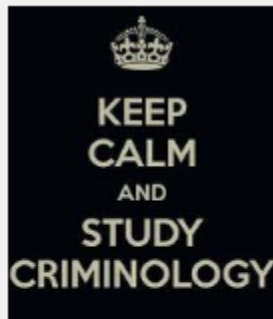




# Level 3 Diploma Criminology Handbook 2021/22



Name \_\_\_\_\_



## Expectation

### Level 3 Dip Criminology Contract

- By committing to study Criminology you are agreeing to:
- Look after any Textbook during the course.
- Complete all work to the best of my ability.
- Bring the textbook, lined paper and writing equipment to every lesson
- File all work in the appropriate place
- Prepare for you lessons, by consolidating work done previously and reading ahead to focus on up and coming work.
- Spend at least 5 hours per week outside lessons working on Criminology
- Provide evidence of how those 5 hours have been used.
- Keep all work up to date and organised in a file or book that can be checked regularly.
- Ask for help when needed.
- Prepare fully for each Topic Text and Exam.
- Attend Study Support when expected to.

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



# Level 3 Applied Diploma in Criminology



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## My Folders

At least once every half term you will have your folders checked by a member of staff. You will be given notice to ensure that all work is copied up, and filed neatly in your folders. A tidy, well ordered folder is important for your learning and later revision.

### One folder will contain:

1. Contain this booklet
2. Contain ALL key terms and definitions required. This could be a page at the front that you add to, or highlighted within your notes.
3. Have all homework notes and examples filed in the correct place and easily identifiable.
4. There must be a separate section for all of your assessments; your folder must be with you at all times.

## Independent Learning

To get the most out your Criminology studies you must spend some time working independently. This is how you can check your understanding and be prepared for up and coming lessons. If you read around the subject, you will find your studies easier and more interesting.

In addition to the time you spend in Criminology lessons and completing your homework you will improve your chances of achieving your target grade by doing some or all of the following:

- Answer and mark practice questions before sitting a test.
- Reading ahead your Criminology text book and read ahead.
- Creating revision tools, notes, flash cards, quiz questions as you go
- Watch the news and documentaries about crimes that have taken place
- Read newspapers.



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- See your Criminology teacher for help outside of lesson times when you are struggling. This can be informally after school or during study support.
- Produce concept maps or mind maps of each topic as you complete them.

### The course

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 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.

The main purpose of the WJEC Level 3 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



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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.

### QUALIFICATION STRUCTURE

#### WJEC Level 3 Diploma in Criminology (2 year course)

WJEC Level 3 Diploma in Criminology					
Unit number	Entry code	Unit title		Assessment	GLH
1		Changing Awareness of Crime	Mandatory	Internal	90
2		Criminological Theories	Mandatory	External	90
3		Crime Scene to Courtroom	Mandatory	Internal	90
4		Crime and Punishment	Mandatory	External	90

Learners must complete **ALL** units.

#### WJEC Level 3 Certificate in Criminology (1 year course)

WJEC Level 3 Certificate in Criminology					
Unit number	Entry code	Unit title		Assessment	GLH
1		Changing Awareness of Crime	Mandatory	Internal	90
2		Criminological Theories	Mandatory	External	90



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Learners must complete **ALL** units.

The purpose of the WJEC Level 3 Certificate in Criminology is to provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with

other relevant qualifications, such as GCE Law, Psychology and Sociology, it develops the understanding to support entry to higher education courses in the humanities sector.

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



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## ASSESSMENT

The WJEC Level 3 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
-





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For **Unit 2: Criminological Theories**, the assessment criteria (AC) will be covered within the mark allocation as follows:

### Assessment Grid

Learning outcomes	Assessment criteria	Marks	%
LO1	AC1.1 Compare criminal behaviour and deviance	11-19	15-25%
	AC1.2 Explain the social construction of criminality		
LO2	AC2.1 Describe biological theories of criminality	11-19	15-25%
	AC2.2 Describe individualistic theories of criminality		
	AC2.3 Describe sociological theories of criminality		
LO3	AC3.1 Analyse situations of criminality	19-26	25-35%
	AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality		
LO4	AC4.1 Assess the use of criminological theories in informing policy development	19-26	25-35%
	AC4.2 Explain how social changes affect policy development		
	AC4.3 Discuss how campaigns affect policy making		
TOTAL		75	100%



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For **Unit 4: Crime and Punishment**, the AC will be covered within the mark allocation as follows:

Learning outcomes	Assessment criteria	Marks	%
LO1	AC1.1 Describe processes used for law making	19-26	25-35%
	AC1.2 Describe the organisation of the criminal justice system in England and Wales		
	AC1.3 Describe models of criminal justice		
LO2	AC2.1 Explain forms of social control	23-30	30-40%
	AC2.2 Discuss the aims of punishment		
	AC2.3 Assess how forms of punishment meet the aims of punishment		
LO3	AC3.1 Explain the role of agencies in social control	26-34	35-45%
	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		
<b>TOTAL</b>		<b>75</b>	<b>100%</b>

### Internal assessment

The following units are internally assessed:

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

All grades are awarded based on the number of marks attained in each assessment.

