

Planning for Learning

Level 3 Criminology (Key stage 5)

The Studio & Life Sciences UTC

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## Strategy Statement

**Level 3 Criminology Curriculum Overview**

The Criminology department is committed to the school’s motto ‘Every day is an Interview’, by providing a professional curriculum with breadth that allows all of our students to be equipped with the core knowledge that is the foundation of success in the dynamic world of psychology. We aim to maximise their cognitive development, to develop the whole person and the talents of the individual so that Liverpool Life Science UTC students become active and economically self-sufficient members of the community.

**Intent**

The intent of the Level 3 diploma in Criminology is to prepare students for life beyond Liverpool Life Sciences UTC, whether that be in further education, employment or apprenticeships. The curriculum has been designed to challenge, motivate and inspire students to life-long learning.

**Studying Level 3 Diploma in Criminology at Liverpool Life Sciences, students learn to:**

Development of critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside the criminal justice sector in areas such as social research and politics

It offers exciting and interesting experiences with the focus on applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

Develop an understanding of how criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers.

In Changing Awareness of Crime, learners develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes provides an understanding of the complexity of behaviours and the social implications of such crimes and criminality.

Criminological Theories enables learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. Learners explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.

Crime Scene to Courtroom provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

In Crime and Punishment, learners apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy



**Implementation**

The course is fragmented into specific units and each topic contains a discrete body of knowledge and, at the end of each topic, knowledge is tested through formal written assessments. The curriculum is delivered through the ‘AAA’ teaching and assessment model.

* **Acquire** – students acquire the relevant knowledge in class and are responsible for making their own notes in their notebooks to act as their revision – students are guided and shown how to reduce information to ensure learning takes place.
* **Apply** – students apply their knowledge through homework tasks and through some in class assessments/activities to ensure content taught through the acquire lesson has been understood.
* **Assess** – the final stage of the process is where students are assessed each week on what they have previously learned in the topic. Students follow the YET feedback process to identify the gaps in their knowledge and they then use the mark schemes to fill their gaps. Feedback is detailed and allows for stretch and challenge as well as additional support where needed.

**In every lesson students can expect the following:**

* High expectations of the classroom teacher
* Fast retrieval practice at the beginning of lessons to support learning
* Re-teaching where misconceptions or errors have been identified.
* Study skills embedded in the context of subjects across the curriculum.
* Lecture slides for Units 1 and 2 to be posted on gClassroom allow students to revisit content and prepare for their assess lesson.

**Students will receive:**

* A 5-minute retrieval practice at the start of every lesson – Connect 4
* An oracy task every lesson to improve the quality of verbal responses.
* A no hands up policy to allow ‘thinking time’ for all
* Cumulative assessments at the end of each topic to improve opportunities for retrieval practice on topics previously learned.
* Lead learner status in class if showing potential of being a A-A\* grade student. The Lead Learners will support other learners in class, mark student responses using mark schemes and even teach small groups.
* Support if they are struggling in the subject by being provided with structure strips to improve the quality of extended writing, and each student failing to achieve a 4 in topic tests will have re-sit opportunities allowing students more time to revise and prepare for their exam. Parental support is requested if students at this stage are continuing to struggle in psychology.

**Impact**

The impact of the Criminology department’s curriculum is measured through several means:

* Outcomes for students at Level 3 in Y13.
* Value Added
* Progress and attainment data for current year groups at each data cycle.
* Destinations data.
* Love of the subject and potential career path

**Challenges:**

* First teaching of subject for students – new subject terminology – no prior learning
* Differentiated approach to teaching and learning essential to ensure all students are challenged yet supported in their progress.

**How to secure and improve outcomes this year**

* Focus on key groups of students SEN, EAL, Boys V girls, high ability to address trends in data
* Improved policy on literacy to ensure students learn and use subject specific terminology in both their written and verbal responses.
* Oracy task in every lesson to improve students’ verbal responses and use of academic vocabulary.
* Regular retrieval practice opportunities for students in every lesson to improve recall – connect 4 activity.
* Improved routines to ensure social science classrooms are conducive learning spaces for all students.
* Weekly homework assignments to allow students to get used to working independently and managing their time to meet deadlines.

