



Subject benchmark statement: Criminology

**Draft for consultation
2013**

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Preface

Subject benchmark statements form part of the UK Quality Code for Higher Education (the Quality Code).¹ They describe the nature of study and the academic standards expected of graduates in specific subject areas and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

This subject benchmark statement refers to bachelor's degrees with honours and master's degrees in Criminology.²

Subject benchmark statements are intended to be used as reference points in the design, delivery and review of academic programmes. They provide general guidance for articulating the learning outcomes associated with the programme, but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a framework agreed by the subject community.

Subject benchmark statements may also be of interest to prospective and current students and to employers seeking information about the nature and standards of awards in a given subject area.

Subject benchmark statements are written and maintained by subject specialists drawn from and acting on behalf of the subject community. The process is facilitated by the Quality Assurance Agency for Higher Education (QAA). In order to ensure the continuing currency of subject benchmark statements, QAA initiates regular reviews of their content five years after first publication, and every seven years subsequently. This version of the statement forms its second edition, following initial publication in 2007.³

For some subject areas, higher education providers may need to consider other reference points in addition to the subject benchmark statement in designing, delivering and reviewing programmes. Other reference points may include requirements set out by professional, statutory and regulatory bodies, national occupational standards, and industry or employer expectations. In such cases, the subject benchmark statement may provide additional guidance around academic standards not covered by these requirements. The relationship between academic and professional or regulatory requirements is made clear within individual statements, but it is the responsibility of individual higher education providers to decide how they use this information. The responsibility for academic standards remains with the degree-awarding body making the academic qualification.⁴ The Quality Code does not attempt to interpret legislation, nor does it incorporate statutory requirements. Higher education providers have an overriding obligation in all cases to ensure that they meet the requirements of legislation and that any statutory requirements take precedence.⁵

¹ www.qaa.ac.uk/qualitycode

² Bachelor's degrees are at level 6 in *The framework for higher education qualifications in England, Wales and Northern Ireland* (2008) and level 10 in the *Scottish Credit and Qualifications Framework* (2001), and master's degrees are at level 7 and level 11 respectively.

³ Further information is available in the *Recognition scheme for subject benchmark statements*: www.qaa.ac.uk/publications/informationandguidance/pages/recognition-scheme-for-subject-benchmark-statements.aspx.

⁴ Quality Code, Part A: Setting and maintaining academic standards (currently under consultation): www.qaa.ac.uk/publications/informationandguidance/pages/part-a-consultation.aspx.

⁵ See further the *UK Quality Code for Higher Education: General introduction*: www.qaa.ac.uk/publications/informationandguidance/pages/quality-code-introduction.aspx.

1 Introduction

1.1 This subject benchmark statement establishes academic standards for Criminology. It does not describe occupational or professional standards, although many occupational groups have contributed to the thinking that underpins this subject benchmark statement, including the professional body for Criminology in the UK - the British Society of Criminology (see paragraph 1.4). This statement sets out the abilities and skills which someone graduating in Criminology will be expected to possess. As such, it does not prescribe substantive content, but rather indicates the areas of knowledge which constitute the core of the discipline. Within this broad approach, diversity and creativity in teaching as well as in research are accommodated, thereby allowing new knowledge and creative interpretation to flourish. The document applies to all parts of the UK, and it is expected that teaching and learning will reflect variations in local concerns and individual provider arrangements.

1.2 This document mainly relates to bachelor's degrees, though it should be acknowledged that there are both Foundation Degrees and postgraduate degrees (that is, master's degrees) in Criminology. It follows that Foundation Degrees mark progression towards the standard described here, and that master's degrees go beyond the standard in terms of depth and breadth of knowledge and in terms of the development of tools and techniques for critical analysis (see section 8). Foundation Degrees are frequently designed and delivered in partnership with employers to equip people with the relevant knowledge and skills for business. They are offered by some universities in partnership with higher education colleges and further education colleges. The study methods can be very flexible, which means that they are available to people already in work, those wishing to embark on a career change, and those who have recently completed qualifications - for example A levels, Advanced Apprenticeships or National Vocational Qualifications - at level 3.