Grade descriptors are provided for Grades A, C and E.

**Nb – it is not possible to get an A\* in year 12.**



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	Maximum Uniform Marks	A	B	C	D	E
<b>Level 3 Certificate</b>	200	160	140	120	100	80
<b>Level 3 Diploma</b>	400	320	280	240	200	160

### **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



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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.

### Course content

#### Unit 1: Changing Awareness of Crime

##### **Aim and purpose**

The purpose of this unit is for learners to plan campaigns for change relating to crime.

##### **Unit introduction**

Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a 'blind eye' to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes?

Many people learn about the fear and fascination of crime from the media, but is the media a reliable source of information? To what extent are we misled by our tastes in programmes and newspapers about crime? Who decides what behaviours should be against the law? Who gathers information about crime? Can this information be trusted? Can we trust our own instincts?

Humans tend to judge others behaviour by a variety of moral principles, not all of which are consistent or based on accurate information. We gain our ideas of morality from a variety of sources and one of the most important is the mass media. Police gather information about crime; but the data can be inaccurate. Criminologists have developed procedures to learn about crime, but these too have their limitations.

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will have gained the skills to understand the importance of changing public perceptions of crime. You



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will be able to use and assess a variety of methods used by agencies to raise awareness of crime so that it can be tackled effectively. You will have gained the skills to plan a campaign for change in relation to crime; for example, to raise awareness, change attitudes or change reporting behaviour.

### Unit 2: Criminological Theories

#### **Aim and purpose**

The purpose of this unit is for learners to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set policy.

#### **Unit introduction**

How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? Are these theories relevant to all types of crime? What can we learn from the strengths and weaknesses of each? How can these theories be applied to real life scenarios and real life crimes?

Knowing about the different types of crime and the criminological approaches to theory will give you a sharper insight into the kind of thinking used by experts and politicians to explain crime and criminality. Public law makers are informed by theory and apply these theories to their own solutions to the problem of crime. By undertaking this unit, you will learn to support, challenge and evaluate expert opinion and be able to support your ideas with reliable and factual evidence.

At the end of this unit you will have gained the skills to evaluate some criminological theories and know there are debates within the different theories. You will understand how changes in criminological theory have influenced policy. You will also have gained the skills to apply the theories to a specific crime or criminal in order to understand both the behaviour and the theory.



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## Unit 3: Crime Scene to Courtroom

### **Aim and purpose**

Through this unit, learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

### **Unit introduction**

What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service (CPS)? What safeguards are in place to ensure a suspect has a fair trial?

The criminal trial process involves many different people and agencies. Learning about the roles of these will give you a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. There are strict rules as to how evidence is collected from a crime scene and also strict rules governing the giving of evidence in court; learning about these rules will allow you to review the trial process and assess whether the aims of the criminal justice system have been met. You may be familiar with the role of the jury in the Crown Court, but you may not be aware of the many different factors that influence jury decision-making. By undertaking this unit, you will be able to assess the use of lay people in determining the fate of a suspect and evaluate the criminal trial process from crime scene to courtroom.

A miscarriage of justice occurs when an innocent person goes to prison and when the guilty person is still free and unpunished. At the end of this unit you will have gained the skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just.



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### Unit 4: Crime and Punishment

#### **Aim and purpose**

The purpose of this unit is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.

#### **Unit introduction**

Why do most of us tend to obey the law even when to do so is against our own interests? What social institutions have we developed to ensure that people do obey laws? What happens to those who violate our legal system? Why do we punish people? How do we punish people? What organisations do we have in our society to control criminality or those who will not abide by the social rules that most of us follow? We spend a great deal of taxpayers' money on social control, so how effective are these organisations in dealing with criminality?

Most people in our society are law-abiding and unwilling to break laws. Law-breaking is frequently of the petty variety, so serious crime and repeat offending is often restricted to a few people who cannot or will not abide by the rules that most of us consider to be so important. Society has had to develop a complex system of mechanisms, processes and organisations to ensure that people do not break the law. If they do commit crime, society needs to be protected from their behaviour. These social institutions each have different mechanisms, ideologies and policies. You will learn something of their variety, how they work and their effectiveness in preventing and protecting us from criminality.

