6
- ◆ Relevant units or qualifications 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 learner 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 learner may be involved in political or legal activity, or community learning and development and wish some type of formal certificate.

4.1 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 learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Essays; presentation; poster presentation; blogs and podcasts Research, read and select information from a variety of sources Explain and evaluate information Present arguments Synthesise information Organise and structure complex communication effectively Use referencing, citation and bibliography systems Use accurate spelling, grammar and punctuation

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Numeracy	5	Interpretation of data and statistics
Information and Communication Technology (ICT)	5	Present information using PowerPoint or other ICT presentation tool Search web sites for relevant information Present formative and summative evidence electronically, for example: creating a blog; keeping a reflective electronic journal; making a podcast; ePortfolio Use of word processing/spreadsheet/PowerPoint Use of various audio visual software
Problem Solving	5	Project based learning activities Active learning/cooperative learning activities
Working with Others	5	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, Care, Community Learning and Development, 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 learner's employment prospects.

Learners 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 7)

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

5.1.1 Mapping of specific aims of PDA (SCQF level 7)

- 1 Enhance the knowledge and understanding of learners and to enable them to make use of this knowledge and understanding, to evaluate aspects of the accused's journey and the criminal justice system in Scotland.
- 2 Develop an understanding of the legal system.
- 3 Develop an understanding of the contribution of social science disciplines to the modern world and human behaviour.*
- 4 Develop an open-minded, critical and evaluative approach to study.
- 5 Potential to develop examination techniques.
- 6 Gain knowledge and understanding of the importance of evidence based research, including investigation and research skills.
- 7 Gain knowledge of competing views, perspectives, theories and evidence relating to a social science discipline.
- 8 Gain insight into the way crime and criminal justice operates.
- 9 Provide learners with knowledge of aspects of the legal system in Scotland.
- 10 Provide a basic knowledge of specific areas of Scottish Criminal Law.
- 11 Develop an understanding of the contribution of community/social care practice to supporting young people. *

*Depending on optional units chosen.

5.2 Mapping of general aims to units

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
J00G 34	Criminology: The Accused's Journey	X	X	X	X	X	X	X	X	X	X	X
J0H0 34	Politics B: The United Kingdom and Scotland	X	X	X	X	X	X	X	X	X	X	X
J030 34	Psychology B: Explanation and Research of Psychological Topics	X	X	X	X	X	X	X	X	X	X	X
J031 34	Sociology B: Applying Sociological Theories and Studies to Sociological Topics	X	X	X	X	X	X	X	X	X	X	X
HJ34 34	Community Learning and Development: Working with Young People	X	X	X	X	X	X	X	X	X	X	X
DH42 34	Youth and Community Justice	X	X	X	X	X	X	X	X	X	X	X
DH3N 34	Sociology for Social Care Practice	X	X	X	X	X	X	X	X	X	X	X
DH3M 34	Psychology for Social Care Practice	X	X	X	X	X	X	X	X	X	X	X
DJ1N 34	Understanding and Supporting Behaviour	X	X	X	X	X	X	X	X	X	X	X
F1A6 34	Scottish Criminal Procedure	X	X	X	X	X	X	X	X	X	X	X
FW32 35	Legal Aid in Scotland	X	X	X	X	X	X	X	X	X	X	X

5.2.1 Mapping of specific aims to units

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
J00G 34	Criminology: The Accused's Journey	X	X	X	X		X	X	X	X	X	
J0H0 34	Politics B: The United Kingdom and Scotland	X	X	X	X	X	X	X	X	X	X	
J030 34	Psychology B: Explanation and Research of Psychological Topics			X	X	X	X	X				
J031 34	Sociology B: Applying Sociological Theories and Studies to Sociological Topics	X		X	X	X	X	X	X	X	X	
HJ34 34	Community Learning and Development: Working with Young People		X	X	X		X	X	X	X		X
DH42 34	Youth and Community Justice	X	X	X	X		X	X	X	X	X	X
DH3N 34	Sociology for Social Care Practice			X	X		X	X			X	X
DH3M 34	Psychology for Social Care Practice			X	X		X	X				X
DJ1N 34	Understanding and Supporting Behaviour				X		X					X
F1A6 34	Scottish Criminal Procedure	X	X		X	X	X		X	X	X	
FW32 35	Legal Aid in Scotland	X	X		X	X	X		X	X	X	