# Sequencing Statement

The level 3 Criminology curriculum is designed to fit with the modular nature of the specification. Students study 4 topics in total, two externally assessed exam-based units and two internally assessed controlled assessment units. Year 12 students focus on Unit 1 ‘Changing awareness of crime’ and Unit 2 ‘Understanding Criminality’. In year 13 they then complete unit 3 ‘Crime scene to courtroom’ and unit 4 ‘Crime and Punishment’.

In September of year 12 Students are introduced to the requirements of unit 1, the first controlled assessment unit. Here students are taught via a mixture of teacher led sessions focussing on key content for each controlled assessment point and student led assessment preparation lessons in which they complete assignments posted on classroom. They building up a portfolio of preparation notes ready for their controlled assessment to be sat in December. This controlled assessment equates to 25% of their overall mark. The reason unit 1 is taught first is due to the fact that the next exam-based unit ‘unit 2’ draws upon knowledge gained for example of ‘campaigns for change’ which is large focus within the first unit.

After students have sat their unit 1 controlled assessment in early December they then study for unit 2, this is a unit examined by one 90- minute exam paper. In this unit students gain an understanding of crime and deviance from theories of criminality through to how individual theories have informed policy development. Students are also taught how to apply their knowledge of key theories to understanding real cases of criminality. This builds on unit 1 in which students are asked to initially define different categories of crime.

The unit 2 exam is sat half way through the summer term at the end of year 12. This constitutes the two units that comprise the level 3 certificate in Criminology. All of our students are enrolled onto the full Diploma course and they thus then proceed onto the next two units and gain a full level 3 Applied diploma qualification in the subject. Students start their controlled assessment preparation for unit 3 in the last half term of year 12. The rationale behind starting at the end of year 12 is that this ensures initial teaching of content for the diploma is completed by February half term in year 13.

Unit 3 is the second controlled assessment unit; topic areas include investigating crime scenes. The role of personnel in the criminal justice system and ultimately deciding on whether the criminal justice system is biased in its application of the law. This unit is sat in November of year 13. The final topic is exam based again and is entitled ‘Crime and punishment.’ By unit 4 students have developed an understanding of Criminology as a broad discipline There is synoptic links to previous topics such as campaigns for change unit 1, and when referring to aims of punishment the theories of criminality from unit 2 are viewed as essential underlying knowledge. This topic gives students the opportunity to revisit their understanding from previous units in order for them to attempt all possible questions on this final unit.

In the February of year 13 students will sit a mock for Unit 4 which will give a clear picture of their understanding of the subject content. The rest of year 13 is spent revising unit 4 practising exam questions and doing hard recall of key content for each assessment criteria.

# Knowledge Acquisition/Routines

**Entering**

* Welcome students at the door as they enter the room
* Assign roles to students to give books/folders out/ board pens/ wipes etc – there should be set areas for each classes books and folders in the classroom.
* Connect 4 activity should be on the board – students engage in starter activity quickly (desk work)
* Teacher ensures register is taken during the starter task.

**Department Expectations in class**

* Students should be reminded outside coats should be off in class (KS4 and 5)
* Mobile phones should be away (should not be used in class for note taking or taking pictures of the board).
* Toilets (adhere to school policy)
* No hands up approach to questioning– this ensures students are always prepared to answer questions. This should be done in a supportive environment where students are helped to fill in gaps in their knowledge if they are unsure of the answer.
* Everyone in the room has the right to be respected – when one person is talking in the room we listen – this includes the teacher.
* If a student arrives late to lessons the teacher must address this and ensure there is a consequence for lateness to class – where necessary parents/heads of year/tutors should be informed.
* Departmental praise postcards should be sent home to parents regularly.