Through this unit, you will learn about the criminal justice system in England and Wales and how it operates to achieve social control. You will have gained an understanding of the organisations which are part of our system of social control and their effectiveness in achieving their objectives. As such, you will be able to evaluate the effectiveness of the process of social control in delivering policy in different contexts.



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### **HOME STUDY**

A vital and integral part of your course is the work you do at home. You should spend on average at least 5 hours per week studying per subject. This should include:

- Assignments
- Reviewing notes made in class
- Researching key case studies
- Preparing for controlled assessment/examination
- Each piece of formal work will be given to you under these conditions:
  1. You will be set **ONE** piece of homework every **week** which will be due the following week.
  2. Your teacher will give a full explanation of what is required

You need to check that you know and understand what is required from you. ***If in doubt ask!***

It is **your responsibility** to get the details of any homework set and completion dates if you miss a class

3. **If you fail to hand in work**, you will receive a warning and repeated issues will lead to sanctions which may result in you being asked to leave the course
4. Extensions may be granted for **genuine** reasons.





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### USEFUL RESOURCES:

#### Books:

#### The recommended textbooks for this course are:

- Webb R & Townsend A: ***Criminology Book One*** (Napier Press 2021)
- Webb R & Townsend A: ***Criminology Book Two*** (Napier Press 2021)

#### Other useful textbooks for units 1 & 2:

Wilson J Q and Herrnstein R J ***Crime & Human Nature: The Definitive Study of the Causes of Crime*** (Free Press, 1998) ISBN 9780684852669

Muncie J and McLaughlin E (editors) ***The Problem of Crime*** (Sage Publications Ltd, 2001) ISBN 9780761969716

Becker H S ***Outsiders: Studies in Sociology of Deviance*** (Simon & Schuster Ltd, 1997) ISBN 9780684836355

Swale J (2007) ***Sociology of Crime & Deviance*** (Philip Allan Updates) ISBN 9781844896332

Mirrlees-Black C et al ***The 1998 British Crime Survey: England and Wales*** (Home Office, 1998) ISBN 9781840821833

Reiner (2002) ***Media Made Criminality*** Reiner, Robert and Maguire, Mike and Morgan, Rod, (eds.)



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*The Oxford Handbook of Criminology*. Oxford University Press, Oxford, UK, pp. 302-340.  
ISBN 9780199256099

Hobbs D (1995) *Bad Business: Professional Crime in Modern Britain* OUP ISBN  
978-0-19-825848-3

Bowling B, Phillips C (2002) *Racism, Crime and Justice* (Longman Criminology Series) ISBN  
0582 299665

### USEFUL INTERNET SOURCES

- [www.dca.gov.uk](http://www.dca.gov.uk) - The department of constitutional affairs web site
- [www.open.gov.uk](http://www.open.gov.uk) – A site devoted to government issues
- [www.courtservice.gov.uk](http://www.courtservice.gov.uk) – The Court service
- [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) – Website of the Home Office
- [www.criminal-justice-system.gov.uk](http://www.criminal-justice-system.gov.uk) – website for the criminal justice system
- [www.cps.gov.uk](http://www.cps.gov.uk) – The Crown Prosecution Service
- [www.crcc.gov.uk](http://www.crcc.gov.uk) – Criminal Cases Review Commission



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### **Websites for unit 1:**

Crime Statistics for England and Wales [www.crimestatistics.org.uk](http://www.crimestatistics.org.uk)

Crime Survey for England and Wales <http://www.crimesurvey.co.uk>

BBC News story <http://news.bbc.co.uk/1/hi/uk/6224245.stm>

Glasgow Media Group <http://www.glasgowmediagroup.org>

### **Websites for unit 2**

YouTube explanations of social views of crime:

<http://www.youtube.com/watch?v=XU-nWtmXnKE>

<http://www.youtube.com/watch?v=r-UBjL1zlgM>

<http://www.youtube.com/watch?v=T3LGxbxGhbg&feature=related>

Criminological Theory (Florida State University) [www.criminology.fsu.edu](http://www.criminology.fsu.edu)

Psychology of crime <http://www.holah.karoo.net/alevel/crime.htm>

Blogs and articles on psychology of crime <http://www.psychologytoday.com/topics/law-and-crime>



## **Level 3 Applied Diploma in Criminology**

**On behalf of the Criminology Department – we hope you will enjoy the course!**