



Ascentis Level 2 Certificate in

Introduction to Principles of Criminology

Specification

Ofqual Number	500/1411/0
Ofqual Start Date	01/09/2006
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Ofqual Certification Review Date	31/07/2022

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 2 CERTIFICATE IN INTRODUCTION TO PRINCIPLES OF CRIMINOLOGY

Introduction

Criminology is the scientific study of crime and criminals. It is a multi-disciplinary approach that draws together methods and perspectives from a range of social sciences, including Sociology and Psychology. There are therefore some areas of commonality with these subjects; however none of these subjects alone provide the same insights as are to be gained from the multi-disciplinary approach of Criminology.

The Ascentis Level 2 Certificate in Introduction to Principles of Criminology is designed to provide learners with an effective experience in developing study skills and the initial stages of learning about the discipline in terms of the concepts, theories and perspectives which characterise Criminology. It is designed as an introduction to the study of Criminology, and as such it does not provide, on its own, progression to work in criminology or a career as a criminologist or in any other forensic service(s).

Aims

The aims of this qualification is to enable learners

- To provide a foundation of academic study skills as the basis for a range of related progression options
- To provide an introduction to a range of substantive areas, basic concepts and theories within Criminology
- To provide an introductory level of application of Criminology to a limited range of issues of direct relevance to the interests of students

Objectives

The objectives derive from the above aims

- To direct and promote institutional and independent use of a range of key skills in an effective, academic context
- To encourage and direct institutional and independent learning skills in an effective, academic context
- To encourage learners to acquire a range of explanatory and evaluative skills with transferable applicability in Criminology
- To encourage adult learners to apply their experience and acquired academic discipline to an appropriate number of topics of both criminological and learner interest

Target Group

The qualification is aimed at learners who wish to develop a range of skills, gain an introductory knowledge of Criminology and who wish to progress to further study in a variety of courses.

Ofqual Qualification Number: 500/1411/0

Rules of Combination

To achieve the Certificate in Introduction to Principles in Criminology the learner must successfully complete both mandatory Units.

Ascentis Level 2 Certificate in Introduction to Principles of Criminology		
Title	Level	Unit ref
Aspects of Crime	Level 2	T/500/2458
Criminal Justice System, Crime and Social Groups	Level 2	A/500/2459

Individual unit certification is available

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 60.

Total qualification Time

The total qualification time for the Level 2 Certificate in Introduction to Principles of Criminology is 60.

Recommended Prior Knowledge, Attainment and / or Experience

No recommended prior learning or experience is required. However learners and centres should be aware that the assessment of this Certificate requires basic research skills and skill in formal writing. Ascentis recommends that learners have literacy skills at Level 2 or above of the Regulated Qualifications Framework.

Age Range of Qualification

This qualification is suitable for suitable for young people aged 16 – 18 and adult learners.

Opportunities for Progression

This qualification is intended to provide a progression route into a range of Social Science courses at Level 3, including Sociology and Psychology.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If centres based overseas or in Scotland would like to offer this qualification, a centre representative should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Learners will be assessed on two pieces of evidence: one assignment for each unit. Please see pages 9 and 10 for further details. Assessors should use the mark scheme provided as Appendix 1 when assessing learners' work.

Programme Management: Maintenance of Records and Data

Tutors are required to maintain the following information:

- A register of attendance
- A record of all assessment outcomes for each learner
- A copy of assignment titles, briefs and instructions given to learners, for all assessments for both Units
- (Where applicable) A record of oral questioning. This must be agreed with the External Verifier before commencement of assessment
- Records of internal verification and standardisation activities
- Any other information relating to the operation of this qualification, especially anything that affects the assessment outcomes or a learner's ability to demonstrate fairly their skills, knowledge and understanding in assessment activities
- Centres are required to retain all learners' work for external verification and for 4 weeks afterwards should any appeal be made

Supervised Conditions

- The assessment of Unit 2 must be conducted in a classroom environment. All materials relating to the course or the subject of Criminology or Sociology (e.g. posters) must be removed
- Learners must be clear about the time of starting the assessment and its duration
- Learners must be issued with a set of questions on the day of assessment (as well as in advance – see page 10 for further details).
- Learners must be seated such that each has sufficient space to work comfortably but without seeing or interfering with the work of another learner
- Tutors should check all learners have sufficient paper to complete the assessment.
- Tutors should formally start and end the assessment session
- Tutors should ensure that learners do not behave in a manner such that they are advantaged or another learner is disadvantaged
- Learners may not use text books, notes or other such materials

Tutor Support

Tutors are permitted to support the learner in understanding the nature of the assignment set and may signpost sources of information that learners may use in completing the task. However all evidence must be the learner's own work and produced by them without assistance from the tutor. Tutors must be able to confirm the authenticity of the learner's evidence and that the work assessed was produced unaided. Learners must declare the authenticity of their work by signature.

