

C-SAP Case Study Submission

SIG Team	Criminology
Contact Name	Jill Jameson or Katie Strudwick
Contact Email:	jjameson@lincoln.ac.uk or kstrudwick@lincoln.ac.uk
Institutional Address	University of Lincoln School of Social Sciences Brayford Pool Lincoln LN6 7TS
Summary (Maximum 200 words) Consider including the following: Who you are, who else was involved, when the development/work took place, what was the main aim of the work e.g. retention, teaching a difficult issue, reflective assessment	<p>In 2009 Jill Jameson; Kate Strudwick; Sue Bond- Taylor (Senior lecturers in Criminology at the University of Lincoln) worked with Mandy Jones, Head of Opportunities at Lincoln University, to develop a curriculum based level two employability module entitled 'Criminology in the Professions' for Criminology and Criminology and forensic Investigation students. The module ran in Semester B of the academic year (January to May 2010).</p> <p>The main aim was to explore the issue of employability through introducing a dedicated module into the curriculum rather than this being a separate skills module. The learning outcomes included:</p> <ul style="list-style-type: none"> • Exploring professional opportunities, recruitment and selection methods related to criminological study and understanding how methodological and academic skills can support this exploration; • Enabling an understanding of how a theoretical, political and practical reflection is useful in personal professional development and enabling the students to work independently, and in a group situation, to develop knowledge and techniques that can be applied to future recruitment opportunities. • Enabling students to reflect critically upon their own research skills and academic development. <p>The overriding aim of the module was to adopt an academic approach to teaching skills and employability and careers planning within the curriculum.</p>
Keywords (Maximum of 5)	Employability; transferable skills; Criminology; Alumni.
Activity (Maximum 500 words) What did you do and how did you do it?	Criminology in the Professions focussed upon skills, career planning and employability within criminology, relating it explicitly to research methods and relevant theoretical concerns. The aim was to show students how methodological, academic and practical skills gained from their degree can be applied to their professional development.

The module adopted a multi level and mixed approach to teaching and learning. Students attended sessions and teaching by practitioners, support staff and academics through formal lectures, seminars, IT sessions, student led seminars, practitioner lectures and an alumni evening. Students were required to present an analysis of a number of external contributors and relate this to their own career plans and aspirations. Reflection was also required on the political, theoretical and practical context of these sessions. To this end the module required students to conduct a discourse analysis on these contributions and identify evidence of issues including 'professionalism', power, 'organisational cultures', dominant values and norms, managerialism and multi-agency partnerships. Students were also required to analyse which criminological theories might help explain the participant's views or the apparent values of the organisation that they represented in an attempt to ascertain their grasp of criminological theory.

The module encouraged the students to take charge of their learning by facilitating them to work in groups to lead seminars discussing the practitioner lectures, where they were given the freedom to decide exactly how they wished to present and disseminate the information. This resulted in a number of innovative sessions where student groups employed strategies such as a quiz (with prizes), invented relevant discussion scenarios, and used PowerPoint presentations, internet pages, handouts and YouTube videos. In these sessions the students were given full responsibility for the seminar and staff often took a student role in these. Students also were required to make weekly contributions to their personal reflexive log, which was part of their personal professional development file (PDF). Apart from this students were formally required to visit the university careers service for their CV and career plan to be checked before submission in their PDF.

The PDF contained a number of different assessed tasks which included a career plan; an evaluation of the student's current skills base; a reflection of how they might develop the skills that they needed for the type of job that they wanted; a mock up personal statement for a job specification; a reflection from the alumni evening; a discourse analysis of the practitioner lectures; the students CV; 6 Power point slides from a presentation about career ideas for criminologists; a seminar preparation, from the student led seminar session that they participated in; and evidence that they had shown their CV and Career Plan to the careers staff.