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
J00G34	Criminology: The Accused's Journey		S6	S6			S5	S5				S6	S6
J0H034	Politics B: The United Kingdom and Scotland		S6	S6			S5	S5	E5				
J03034	Psychology B: Explanation and Research of Psychological Topics		S6	S6	S5	S5	S5	S5	E6	E6	E6	S6	S6
J03134	Sociology B: Applying Sociological Theories and Studies to Sociological Topics		S6	S6			S5	S5	E5				
HJ3434	Community Learning and Development: Working with Young People		S6	S6			S5	S5	S6			S6	S6
DH4234	Youth and Community Justice		S6	S6	S5	S5			S6				
DH3N34	Sociology for Social Care Practice		S6	S6			S5	S5	S6			S6	S6
DH3M34	Psychology for Social Care Practice		S6	S6			S5	S5	S6			S6	S6
DJ1N34	Understanding and Supporting Behaviour		S6	S6					S6	S6	S6	S6	S6
F1A634	Scottish Criminal Procedure		S6	S6									
FW3235	Legal Aid in Scotland				S5		S5	S5	S5	S5	S5		

5.4 Assessment strategy for the qualification(s)

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 learners 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.

J00G 34 Criminology: The Accused's Journey

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Assessment for each outcome should be open-book and could use an essay or an oral presentation using PowerPoint or academic posters. Each assessment should include a bibliography or reference page. A written response should be 750–1,000 words per outcome; an oral response should be 6–8 minutes per outcome.

J0H0 34 Politics B: The United Kingdom and Scotland

J030 34 Psychology B: Explanation and Research of Psychological Topics

J031 34 Sociology B: Applying Sociological Theories and Studies to Sociological Topics

The B units are assessed using two instruments of assessment. One is a closed-book assessment (without the use of notes, textbooks, VLE or other materials in a supervised setting) and the other an open-book assessment.

There is a wide variety of methods of assessment that would allow learners to meet the evidence requirements in a B unit. The following are suggestions and there may be other methods that would be suitable.

The closed-book assessment could take the form of one of the following:

- ◆ a set of unseen structured questions requiring a response of approximately 1,000 words across all questions
- ◆ an essay requiring a response of approximately 1,000 words
- ◆ an oral response to set questions requiring a response in sustained detail for approximately 8 minutes
- ◆ other oral presentation of approximately 8 minutes duration
- ◆ any other method that is appropriate to meet the evidence requirements

Learners should know the broad area to be assessed one week prior to the assessment date. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete.

The second assessment instrument will be *open-book* (with access to materials, eg textbooks, notes, VLE). The task should be handed out at an appropriate point in the delivery of the unit and a submission date should be specified by the centre. It should be completed according to a prearranged format and could take the form of any of the following:

- ◆ an open-book essay with an expected learner response of approximately 2,000 words
- ◆ set of structured questions with an expected learner response of approximately 2,000 words
- ◆ an individual oral presentation or poster exhibition with an expected learner response of 15 minutes in presentation or explanation of poster
- ◆ a pod cast
- ◆ an individual blog, or creation of a website, with approximately 2,000 words any other method that is appropriate to meet the evidence requirements

It is recommended that oral presentations are recorded in some form for external verification purposes.

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

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

Tutors should make learners aware of the importance of the judicious selection of appropriate academic sources in researching the topics. Learners 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.

HJ34 34 Community Learning and Development: Working with Young People

Evidence can be generated using different types of assessment. The following are suggestions only and there may be other methods that would be more suitable to learners. Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a contextual case study of a young person moving through the adolescence process working with a youth worker and where a youth work process is deployed. The response should be approximately 1,500–2,000 words (or equivalent) under open-book conditions.

DH42 34 Youth and Community Justice

Knowledge evidence should apply, for some of the knowledge required in the units. If the learner writes about a real work experience then some of the PCs may also be covered. Centres wishing to deliver the SVQ jointly may help learners by supplementing the HN assessment requirements with questions designed to investigate skills. For example, the learner might be asked to describe the work they have personally done with an individual, and to explain how this work was intended to help that person avoid further offending behaviour. Current and relevant research needs to be evidenced, and a great deal of excellent material, formerly only available in hard copy, can be found on relevant websites. Those of the Scottish Executive and the Joseph Rowntree Foundation for example will give up to date and detailed material, useful for both lecturers and learners. Both of these websites will provide good sources of statistical information, as required for outcome 1. There is likely to be lively debate between learners who are working with offenders, and those who are working with victims. It is of course important that learners look at both sides

of offending situations, and avoid coming to overly simplistic conclusions; a balance between different perspectives should be built into teaching and learning programmes.