Internal Standardisation Requirements

Where this award is delivered by more than one tutor, the centre is required to undertake regular internal standardisation activities. The External Verifier must be provided with a copy of records, notes or minutes relating to this at verification.

Internal Verification

Centres are required to carry out internal verification activities for each unit. The first internal verification activity should take place when learners have completed Unit 1. It is expected that this will be about mid-programme according to the planning of the centre. The second internal verification activity should take place when learners have completed Unit 2. It is expected that this will be towards the end of the programme.

Learners' work must have been assessed by the tutor prior to internal verification taking place. The internal verifier should put in place a sampling plan at the start of the programme, selecting the sample in accordance with the guidance in the Ascentis document *Model of Verification for Ofqual Regulated Provision*. This document is available from the Resources/Key Documents/Quality Assurance area of the Ascentis website, www.ascentis.co.uk

External Verification

The external verification arrangements for this qualification usually comprise one face-to-face visit and two postal verifications, one for each unit.

The face-to-face visit will usually be carried out in the first term of delivery. For example, where a centre commences delivery in September, the visit will be made in the Autumn Term. At this visit, the External Verifier will focus mainly on:

- The management and administration arrangements
- The staffing arrangements
- The delivery and assessment arrangements, including the proposed assignment titles and dates of assessment
- The internal quality assurance and verification arrangements, including the proposed dates for internal verification.

The External Verifier may also ask to meet with learners during the visit.

The first postal verification will usually be carried out mid-programme and the second postal verification, at the end of the programme. For both postal verifications Ascentis will select the sample of learner's work to be externally moderated. The sample will cover all assessors and will include assessed work that has been internally moderated as well as assessed work that has not been internally moderated. Centres will post the selected sample to the External Verifier. Centres will also need to include any other documentation that is required for postal verifications.

Details of the documentation required by the External Verifier at the face-to face-visit and at postal verifications can be found in Appendix 2.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Unit 1: Aspects of Crime

	Learning Outcomes
The learner will be able to	1. Explain different ways of defining crime and deviance
	2. Distinguish between corporate crime, white-collar crime, organised crime, state crime and street crime
	3. Describe the main features of a range of biological explanations of crime
	4. Describe the main features of a range of psychological explanations of crime
	5. Describe the main features of a range of sociological explanations of crime
	6. Identify the main sources of data on crime and evaluate their strengths and weaknesses including <ul style="list-style-type: none"> • Official crime statistics • Self-report studies • Victim studies including the British Crime Survey
	7. Illustrate definitions of crime, explanations of crime, data on crime and types of crime (a – f above) using their own examples

Assessment Method
<ul style="list-style-type: none"> • Learners must write an essay or report (1000 – 1200 words) on a theory, model or principle in Criminology that relates to the Learning Outcomes of Unit 1. • The tutor must provide assignment titles and clear assignment briefs from which the learner can make a choice. • All assignment titles and briefs should be approved by the External Verifier before they are issued to learners. • Learners must describe the main principles and ideas that underlie the chosen theory or model and offer straightforward and well understood arguments for and against that idea. • The submission should consist of a short introduction, a main body that sets out the arguments for and against, and a short conclusion.

UNIT SPECIFICATIONS

Unit 2: Criminal Justice System, Crime and Social Groups

	Learning Outcomes
The learner will be able to	1. Describe some of the main features of the criminal justice system
	2. Provide a more in-depth description of the main features of at least one of the following <ul style="list-style-type: none"> • Policing • The courts and sentencing • Prisons • Community sentences
	3. Explain the relationship between criminality and the operation of the criminal justice system with reference to at least one of the following <ul style="list-style-type: none"> • Gender • Ethnicity • Social class • Age
	4. Explain the relationship between crime, criminal justice and at least one issue of importance and relevance to students, e.g. <ul style="list-style-type: none"> • The media • Urbanism • Homicide • Drugs • Victims of crime • Anti-social behaviour • Terrorism
	5. Effectively relate academic explanations of crime and deviance to their own experiences of deviance where possible
	6. State simple criticisms of research on crime

Assessment Method
<ul style="list-style-type: none"> • Learners must undertake a written assessment of up to 90 minutes under supervised conditions • Tutors will provide a set of essay titles from which learners can make a choice. • All essay titles should be approved by the External Verifier before they are issued to learners. • Learners must address at least one of the essay titles and must do this under supervised conditions. • Tutors should release the titles to the learners at any time during the programme of study, but at least 15 working days (3 weeks) in advance of the scheduled date of assessment. • Tutors may assist learners to understand the nature of the assessment and of the essay titles; however, all work produced under supervised conditions must be the learner's own work, produced unaided. • Learners may not use text books, notes or other such materials during the assessment. • Learners must be given the date of the planned assessment in advance and informed about the assessment process. If a learner cannot make the planned assessment date for any reason, then s/he may take the assessment at an alternative date / location provided that supervised conditions are maintained.