1.3 Criminology was multidisciplinary and commonly taught at postgraduate level when it was introduced in the late 1950s and early 1960s. Undergraduate degrees in Criminology have developed much more recently. There are numerous postgraduate courses in existence in the UK; some of these courses are generalist, while others pursue specialisms (for example in Police Studies, Security, Criminal Justice Policy, International Criminology, Forensic Psychology and Criminal Justice). Postgraduate courses place particular emphasis on competence to carry out research and are often guided by the Economic and Social Research Council's guidelines for research training.⁶

1.4 The British Society of Criminology (the Society) is a registered charity and a registered company. It is the only organisation representing professionals in the field of Criminology in the UK, representing Criminology, Criminal Justice, Policing and related disciplines. At the time of writing, the Society has 844 members. Of these, approximately 47 per cent work in higher education as either lecturers or full-time researchers; a further 16 per cent of members currently work in areas relating to the criminal justice system as practitioners, administrators, policy makers or researchers; 30 per cent of members are full-time postgraduate research students; and seven per cent of members constitute a miscellaneous category of retired and other interested persons. The Society represents both producers and users of the discipline of Criminology. The Society's constitution ensures wide representation on the Executive Committee. The Executive Committee itself is elected by the membership. The Society is a member of the Academy of Social Sciences, to which it from time to time nominates Members and Fellows. Because of this open and democratic structure, the Society is in a strong position to understand and represent the educational and professional needs of Criminology.

⁶ *Economic and Social Research Council Postgraduate Training and Development Guidelines 2009:* www.esrc.ac.uk/images/postgraduate_training_and_development_guidelines_tcm8-2660.pdf.

2 Defining principles

2.1 The purposes of this subject benchmark statement are:

- to enable students to know what the subject entails and to choose a programme appropriate for their personal career plans
- to enable stakeholders and employers to know what skills can be expected from graduates in the subjects which fall under this subject benchmark statement
- to assist higher education providers in designing and approving new programmes in Criminology, Criminal Justice, Police Studies and related degrees
- to assist providers of Criminology programmes who wish to develop or amend their programmes
- to assist external examiners and academic reviewers in establishing and comparing standards
- to facilitate European and international collaborative teaching programmes.

2.2 This subject benchmark statement sets out information for honours degrees in Criminology at bachelor's or first degree level and threshold standards for master's degrees. The statement should be regarded as representing general expectations about standards within the subject. It is intended, in dialogic mode, to encourage collaborative relationships between the areas of interest to which the benchmark statement applies, and also within the social sciences more generally.

2.3 This subject benchmark statement applies to single honours degrees. The structure of higher education in Scotland is different from the rest of the UK and the educational levels at which subject-specific skills and other skills will be achieved may vary. However, discussions with Scottish colleagues revealed no disagreement in substance as to the skills to be acquired in the course of an honours degree in Criminology. In all four countries of the UK, the choice of areas to cover in combined and joint programmes will vary from provider to provider depending on factors such as the discipline with which Criminology is combined, the concerns of designated employers, and the research profile of the teaching staff.

2.4 Criminology supplies a necessary knowledge base for a number of vocations, each of which will supplement the topics with modules at an appropriate level relevant to their own professional and technical areas of expertise.

2.5 Notwithstanding the above, it is expected that all such programmes will enable students to develop a critical understanding of:

- the major theories which are deployed throughout the social sciences which allow students to understand the social and personal context of all aspects of crime, victimisation and responses to crime and deviance
- key concepts and theoretical approaches which have been developed in relation to crime, victimisation and responses to crime and deviance
- the basic principles of social research as applicable to criminological topics
- what can be achieved by different methodologies and techniques
- when a particular methodology or technique is most appropriately used
- how the results or research findings of any particular study may be evaluated
- the ethical principles governing criminological research
- the principles of human rights and civil liberties which are applicable to the different stages of the criminal justice process, and to all official responses to crime and deviance

- the dimensions of social divisions and social diversity in relation to criminological topics
- the construction and influence of representations of crime and victims, and of responses to crime and deviance, as found in official reports, the mass media and public opinion
- the local, national and international contexts of crime, victimisation and responses to crime and deviance.

2.6 Criminologists may be employed in a range of different academic departments. Therefore, this subject benchmark statement specifies only the teaching to be provided and the learning required from the student. There are no prescriptions as to the provider's arrangements for delivery of subject matter, and cooperation between disciplines and departments within and between disciplinary boundaries is generally regarded as beneficial.