**Exit**

* Students should take responsibility to tidy up (assign roles to students – collect books, folders, pens).
* HW assignment reminder
* Students should stand behind desks (KS4)
* Dismissed row by row (KS4)

**Homework/Feedback Policy**

All homework assignments must be posted as assignments on google classroom so that students get used to this way of work across the department. Students do have the option to write their assignments and upload pictures if they have limited/no access to a computer at home.

High expectations on meeting deadlines across all social science subjects at both KS4 and 5. Students failing to meet deadlines it is essential parents are informed in the first instance and if it is a recurring problem then the teacher must find time to detain the students to ensure work is complete.

**KS4** students should be placed on a Performance Contract (communicated with parents, Head of Year, Head of department and Form Tutor) and filed in the department folder if they keep missing deadlines. If no improvement made in 2 weeks inform HOD for further action.

**KS5** students should be placed on a Actions to Achieve (communicated with parents, tutor. HOD and the sixth form team) if they keep missing deadlines (filed in department folder). If no improvement made in 2 weeks inform HOD and sixth form team for further action.

Students should receive feedback on their assignments/in class assessments within a two-week period. This can be done using self-assessment (with teacher guidance), peer assessment (with teacher guidance) or teacher assessment. Consider how your feedback will impact the students’ progress.

For **summative assessments** students should receive a YET Feedback sheet and a mark scheme and time should be taken in these lessons to ensure students understand where they went right/wrong and given the opportunity to fill gaps in their knowledge. In Y12 if students achieve below a D grade they should have a resit opportunity and if no improvement placed on an A2A. In Y13 if students achieve below a C grade they should have a resit opportunity and if no improvement placed on an A2A.

Teacher marking – red pen

Student gap filling/self-marking/peer marking – green pen

**Summative assessments** should be kept in student’s assessment folder with a tracker document at the back so that students can track their own progress over time.

At KS4 and 5 there should be a minimum of one assignment per week set as homework.

**Triple A Model**



All Social Science Lessons should be designed around the triple A model. Teachers can choose how they do this either in lessons (Acquire, Apply, Assess) or through lesson and homework tasks (Acquire in lessons, apply, assess as homework). This ensures regular testing to check student learning and progress. It is essential we give students lots of opportunities for ‘hard thinking time’. There are elements within every lesson that will incorporate acquire, apply and assess. For example, in every social science lesson the starter activity is a connect 4 activity where student need to retrieve prior learning (what they learned last lessons, last week, last month, last year) so assess work is embedded into every lesson. Students will also have an oracy task in every lesson which will target the apply element of this model. Can students articulate their response to questions verbally using key subject specific terminology?

**Class Books – KS4**

Class books should be used for notes and task work. This is where formative assessment of student learning takes place. The same marking and feedback policy (as above) stands for class books. All tasks in book must be marked by either self (with teacher guidance), peers (with teacher guidance) or the class teacher.

All class books must have the **subject specific command words on the first inside page** and students should keep a **glossary of key terms at the back** of their books. Students should add to this this every time they are introduced to a new key term and teachers should follow the **golden triangle** when doing so – **definition, pronunciation, recognition**. All Social Science teachers should encourage students to learn key terms and use them in their verbal and written responses. High expectations of literacy at all times evident in books, assignments and lessons.

Teachers must ensure clear expectations around presentation and quality of work and ensure students take pride in their work, book and folder.

* Title and date (underlined with a ruler)
* Show high expectations of quality of written work
* Teacher should encourage proof reading of work and allow time for this
* Student checking for SPAG as well as teacher – evident in marking and feedback
* Use of academic language encourage consistently.

**KS5 – Notes/Assessment Folder**

At KS5 students are responsible for their own notes but each have an assessment folder where their summative assessments are stored. At the back of their folders there is a tracking document so students can track their own progress over time. Further evidence of progress/feedback can be found on google classroom with their assignment feedback.

**Teaching Pack**

By end of week 1 all Social Science staff must have a teaching pack completed for their classes and this should be easily accessible of the teacher’s desk. This should be a working document and used to help plan lessons to cater for the needs of all students in the class. Evidence of gain plan actions should be found in students’ books and assignments set on classroom. Use of departmental scaffold documents should be evidenced and signs that the scaffolds are slowly being removed to provide elements of challenge at a pace that is right for students.