DH3N 34 Sociology for Social Care Practice

This unit is likely to form part of a group award that is primarily designed to provide learners with professional knowledge, values and skills related to a specific occupational area. The unit should be delivered in a way that enables the learners to appreciate its relevance to the occupational area concerned. Throughout the unit, the learners should be encouraged to apply what they are learning to the behaviour, experiences and life chances of the individuals with whom they work. Wherever possible materials should be used that enable the learner to make these links. Ideally learners should be currently working, or undertaking a placement in a social care setting

The unit will be assessed by three instruments of assessment. Outcome 1 will be assessed through a case study. Outcome 2 will be assessed by a report and outcome 3 by a written assignment.

DH3M 34 Psychology for Social Care Practice

Outcome 1 has a suggested written assignment, while outcomes 2 and 3 should be assessed together using a case study. The evidence requirements for outcomes 2 and 3 should be met by using a case study of a real individual with whom the learner works, and where the learner can apply the knowledge for these outcomes to individuals in the workplace. In exceptional circumstances, where it is not possible to use a real example from practice, learners may use a given case study on which they can answer questions to meet the evidence requirements.

DJ1N 34 Understanding and Supporting Behaviour

This unit should be assessed by an essay which demonstrates the learner's ability to understand and explain why behaviour that is challenging may occur. This assignment should enable learners to demonstrate their understanding of significant areas of knowledge that should underpin all work with those who may use a social service, ie social care values, empathy and understanding, individual care planning, and behaviour as part of human development.

Each learner should also complete a reflective account of practice that evidences their knowledge of how behaviour can be managed in a safe manner and in a way that promotes learning for the learner and to maximise the individual's personal development. It should also evidence understanding of why challenging behaviour can occur and the different factors that may influence the behaviour. The reflective account should be an example from a real workplace incident relating to challenging behaviour, and both individual and organisational confidentiality should be assured.

This unit would be best delivered and assessed after psychology and sociology units have been completed. For full-time learners the assessment should be completed after their placement has been started.

This unit should provide opportunity for learners to:

- ◆ consider a broad approach to behaviour that challenges
- ◆ look at the behaviour within the context of the whole person including their care plan
- ◆ reflect on their own practice, values, skills and methods
- ◆ analyse wide ranging factors that may affect behavior

- ◆ consider what they have learned about the individual, self and the workplace so that practice and personal development may be facilitated, where possible
- ◆ establish the best methods of managing behaviour where the likelihood of the individual development is limited

F1A6 34 Scottish Criminal Procedure

Evidence could be generated by learners from a given scenario(s) which could be in the form of case studies to demonstrate their ability to apply their knowledge, understanding and awareness of recent legislation to a variety of different situations. Textbooks, class handouts and forms will be permitted where relevant. The assessments for all three outcomes may be completed at one sitting with a maximum duration of 2.5 hours. Supervision of the assessment and any relevant reassessment should take place under controlled conditions.

Should there be any ambiguity regarding a learner's response to the assessment, or authenticity of a learner's response, oral questioning may be utilised to eliminate any doubt as to a learner's understanding of the relevant legal principle. The lecturer should note questions and the learners' responses.

It is recommended that learners follow the sequence of the outcomes which will enable them to follow summary and solemn procedures from beginning to end and to understand the role of different parties. Learners should be able to complete documentation and explain timescale in these procedures and have a clear understanding of their relevance in criminal cases. Their knowledge of Scots criminal law and the Scottish legal framework should be transferable to these procedures.

Wherever possible, Centres should adopt a proactive approach towards the delivery of this unit by utilising press and media reports which illustrate the topics under consideration. Centres should also be encouraged to use these articles and materials as discussion topics within the classroom environment. Learners should be made familiar with current law journals and both current and impending relevant legislation. Learners will be provided with documentation used in procedures and should be made aware of its application in legal practice. It is essential that all the stages of the procedures are covered.