Mark Scheme

Grade	Assessment Criteria
Achieved	<p>Minimum criteria: Demonstrates factually accurate knowledge of the substance of the work whilst leaving scope for improvements in range or depth</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facts and ideas presented in a clear manner which can be followed without difficulty <input type="checkbox"/> Directly relevant to the title. The content and conclusions relate back to the title <p>Minimum criteria: Demonstrates some knowledge of context of area of study with limited connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Main themes readily identified; explanations may be followed without difficulty <input type="checkbox"/> Makes an effective use of thorough knowledge and understanding of a range of appropriate sources <p>Minimum criteria: Essays demonstrate some research, requiring some improvements in presentation, focus and flow</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a possibly restricted but mainly appropriate range of source materials <input type="checkbox"/> Makes clear the important issues and sets out the main arguments for and against in key debates <p>Minimum criteria: Questions are addressed at a descriptive level without commentary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows some appreciation of the issues explored <input type="checkbox"/> Coherent and clearly structured <p>Minimum criteria: Demonstrates some understanding of the concepts involved</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes clearly in a style which is broadly acceptable <input type="checkbox"/> Supports argument by reference to a suitably wide range of relevant sources <p>Minimum criteria: Experimental / project reports show some grasp of the purpose of the study and of the requirements of presentation of research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Broadly addresses the title and key issues <input type="checkbox"/> Shows some evidence of independent thought and research <p>Minimum criteria: Experimental / project report may contain a limited number of sections in need of improvement but is largely complete and to convention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to set out the key arguments, resorting on notable occasions to assertion and implication requiring further analysis and development <input type="checkbox"/> Demonstrates effective use of a limited range of source materials
Referred for Resubmission / Did not Achieve	<p>Essay / project has limited relevance to title. Description of theories models and issues if basic, rudimentary or flawed. Makes reference to some key issues but fails to explore them or relate them to the title. Some concepts or ideas are misunderstood or rely on personal assertions. The submission is poorly structured and / or difficult to follow. Poor range of relevant source material.</p>

Learners must achieve the minimum criteria or better on both pieces of formally assessed work to achieve the Certificate. Learners may take tutor feedback and make one further formal submission if the first piece of work does not achieve the minimum standards. However, assessors must not correct the work of a learner, and all feedback given by the assessor must be included with the learner's evidence.

Guidance on the documentation required from centres at verifications of the Level 2 Certificate in Introduction to the Principles of Criminology

Section of EV Report	Nature of documentation required	Verification activity at which documentation required	Notes
Staffing	Staff CVs	Face-to-face visit	Must include details of personal qualifications and experience relevant to the Ascentis qualification(s) being externally verified. May also include details of relevant CPD activities.
	Staff CPD records	Face-to-face visit	Must include details of CPD activities relevant to the Ascentis qualification(s) being externally verified. CPD activities can be interpreted broadly and are not restricted to attending courses/events. Staff delivering CPD activities can log these as evidence of their own CPD. Details of CPD activities may be included on a CV.
Delivery and assessment	Initial assessment records	Face-to-face visit	Must show that learners have had an initial assessment.
	Learner inductions records	Face-to-face visit	Must show that learners have been given an induction for their Ascentis qualification(s). May be included in a scheme of work.
	Assessment records	1st postal verification 2nd postal verification	Must include details of when each learner was assessed for each unit/assignment within the Ascentis qualification(s) being externally verified.
Internal quality assurance (IQA)	IQA sampling plan	Face-to-face visit 1 st postal verification 2 nd postal verification	Must include details of when the IQA plans to sample each unit/assignment within the Ascentis qualification(s) being externally verified. Must also demonstrate compliance with Ascentis requirements for sampling units/assignments.
	IQA records	1 st postal verification 2 nd postal verification	Must include: details of when the IQA sampled each unit/assignment within the Ascentis qualification(s) being externally verified; the

			IQA's confirmation that evidence is current, authentic, relevant, valid and sufficient, and the IQA's feedback to each assessor. Must also demonstrate compliance with Ascentis requirements for sampling units/assignments.
	Standardisation activities records	1 st postal verification 2 nd postal verification	Only required when there are two or more assessors and/or two or more IQAs for a qualification. Must include outcomes of standardisation activities. May be in the form of minutes of meetings.
EV sampling record	Sample of learners' work Authenticity declaration Assessor feedback to learner	1 st postal verification 2 nd postal verification	Ascentis will notify the centre of the sample of work required. If the sample identified includes a learner who has withdrawn and/or a learner whose work is not available, then the centre should provide the work for the next learner on the class list. For each assignment in the sample, an authenticity declaration, signed by the learner, and the assessor's feedback to the learner, including the assessment decision, must be provided. All assignments/evidence should be clearly labelled, and if included within a portfolio, clearly referenced and organised so that all assignments/evidence can be readily identified and located by the EV.
	Mark sheets	2 nd postal verification	Must include details of: any unit(s) to be awarded; any unit(s) for which a learner is claiming exemption(s) and/or equivalence(s), and any unit(s) for which a learner is claiming recognition of prior learning (RPL).