2.7 This subject benchmark statement specifies learning outcomes for the expected threshold standard of a single honours graduate in Criminology. It does not specify teaching and learning policies or methods, as these will be designed to suit the programme, the staff experience and the student body of each higher education provider. Similarly, there are no recommendations as to modes of assessment. Examiners, providers and external examiners are expected, in general, to tailor assessment to a demonstration of the skill specified in the required learning outcome. Some more general requirements for teaching, learning and assessment are indicated in section 6.

2.8 In establishing the subject benchmark statement for Criminology, the following topics are dealt with:

- nature and extent of the subject
- subject knowledge and understanding
- subject-specific skills and other skills
- teaching, learning and assessment.

3 Nature and extent of Criminology

3.1 Criminology draws on a wide range of human and social science disciplines. The subject's theoretical and methodological development reflects the rapid social changes of contemporary society and is responsive to the increasing cross-fertilisation of ideas and methods between the human sciences. In its modern form, it is characterised by robust debates over how to:

- conceptualise and explain its subject matter
- put its theories into operation in conducting research
- inform debates over crime control policy; the scope of human rights; the links between criminal and social justice; and the expanding knowledge-bases of crime prevention, security, policing and justice-related professions
- develop and enhance its methodological and technical expertise
- manage sensitive ethical issues arising from empirical research.

3.2 Criminology is both a theoretical and an empirical discipline. At the heart of Criminology are theoretical debates about a wide range of perspectives. Criminology emphasises the importance both of theoretical work and of a firm evidence base for its theories. It also engages in formal and critical evaluation of concepts of crime and deviance, including state crime, crimes of the powerful, crime prevention, security, and crime control policies, as well as of other responses to crime and deviance. However, in furthering these values, it nurtures a lively debate and dialogue between a range of theoretical and

methodological perspectives, employing both quantitative and qualitative data. It guards against attempts to foreclose this dialogue with the premature creation of theoretical or methodological protocols favouring particular sub-disciplines, whether endorsed by state officials, by the mass media, or by fashions in academic thought.

3.3 Empirically, Criminology is concerned with:

- processes of criminalisation and victimisation
- meanings of crime and deviance
- the causes and organisation of crime and deviance at individual, family, community and state levels
- processes of preventing and managing crime and deviance, and managing and preventing victimisation
- official and unofficial responses to crime, deviance, and social and/or environmental harm
- representations of crime, deviance, offenders, victims, and agents and agencies of control in the media and official discourse.

3.4 Given its strong policy orientation and close relationship with criminal justice professions, many of Criminology's most significant theoretical advances have been made through empirical studies. Criminology also contributes to and benefits from continuous theoretical debates within the social sciences, psychology, law, philosophy and other related disciplines. The vitality of Criminology also requires a continuous interchange between theory and analytic and evaluative research, and attention to increasingly salient ethical debates about crime, security and human rights at international, national, regional and local levels.

3.5 Criminology is intrinsically a reflexive discipline, involving an understanding of contested values in the constitution and application of criminological knowledge.

4 Subject knowledge and understanding

4.1 Criminology, like all academic disciplines, is constantly changing. As such, the importance attached to different historical and contemporary theories will continually change. The constant emergence of new theories generates new areas of criminological enquiry. Such new areas of enquiry may also be generated by changing political and social concerns, or by changes within other disciplines such as Sociology, Law or Philosophy. In spite of this constant production of new knowledge, however, the broad outlines of the subject area remain relatively constant.

4.2 Criminology includes knowledge and understanding of the following issues:

- the development of Criminology as a distinct area of study and inquiry, and its multidisciplinary or interdisciplinary nature
- alternative theoretical approaches within Criminology, and contemporary debates about the content and scope of Criminology
- how crime, deviance and victimisation are socially and legally constructed
- the different sources of information about crime and victimisation, and how they are produced - including their location in particular legal, political, social and ideological frameworks - and how they can be interpreted
- trends in crime and victimisation
- different forms of crime and their social organisation