It was made clear to students that attendance and participation was fundamental to them being successful in the module and that they should essentially treat the module as they would a job. This was facilitated by the assessment being directly linked to the

	<p>seminar, workshop and lecture sessions, as well as the student's level of participation in these sessions.</p>
<p>Outcomes and Impact (Maximum 500words) What was achieved, what was the impact on students /teaching staff</p>	<p>There were many different levels on which the module impacted which can be seen below. Further impact can also be seen from the evaluation of the module conducted under the research project funded by C-SAP (The Subject Network: Centre for Sociology, Anthropology and Politics). This evaluated student, employers and academics perceptions and used this case study module as a means to explore the relationship between Higher Education and employability.</p> <p>Students:</p> <p>Students were generally positive about the module. 99% of students said that it was useful and appropriate to study career planning in the curriculum; 89% stated that the module had helped them with their career planning and 79% thought that the academic/practical skills balance was about right.</p> <p>Comments included: "Student led seminars were a great idea much better than normal seminars"; "Assessment helpful as researching helped to gain information about an organisation"; "Allowed you the opportunity to gain valuable advice about the importance of volunteering and careers that you may not have thought about"; "Loved it!"</p> <p>The format of the teaching and assessment encouraged attendance, participation and assessment submission. Only one out of the 83 students on the course did not submit, and lectures consistently had well over 80% of the students attending.</p> <p>Teaching Staff:</p> <p>The impact for the teaching team from the module enabled reflections to be made on the current issues related to teaching, learning and assessment in higher education, as well as student perceptions and experience of the module. Staff were able to assess skills required from employers, but also evaluate the perceptions of colleagues within the department on the role, and most appropriate place, for teaching of employability and skills within social sciences, particularly criminology.</p> <p>Whilst the teaching and learning programme seem to work effectively and was enjoyable to teach on, the assessment proved quite difficult to mark consistently due to it containing so many components. To address this, staff created a marking template which included weighting for each individual component. This was broadly successful, but will be changed slightly for next year to make it easier to follow, particularly in relation to marking student 'participation', which is clearly quite subjective.</p>

	<p>Careers Professionals:</p> <p>One of the aims of this module was to make students more aware of the help and information that the university can provide in terms of career planning. Students were required as part of the assessment to visit the careers staff to discuss their career plans and CV's. Whilst this worked well for some, other's waited until the day of the hand-in to do this, which overloaded the careers staff. Careers staff reported that some students were more interested in getting a signature to verify their work than getting advice.</p> <p>Alumni and practitioners:</p> <p>As part of the alumni evening, a DVD called 'Life after Criminology' was produced. This includes contributions from alumni, practitioners, academic and careers staff, as well as students. This is designed to help current students, and be used as pre-entry guidance.</p>
<p>Next steps (Maximum 200 words) 3 or 4 key issues for development, if you were to do this again what would you change?</p>	<p>Whilst the multi part assessment was quite effective, both the content and the marking criteria will be developed for next year. For the content, a more extensive career plan and evaluation will replace the CV, because many of the students do not know what they want to do when they graduate and therefore were not able to focus their CV effectively. This change would also potentially simplify the assessment which could also address some of the concerns about marking multi component assessments consistently. Work also needs to be undertaken as to how staff can consistently mark informal qualitative contributions such as 'student participation'.</p> <p>Student perceptions about how the module could be improved included:</p> <ul style="list-style-type: none"> • Setting up work experience; • Preparing students for employment from level one; • Including more about post graduate study in the module. <p>To address this we are currently looking at options with the careers staff that include work experience, career mentoring, organising mock interviews, as well as working to change the teaching programme to include post graduate study. We are also discussing how we might formalise students access to the careers staff in order to avoid the last minute hand in date rush, and make this interaction more effective.</p>
<p>Resources Any supporting documents or resources that you would like to share</p>	<p>Paste the following link into your browser for some materials from a criminology information day held at the University of Lincoln July 2010.</p> <p>http://portfolios.lincoln.ac.uk/view/view.php?t=bGZKBvbeHUIh4htLzyKK</p>