Learners will be expected to apply procedures in the context of restricted response questions and case studies, ideally in one assessment event.

FW32 35 Legal Aid in Scotland

This unit should be assessed using three assessments covering all four outcomes. The first assessment shall take the form of a series of restricted response questions which will sample the knowledge required from all four outcomes. In the second assessment the learner will be presented with a case study/ies relating to a criminal and a civil matter. The learner will be provided with enough information to prepare the necessary advice and assistance form and legal aid form. In the third assessment the learner will be presented with a mock file. The learner will prepare an account for rendering to the Scottish Legal Aid Board. If facilities allow the account may be rendered online.

Outcomes 1–3

Knowledge evidence could be gathered by a series of restricted response questions, sampling the knowledge which cannot be inferred from the completion of the appropriate documentation.

The practical task for the civil action could be a case study or case studies that ask the solicitor or paralegal, for example, for advice on whether the applicant has grounds for divorce. This could be followed through by completion of the legal aid form to raise an action of divorce. The explanations required here would incorporate matters such as probable cause and whether the applicant's income exceeds the financial limits.

Centres could access the Legal Aid Online Learning materials from the Scottish Legal Aid Board website:

<https://www.slab.org.uk/solicitors/training-e-learning-and-laol/>

Outcome 4

Knowledge evidence could be gathered by a series of restricted response questions, sampling the knowledge which cannot be inferred from the completion of the appropriate documentation.

Criminal legal aid accounts tend to be simpler, and therefore the outcome covers a civil matter so that a civil legal aid account can be prepared.

Remediation and re-assessment for Social Sciences units

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 learners should be reassessed using a different set of questions.

In oral assessment learners 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 learner 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, learners 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.

Re-assessment

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

Remediation and re-assessment for non-Social Sciences units

Any Information on remediation and reassessment can be found in the unit specifications.

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 learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

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 existing SQA unit(s) may contribute to this group award. Additionally, they also 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 7 PDA** could contribute towards the achievement of the HNC or HND in Social Sciences, Legal Services, Care, Community Learning and Development, 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.

A **list of existing ASPs** is available to view on SQA's 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 learners 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 assessments 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

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

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:

- ◆ learners 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 learners 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.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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 learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

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

9 General information for learners

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 you will study, *Criminology: The Accused's Journey* and **two** credits from the following:

Politics B: The United Kingdom and Scotland

Psychology B: Explanation and Research of Psychological Topics

Sociology B: Applying Sociological Theories and Studies to Sociological Topics

Community Learning and Development: Working with Young People

Youth and Community Justice

Sociology for Social Care Practice

Psychology for Social Care Practice

Understanding and Supporting Behaviour

Scottish Criminal Procedure

Legal Aid in Scotland

Curriculum for Excellence and skills development

Studying the PDA will require independent thinking, analytical skills and reasoned evaluation to reach satisfactory conclusions about crime in society. By developing both general and specific skills you will be well on the way to becoming a successful learner. There will be plenty of opportunity for research, debate and classroom discussion. As you gain success in achieving units, you will become a more confident individual.

The PDA can make a positive contribution to you becoming a critical but responsible citizen as you develop knowledge and understanding of the relationship between crime, 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

In addition, a PDA in Criminology will:

- ◆ enable progression within the SCQF including progression to HNC/D courses in Legal Services; Police Studies, Social Sciences, Working with Communities, Care and Administrative Practice, Social Services. This could progress onto BA Criminology, BA Criminal Justice, BA Law, BA Social Sciences.
- ◆ provide opportunities for career planning and enhancing your employment prospects.

You will also develop a range of skills specific to the study of criminology, including:

- ◆ 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
- ◆ knowledge and understanding of different research methods
- ◆ skills in information and communication technology
- ◆ skills in numeracy
- ◆ investigation and research skills
- ◆ knowledge of competing views, perspectives, theories and evidence from a variety of sources to enable the learner to adopt a comprehensive criminological approach in skills for managing and prioritising information

In addition, you will develop the following key skills:

- ◆ the ability to evaluate theoretical concepts
- ◆ the application of theoretical concepts to criminal behaviour
- ◆ critical cognition
- ◆ statistical skills

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