- different theoretical approaches to the study, analysis and explanation of crime, deviance, harm and victimisation
- relationships between crime and social change, and the impact of globalisation
- relationships of crime, deviance and offending, and victimisation to social divisions such as age, gender, sexuality, social class, race and ethnicity
- the development, role, organisation and governance of efforts to reduce and prevent crime, deviance and harm, and to ensure personal and public safety and security in different locations; the role of non-governmental agencies
- the effectiveness of such measures, and human rights issues in relation to preventive and pre-emptive measures
- the social and historical development of the main institutions involved in crime control in different locations
- the philosophy and politics of criminal justice and modes of punishment
- the use of discretion in relation to justice processes, including issues of discrimination and diversity
- governance of criminal and youth justice, and other crime control processes
- the development of penal and alternative policies in different locations and their relationship to social change
- the main forms of sentence and alternatives; the governance, roles and structure of the agencies involved; and offenders' experiences of adjudication and sentence
- representations of victimisation, crime and deviance, and of the main agents and institutions which respond to crime and deviance, as found in the mass media, new media, in official reports and in public opinion
- how to develop a reflective approach and a critical awareness of the values of local cultures and local politics, and of the student's own values, biography and social identity, and how to bring these skills to bear in an informed response to crime and victimisation
- awareness of how political and cultural values - including the student's own - have an impact on responses to and rival interpretations of safety and security, crime control, policing, criminal and youth justice, sentencing, and alternative responses to offending
- how to make ethically sound judgments in relation to research carried out by others or oneself.

5 Subject-specific skills and other skills

5.1 Students of Criminology at honours degree level are expected to develop a range of skills that will enable them to work autonomously both as students and in subsequent employment.

5.2 The study of Criminology enables students to develop a number of cognitive abilities and skills. These may be acquired in a range of teaching and learning situations, so that students will be able to become competent in:

- generating and evaluating evidence
- appreciating the complexity and diversity of the ways in which crime is constituted, represented and dealt with
- assessing the merits of competing theories relevant to crime, victimisation and responses to crime and deviance
- assessing the merits and diversity of objectives of competing responses to crime, deviance and harm, including the protection of human rights
- gathering, retrieving and synthesising data and information
- making ethical judgments about published research

- making reasoned arguments
- using computer-based technologies
- working collaboratively
- interpreting quantitative data
- interpreting qualitative evidence and texts
- developing the ability to reflect in critical and constructive ways on their own learning.

5.3 The range of subject-specific abilities that students would normally be expected to develop during their undergraduate programme include:

- the ability to identify criminological problems, formulate questions and investigate them
- competence in using criminological theory and concepts to understand crime, victimisation and responses to crime and deviance
- competence in using criminological theory to elucidate representations of crime and victimisation, and responses to these, as presented in the traditional and new media and in official reports
- competence in explaining complex social problems in terms of criminological theory
- the capacity to analyse, assess and communicate empirical information about crime, victimisation, responses to crime and deviance, and representations of crime
- the ability to identify human rights issues in responses to crime, deviance and harm
- the ability to recognise a range of ethical problems associated with research and to take action in accordance with the guidelines of ethical practice developed by the British Society of Criminology and cognate professional bodies
- the ability to identify and deploy a range of research strategies, including qualitative and quantitative methods and the use of published data sources, and to select and apply appropriate strategies for specific research problems
- the ability to present the philosophical and methodological background to the research of others and to one's own research.

5.4 Many of the technical skills which Criminology students will acquire are generic to all social sciences. These include:

- written and oral communication skills, including the clear presentation of research procedures, academic debates and the student's own arguments
- skills of time planning and management
- the ability to work productively in a group
- the capacity to present data and evidence in an appropriate format for a variety of audiences
- the ability to formulate researchable problems within a general area of concern
- the ability to evaluate evidence of diverse kinds and to draw appropriate conclusions
- research design and data collection skills in relation to crime, victimisation and responses to crime and deviance, including:
 - knowledge of survey, experimental and case study design
 - the identification of an appropriate sampling method
 - interview methodologies
 - focus groups
 - visual methods
 - ethnography
 - evaluation methods
 - the critical use of published data sources

- the ability to analyse data, including indexing and retrieval of qualitative data, an understanding of statistics (including sampling and measures of significance, and knowledge of relevant software), and awareness of the use and potential misuse of statistics
- the ability to identify the most important arguments or evidence in a text and to record and/or represent these
- bibliographic and referencing skills: the identification of relevant published and web-based materials in relation to a particular topic
- computing skills in relation both to text and the presentation of basic research data.