**Curriculum/LTPs**

Your Long-term plans should reflect the journey the students are on in your course and there should be a rational for the sequencing of your LTP.

Alongside your LTP there should be curriculum plans for each topic which shows your medium-term planning – this should be kept in your teaching pack and annotated to show changes based on student pace and learning.

**Trackers**

Within your subject folder on the shared area there should be a folder for 2022-23 trackers where your trackers should be kept. Trackers must be detailed showing all summative assessments, dates, mark out of, % and grades (indicate grade boundaries used) and colour coded against target grade.

**Gain Plans**

Gain plans must be updated every data cycle to show reflection and adaptations to the interventions you have in place for each student. If a student has made no progress from one data cycle to the next a different intervention strategy should be used. Gain plans should be stored in the departmental shared area.

# Literacy

**Tier 1**: Basic familiar words commonly used by most students

**Tier 2**: Robust, high frequency words that students encounter across the content area and topics – often have multiple meanings. Command words.

**Tier 3:** Low frequency words that are content specific

Tier 1, 2 and 3 words will be displayed in each classroom and planning should reflect how teachers are integrating the words into their lessons and delivery to enhance student’s vocabulary.

**Glossary of key terms**

At KS4 we are introducing a glossary of key terms at the back of class books. Each time a new word is introduced to the students they add the word and definition to their glossary. Teacher should deliver using the golden triangle – definition, pronunciation, recognition.

**Command Words**

Command words can be found at the front of student books – when students are confronted with an exam question they should use their command work sheet to ensure they fully understand what the question in this subject is asking them. This should be link to the assessment objectives in the subject. For example, students in psychology should know that describe = A01 and evaluate = A03 as this will help them to understand how to structure their responses to exam questions to secure the highest available marks.

**Quality of written responses:**

* High expectations
* Students encourage to proof read their work
* Students and teachers check SPAG
* Use of academic language in written responses (teacher highlighting to student improved subject specific replacement words).

**Reading/Film Posters**

Students in social science subjects are encouraged to engage in wider reading to allow them to understand with wider aspects of the subjects they are studying or if there is something specific a student is interested in learning more about they have the opportunity to learn more about the topic. This allows for ‘reading for betterment’ (literacy policy).

**Social Science Little Library**

We have created a social science little library where students have the opportunity to take a book home to read that will expand and enhance their knowledge of key aspects of the subject they are studying. This follows a bring a book, take a book approach.

**Classroom Talk**

In every KS4 and 5 lessons students have a **connect 4** starter activity which will help them grapple with key terms and revisit them regularly to embed learning and understanding. Students will also have an **oracy task** every lesson encourage them to articulate high quality verbal responses using subject specific terminology.

# Resources

It is the student’s responsibility to continually check Google Classroom account as this is where all lesson resources will be posted and is where the teacher will communicate with the class. All revision material and revision websites will be posted on Google Classroom. This is the book we use in class:



# Subject

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology.

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. The qualification would support learners’ progression from any study at Level 2, particularly GCSEs in Sociology, Law, Psychology,

Citizenship, History and Humanities.

There are no formal entry requirements for this qualification. It is likely to be studied by 16-

19 year olds in schools or colleges alongside GCE A Levels, as part of a programme of study with vocational qualifications in Law, or Welsh Baccalaureate.

Qualification structure:

**WJEC Level 3 Applied Diploma in Criminology**

1 Changing Awareness of Crime Mandatory Internal 90 GLH

2 Criminological Theories Mandatory External 90 GLH

3 Crime Scene to Courtroom Mandatory Internal 90 GLH

4 Crime and Punishment Mandatory External 90 GLH

Learners must complete **ALL** units.

The first mandatory unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

The second mandatory unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.