6 Teaching, learning and assessment

6.1 Students studying for an honours degree in Criminology have access to a range of supportive learning resources, including academic staff who are themselves actively engaged in criminological research activities; a range of paper and electronic resources such as texts, monographs and journals; and computing resources including hardware, software and the necessary technical support.

6.2 Teaching, learning and assessment strategies in Criminology take account of the Quality Code, published by QAA,⁷ and recognise the following.

- Criminology is neither purely deductive nor purely descriptive; theorisation needs both to guide the collection of data and to be grounded in evidence. Similarly, interpretation of data has to be guided by theorisation. Students should, therefore, be given opportunities to acquire capacities of thinking in both abstract and concrete terms and to relate the two.
- Bodies of evidence are often consistent with alternative interpretations embodied in rival theoretical perspectives. Students are required to weigh alternative interpretations in terms of consistency with evidence, logic, fit with other findings and breadth of explanatory power. Therefore, students are provided with opportunities to rehearse and revise their own ideas.
- Criminology is a contested and often contentious discipline which is very likely to reflect current social, political and public disputes. Therefore, students should be provided with opportunities to develop awareness of their own values and those of their cultural and political environment, and an appreciation of how alternative values impact upon rival interpretations of evidence.
- Criminology attracts students from diverse academic and social backgrounds; their learning and skills development needs vary accordingly. To reflect this, degree courses need to provide flexible and varied teaching, learning and assessment strategies in order to ensure that all students have as equal an opportunity as possible to acquire the necessary knowledge and skills to graduate in Criminology.

6.3 Teaching and learning in Criminology normally take place in a combination of some or all of the following contexts:

- lectures
- seminars and workshops
- tutorials
- independent study
- work experience placements/internships
- blended or e-learning environments.

⁷ www.qaa.ac.uk/qualitycode

6.4 Lectures are generally used to provide an introduction to the main themes, debates and interpretations of their subject - conveying information and signposting issues to be considered. Thus, they provide a common foundation of learning. Lectures encourage students' skills in listening, note-taking, reflection and their appreciation of how information is presented. Lectures may be enhanced by the use of audio-visual aids, including electronic presentational methods.

6.5 Seminars and workshops are normally used to provide opportunities for more student-centred and interactive learning. Usually organised around themes for discussion and/or designated reading, seminars and workshops aim to deepen students' knowledge of a particular subject, and their ability to critically examine alternative perspectives. They also aim to develop skills in information retrieval and presentation, communication skills and team/group work skills.

6.6 Tutorials are meetings between a staff member and an individual student or a small group. They serve varied purposes, including assessment of students' personal development and progress; helping students to develop learning skills; assisting students to make informed and realistic choices within their degree course; and providing support for individual or group project work, work-related placements, or dissertation supervision.

6.7 A large amount of student learning takes the form of guided independent study. This includes preparation for specific assignments, but also reading and reflection on issues raised in the formally structured teaching contexts. Independent study generally takes the form of reading books and journals, including electronic resources. Web-based self-instructional packages and distance-learning packages may also be used.

6.8 Flexible learning is generally closely associated with blended or e-learning, as both emphasise the use of course materials outside the environment of the conventional lecture hall or teaching room and the use of computer-based learning technologies to support and facilitate teaching.

6.9 Work experience placements or internships in relevant agencies and organisations may be offered. Within this context, the protection of students' rights from work-based exploitation and/or harassment is paramount. Such placements and/or internships provide students with work which will develop their criminological knowledge and relevant skills. Academic staff and agency mentors liaise in matching students with agencies and in providing support for the conduct of students' work.

6.10 Assessment is a crucial component of student learning. It is necessary to monitor student progress, motivate learning, provide feedback, and to grade students. Methods of assessment take account of the Quality Code and therefore, among other things:

- reflect progression within the undergraduate programme⁸
- combine the assessment of both knowledge and skills
- enable students to demonstrate their level of attainment and to demonstrate their full range of abilities and skills

⁸ Thus, in the first year of an honours programme in Criminology, the emphasis will normally be on developing basic research, information retrieval and study skills. This should enable students at subsequent levels to strengthen their analytic, interpretative and communication skills and - by graduation - to demonstrate the problem-solving, evaluative and reflective skills intrinsic to the discipline and the attributes needed for self-managed, lifelong learning. It is expected that there will be greater opportunities for students to pursue more specialist courses in their second and third years of study (and fourth year for an honours degree in Scotland). Opportunities for the formal assessment of students' independent and more specialised study, for example the presentation of a dissertation, will normally occur in the final year.

- be varied and include formative and summative aspects
- reflect alignment of the desired learning outcomes for the programme and modules within it.

7 Benchmark standards

7.1 The benchmark statement standards for Criminology may be achieved in a number of ways and are compatible with a diversity of curricula and a variety of modes of assessment. Thus, it is not assumed that the subject benchmark statement necessarily maps onto specific modules or units within a programme of study.

7.2 The following standards represent the threshold expectations in terms of knowledge, skills and abilities of a graduate of Criminology at honours degree level in the UK. The threshold benchmark standards of achievement which will be reached by those gaining a master's level qualification are listed separately in section 8.

7.3 The subject benchmark statement has been organised so as to simplify and shorten its presentation and also to allow the possibility of amending the content periodically, as the discipline develops over time, to keep pace with theoretical developments, as well as changes in practice and policy.

Subject knowledge and understanding

7.4 A graduate of an honours degree programme covered by this benchmark statement should be able to:

- describe and examine a range of key concepts and theoretical approaches within Criminology, and to evaluate their application
- appraise critically political and social processes of victimisation and criminalisation in light of criminological theories
- provide an analytical account of social diversity and inequality and their effects in relation to crime, victimisation and responses to crime and deviance
- evaluate criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations
- examine critically the values, practices and processes of governance, including human rights that underpin the treatment of lawbreakers within UK criminal justice systems, and allied agencies which administer sentencing and alternatives
- apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety
- examine a range of research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems
- evaluate strengths and weaknesses in the use of comparison in relation to crime, victimisation and responses to crime and deviance
- explain and evaluate complex social problems in terms of criminological theories of crime, victimisation and responses to crime and deviance; analyse ways in which the discipline of Criminology can be distinguished from other forms of understanding.

Cognitive abilities and skills

7.5 A graduate of an honours degree programme covered by this benchmark statement should have the cognitive abilities to:

- assess a range of perspectives and discuss the strengths of each for the understanding of crime and victimisation
- assess the values and practices of the key agencies which administer responses to crime and deviance
- draw on materials from a range of sources and demonstrate an ability to synthesise them
- design and use appropriate research strategies for data collection using quantitative and qualitative methods
- apply statistical techniques and methods
- distinguish between ethical and unethical research practice
- draw on relevant evidence to evaluate competing explanations
- evaluate the viability of competing explanations within Criminology and draw logical and appropriate conclusions.

Subject-specific skills

7.6 A graduate of an honours degree programme covered by this benchmark statement should have the discipline-specific skills to:

- formulate and investigate criminological questions
- summarise and explain empirical information and research findings about crime, victimisation and responses to crime and deviance
- assess the methodology used
- apply basic research tools appropriately in relation to theoretically driven, exploratory or evaluation research
- gather appropriate qualitative or quantitative information to address criminological questions in relation to crime, victimisation, responses to crime and deviance, and representations of these, using qualitative and quantitative methods
- recognise the ethical implications of research into criminological questions and identify appropriate solutions
- discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates, and present the conclusions in a variety of appropriate academic formats
- comment on the value of criminological work on crime, victimisation, responses to crime and deviance, and representations of these in relation to policy questions at national, international and global levels.

8 Benchmark standard for master's degrees

8.1 The following describes the minimum expectations additional to those above for holders of a master's degree in Criminology.

8.2 The master's degree-holder has:

- a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline of Criminology
- a critical awareness of the history of ideas, the cultural context, and the social and political theories that inform and influence the practice of Criminology

- an ability to identify appropriate methodologies for dealing with complex problems or those of an unfamiliar or unpredictable nature
- an ability to develop critical discussion and analysis of complex concepts, and work independently and with some originality
- an ability to successfully complete a substantial empirical research project, systematic review or systematic case study, informed by wide current understandings in the discipline.

Appendix A: Membership of the review group for the subject benchmark statement for Criminology 2013

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