The third mandatory unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

In the final mandatory unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:

* skills required for independent learning and development
* a range of generic and transferable skills
* the ability to solve problems
* the skills of project based research, development and presentation
* the fundamental ability to work alongside other professionals, in a professional environment
* the ability to apply learning in vocational contexts

# Syllabus

WJEC

Level 3 Applied Certificate and Diploma In Criminology

# What Will I Learn? - How Will I Be Assessed?

**Assessment**

The WJEC Level 3 Applied Diploma in Criminology is assessed using a combination of internal and external assessment.

**External Assessment**

The following units will be externally assessed:

**Unit 2: Criminological Theories**

**Unit 4: Crime and Punishment**

Details of the external assessment are as follows:

* 90-minute examination
* total of 75 marks
* three questions on each paper
* short and extended answer questions, based on stimulus material and applied contexts
* each question will have an applied problem-solving scenario
* each paper will assess all learning outcomes and assessment criteria will be sampled in each series
* electronically assessed (e-assessment)
* available in June of each year
* learners are allowed one resit opportunity; the highest grade will contribute towards the overall grade for the qualification
* WJEC will produce a mark scheme which will be used as the basis for marking the examination papers
* graded: on a scale of A to E

**Unit 2: Criminological Theories**

The assessment criteria (AC) will be covered within the mark allocation as follows:

**Assessment Grid**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes  | Assessment Criteria | Marks | % |
| L01 | AC1.1 Compare criminal behaviour and deviance.AC1.2 Explain the social construction of criminality | 11-19 | 15-25% |
| L02 | **AC2.1** Describe biological theories of criminality**AC2.2** Describe individualistic theories of criminality**AC2.3** Describe sociological theories of criminality | 11-19 | 15-25% |
| L03 | **AC3.1** Analyse situations of criminality**AC3.2** Evaluate the effectiveness of criminological theories 19-26 25-35%to explain causes of criminality | 19-26 | 25-35% |
| L04 | **AC4.1** Assess the use of criminological theories in informing policy development**AC4.2** Explain how social changes affect policy development**AC4.3** Discuss how campaigns affect policy making | 19-26 | 25-35% |
| Total  |  | **75** | **100%** |

**Unit 4: Crime and Punishment**

The assessment criteria (AC) will be covered within the mark allocation as follows:

**Assessment Grid**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes  | Assessment Criteria | Marks | % |
| L01 | **AC1.1** Describe processes used for law making**AC1.2** Describe the organisation of the criminal justice system in England and Wales**AC1.3** Describe models of criminal justice | 19-26 | 25-35% |
| L02 | **AC2.1** Explain forms of social control**AC2.2** Discuss the aims of punishment**AC2.3** Assess how forms of punishment meet the aims of punishment | 23-30 | 30-40% |
| L03 | **AC3.1** Explain the role of agencies in social control**AC3.2** Describe the contribution of agencies to achieving social control**AC3.3** Examine the limitations of agencies in achieving social control**AC3.4** Evaluate the effectiveness of agencies in achieving social control | 26-34 | 35-45% |
| Total  |  | **75** | **100%** |

**Internal Assessments**

The following units are internally assessed:

* **Unit 1: Changing Awareness of Crime**
* **Unit 3: Crime Scene to Courtroom**

For internal assessment, WJEC Level 3 Applied Diploma in Criminology has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document *‘GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and*

*Project Qualifications – instructions for conducting controlled assessment’*. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

* Units are assessed through summative controlled assessment (available electronically).
* Controls for assessment of each internally assessed unit are provided in a model assignment.
* Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to the assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.
* All grades are awarded based on the number of marks attained in each assessment. Grade descriptors are provided for Grades A, C and E.

There are three stages of assessment that will be controlled:

task setting

task taking

task marking

**Task setting**

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place

* Each unit is assessed through one assignment.
* Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company.
* The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
* The assignment must provide each learner with the opportunity to address all assessment criteria and all marks available.
* The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.
* Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose, and this must be submitted to WJEC for accreditation.

**Task taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

**Time**

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

**Resources**

The assessor can determine which resources learners should be provided with to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

**Supervision**

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

*Authentication*: supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the assessment criteria and how they can be interpreted. Assessors must intervene where a health and safety hazard is observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

**Collaboration**

The model assignment will indicate whether:

* group work must take place
* group work is forbidden
* centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

* Tasks should allow each member of the group to have full access to all assessment criteria and marks available.
* Learners **must** provide an individual response as part of any task outcome.
* Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc).
* Evidence must be clearly attributable to each individual member of the group.
* Individual contributions must be clearly identified and noted on the accompanying authentication sheet which must be signed by both the teacher and the candidate.
* Assessment of the individual must be based on the individual contribution to the evidence produced.
* Learners’ achievement must not be affected by the poor performance of other group members.
* Learners’ achievement must not benefit from the performance of other group members

**Resubmission**

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate **must** choose one of the following options:

create a new piece of work within the same group

create a new piece of work within a new group

create a new piece of work with non-assessed candidates

create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to resit.

**Task marking**

All marking of evidence must be made against the assessment criteria marks available in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and marks available.

Performance evidence, for example, of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the ‘witness’ must complete a witness statement.

Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that: assessment is conducted under specified controlled conditions

* they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment
* evidence presented for assessment is authentic
* assessment decisions are accurately recorded
* evidence is appropriately annotated
* observation records contain sufficient detail for objective corroboration of decisions
* judgements are only made against the assessment criteria and marks available

**Synoptic Assessment**

Synoptic assessment is:

*‘assessment which requires a candidate to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the course content’*

All units in WJEC Level 3 Applied Diploma in Criminology have been designed to require learners to develop their learning by working towards work-related purposeful tasks.

Learners will select and apply their learning in the completion of these tasks.

Unit 2 requires learners to draw on learning from Unit 1, in order to complete the assessment requirements.

Unit 4 requires learners to draw on their learning from Units 1, 2 and 3 in order to complete the assessment requirements.

The ‘amplification’ section of the unit content in Units 2 and 4 indicate where learners can draw on learning from other units. The grade learners receive for this unit is dependent upon their using learning from other units.

**Grading**

The overall grades for the Level 3 Applied Certificate in Criminology will be recorded as a grade on a scale A to E. The overall grades for the Level 3 Applied Diploma in Criminology will be recorded on a scale A\* to E.

Results not attaining the minimum standard for the award will be reported as U unclassified).

Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating learners' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale.

For the Level 3 Applied Diploma, a Grade A\* will be awarded to candidates who have achieved a Grade A (320 uniform marks) in the overall qualification and at least 90% of the total uniform marks for the two additional diploma units (units 3 and 4).

Uniform marks correspond to unit grades as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Weighting | Maximum Raw Mark | Maximum UMS Mark | A | B | C | D | E |
| **Unit 1****(Internally****Assessed)****25% or****50% of****Certificate** | 100 | 100 | 80 | 0 | 60 | 50 | 40 |
| **Unit 2****(Externally****Assessed)****25% or****50% of****Certificate** | 75 | 10 | 80 | 70 | 60 | 50 | 40 |
| **Unit 3****(Internally****Assessed)****25%** | 100 | 100 | 80 | 70 | 60 | 50 | 40 |
| **Unit 4****(Externally****Assessed)****25%** | 75 | 100 | 80 | 70 | 60 | 50 | 40 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Maximum Uniform Marks | A | B | C | D | E |
| Level 3 Applied Certificate | 200 | 160 | 140 | 120 | 100 | 80 |
| Level 3 Applied Diploma | 400 | 320 | 280 | 240 | 200 | 160 |

The following grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by learners' awarded particular grades for assessment. The descriptors must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend on the number of marks awarded, these are intended to give a general indication of standards. Shortcomings in some aspects of the assessments may be balanced by better performances in others.

**E grade descriptor**

Learners demonstrate basic knowledge of the criminal justice sector and have gained a basic understanding of criminal behaviour and the purpose of the criminal justice sector.

Learners apply limited knowledge, understanding and skills to crime-related issues.

Learners collect information using given techniques and use a limited range of relevant information sources. They carry out some basic analysis of crime-related issues and problems. Learners evaluate evidence to draw basic conclusions about relevant crime related issues. Learners use written communication which is adequate to convey meaning but which may be expressed in a non-specialist way.

**C grade descriptor**

Learners demonstrate clear knowledge of the criminal justice sector and have gained a sound understanding of criminal behaviour and the purpose of the criminal justice sector.

Learners apply knowledge, understanding and skills to crime-related issues. Learners collect information independently and use a range of relevant information sources. They carry out some analysis of crime-related issues and problems. Learners evaluate evidence to draw valid conclusions about relevant crime-related issues. Learners use written communication which conveys meaning with use of some specialist vocabulary.

**A Grade descriptor**

Learners demonstrate a depth of knowledge of the criminal justice sector that shows thorough understanding of criminal behaviour and the functions of the criminal justice sector.

Learners apply knowledge, understanding and skills accurately and independently to a range of crime-related issues. Learners undertake research using a range of techniques and use a wide range of relevant information to analyse crime-related issues and problems.

Learners evaluate evidence to draw valid conclusions and make reasoned judgements about crime-related issues. Learners use written communication which is well-structured and clearly expressed, with appropriate specialist vocabulary.

Unit achievement is based on a learner’s ability to meet the assessment criteria. Units can be awarded a summative grade of A to E.

**Awarding a summative unit grade**

***Internally assessed units***

Learner's work must be marked against the assessment criteria as specified in the internally assessed unit. Marks are allocated in relation to the assessment criteria and a grade is awarded on completion of the unit.

***Externally assessed units***

All learning outcomes will be assessed at every assessment opportunity. Assessment criteria will be sampled within each assessment.

**Grading the qualification**

The qualification grade is awarded on the basis of the aggregation of unit grades achieved.

Each unit grade achieved by learners will be translated to a unit mark for the purpose of awarding the qualification.

**NB For qualifications awarded from 2020 onwards learners must pass each unit in order to achieve a grade for the qualification.**

# How Will This Prepare Me For My Next Steps?

Level 3 Diploma in Criminology is the study of the nature, extent management, causes, control, consequences and prevention of criminal behaviour, both on an individual and social level. Criminology is an interdisciplinary field in both the behavioural and social sciences, which draws primarily upon the research of sociologists, psychologists, philosophers, psychiatrists, biologists and anthropologists, as well as scholars of law. Highlighting the many ways this qualification can prepare students for their next steps after 6th form. Criminology is a broad subject area that draws on the study of crime, violence, victims, terrorism, criminal statistics and the criminal justice system. It draws on elements of psychology and law as well as sociology and complements studies in humanities. Due to its content and nature this qualification prepares students exceptionally well progressing to university.

# Contribution to UTC & Studio Aims

Throughout this course students will have opportunities to attend trips where they can enhance their learning experience and see psychology in the real world and the impact the subject has had and can have in the future. Our annual Auschwitz trip allows students to the opportunity to understand further the impact of social influence globally much more effectively than they could do in the classroom. Students also have the opportunity to hear from industry experts in our masterclass events. There are so many career opportunities in criminology we feel it is important for our students to understand as many as possible to guide them towards careers they may be interested in entering into in the future. This includes talks from police officers, lawyers, criminal psychologists and the prison service.

# Career Planning

The main purpose of the WJEC Level 3 Applied Diploma in Criminology is mainly to use the qualification to support access to higher education degree courses, such as:

* BSc Criminology
* BA Criminology
* BA Criminology and Criminal Justice
* BSc (Hons) Criminology and Psychology
* LLB (Hons) Law with Criminology
* BA (Hons) Criminology and Sociology
* BA (Hons) Criminology
* BSc (Hons) Psychology and Sociology
* BSc Criminology with Law

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the

National Probation Service, the Courts and Tribunals Service or the National Offender

Management Service.

In addition to the WJEC Level 3 Applied Diploma in Criminology, there is also the WJEC

Level 3 Applied Certificate in Criminology. This is a smaller qualification with similar characteristics, including two of the same units.