

This Course Information Form provides the definitive record of the designated course

## General Course Information

Course Title	Criminology and Sociology Criminology and Sociology (With Professional Practice Year)
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA (University Square campus)
Mode(s) of Study and Duration	Full-time over three years Part-time typically over six years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
UCAS Course Code	ML23
External Benchmarking	QAA Quality Code section A1 (The Framework for Higher Education Qualifications) Level 6 QAA Quality Code section A2: Criminology Subject Benchmark Statement QAA Quality Code section A2: Sociology Subject Benchmark Statement
Entry Month(s)	Sept

### Why study this course

If you are interested in the causes of crime, criminal behaviours, the criminal justice system, international crime, punishment and policing and then gaining an understanding of how sociological issues, such as; race, gender, class status, health status and the media impact on these; then this course is for you.

### Educational Aims

The criminology and sociology course aims to provide units of study that will enable students to acquire knowledge and understanding of selected substantive topics, related processes and issues from the disciplines of criminology and sociology. The course has also been designed to develop graduates who have wider skills such as

- Interpretation and evaluation of evidence, assessing the strengths and weaknesses of rival criminological and sociological explanations, making informed and reasoned arguments, accessing and synthesising information from different sources and being able to reflect upon and articulate their own learning experience.

The course also aims to enable students to practise, develop and acquire a number of key skills; such as Oral and written communication skills, group work skills, information technology skills, learning and study skills, problem solving skills, number skills and job search and application skills that are needed to make informed choices when entering the labour market and securing employment.

### Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
TBC	4	30	Understanding Society: Identity and Structure	Core
TBC	4	30	Introduction to Criminology and the Criminal Justice System	Core
TBC	4	30	Skills for the social sciences	Core
TBC	4	30	Sociology of Modern Britain	Core
TBC	5	30	Researching, Representing and Evidencing the Social World	Core
TBC	5	15	The Social Sciences at Work	Core
TBC	5	30	Theorising Crime, Punishment and Justice	Core
TBC	5	15	The Making of public policy	Core
TBC	5	15	Sociology of Health	Option
TBC	5	15	Global developments and crime	Option
TBC	5	15	Young people, gangs and group offending	Option
TBC	5	15	Refugees, Displacement and the Politics of Migration	Option
TBC	6	45	Independent Project in Criminology and Sociology	Core
TBC	6	30	Issues in Crime and Justice	Core

TBC	6	30	Understanding the Welfare State	Option
TBC	6	30	Forensic Mental Health	Option
TBC	6	15	Crime and the Media	Option
TBC	6	15	Youth and Crime	Option
TBC	6	15	Inclusion and Exclusion in Education	Option

### Course-Specific Regulations

None

### Entry requirements

For UK students, standard entry requirements apply - <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

For EU students, standard entry requirements apply - <http://www.beds.ac.uk/howtoapply/eu/guides>

For International students, standard entry requirements apply –

<http://www.beds.ac.uk/international/international-applications/international-entry-requirements>

### Additional Course Costs

Any external trips will need to be funded by the student

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- **Demonstrate** the ability to communicate and express themselves and their ideas in clear, concise and meaningful ways in both verbal and written forms to a variety of people.
- **Collaborate**, affiliate and network, and are good at working in teams as well as being able to work independently and to initiate ideas of their own in all kinds of duties and projects; such as helping to organise a conference and arrange overseas visits.
- **Take** on leadership roles by developing new ideas, finding information, extracting what is important and by turning it into compelling arguments, helping to influence and motivate others.

### Course Learning Outcomes

Upon successful completion of this course a graduate of typical standard will be able to:-

1. Apply a range of concepts and theoretical frameworks from criminology and sociology in explaining social forms, behaviour, social processes and evaluate such applications.
2. Display knowledge and understanding of selected substantive topics, related social processes and issues including criminal justice systems, philosophies of punishment, policing practices, changes in penal systems, contemporary forms of deviant and criminal behaviour and, related

policy issues, the structure and functioning of British Society, divisions of class, ethnicity and gender, the mass media and the welfare state and be able to relate these to global processes

3. Demonstrate a critical understanding of social research methods, demonstrate the ability to apply these methods and demonstrate an understanding of the theoretical underpinnings of these methods.
4. Display independence in all aspects of the research process including the ability to formulate questions informed by sociology and criminology.
5. Draw conclusions that are based upon an understanding of the strengths and weaknesses of relevant explanation, conclusions that demonstrate the ability to access evidence from different sources and conclusions that demonstrate the ability to synthesise.
6. Analyse selected public policies, identifying their progressive and non-progressive features in relation to declared policy aims and value positions
7. Locate and assess criminological and sociological issues and interventions within historical, contemporary and international settings, to critically examine the values, practices and processes of governance and practice contexts across society
8. Demonstrate key skills (oral communication, written communication, presentational, information technology, learning and study, number, job search and application) at specified levels of difficulty
9. Pursue their chosen career paths with a knowledge, understanding and confidence in their abilities to secure their aims.

## **PSRB details**

### **Learning and Teaching**

The pedagogic rationale underpinning the course is to encourage students to develop knowledge, understanding, evaluation and application skills incrementally.

Learning is structured in such a way as to allow students to develop increasing autonomy and ownership of the direction of their learning and to support them in developing areas of special interest. At level 6 the dissertation unit allows students to research a topic of choice and independently create a project.

Learning and teaching practices will aid reflective processes and assist students in making connections between different units, criminology and sociology in general and other disciplines. Learning is designed to challenge existing cultural assumptions in a collaborative environment in a social process that involves learning from other students as well as tutors. Students will be taught by a team of staff who are highly qualified and experienced social scientists from a variety of backgrounds.

## Assessment

A range of assessments will enable students to practise and demonstrate their acquisition of knowledge, skills and abilities in a variety of ways. Assessment methods used across the course include:

- Written essay assignments – Oral presentations – Examinations – Viva Voce – Poster presentations – Application exercises – Reflective accounts – Dissertation –

A range of formative assessments (ungraded) will take place to allow students to practice and receive feedback. At the end of the course success in the assessments will demonstrate the student's ability to analyse, evaluate and synthesise knowledge and to be able to communicate that knowledge in both written and oral presentational formats as well as to be able to demonstrate a range of highly transferable critical skills as evidenced in the course learning outcomes and are welcomed by graduate employers. Students are fully supported by personal and academic tutors, Peer assisted leaders and the university's student support system.



### **Developing your employability**

From the beginning of your course you will be developing skills that employers require from a graduate, such as using computer software programmes for analysing research data, presentation skills, your ability to lead a group and to organise large scale events, such as an A level revision Sociology conference and a Human Rights day.

Employers also wish to see that graduates have more than academic skills; they require practical experience as well. To address this, all students are encouraged to undertake a volunteering role within the human service and an optional Work Based unit is available at level 5. Employers from the welfare services, the criminal justice sector and the teaching profession have been consulted in regards to course/unit content, employability and graduate schemes. Employers from across these sectors will be coming in to talk to students about working in these sectors, what they are looking for in an employee and how to apply.

### **After Graduation**

By the fact that you are studying two subjects; criminology and sociology, you are opening many avenues of employment. Criminology and sociology graduates go on to a much wider range of careers in both the public and private sectors. Whilst studying sociology can lead to careers in industry human resource management, public sector welfare, teaching and marketing and market research; a criminology degree often sees students engaging in careers in the Criminal Justice Service, Local and Central Government (Civil Service) Charity Organisations and Research Posts in the private and public sectors.

These careers draw upon the social research methods and skills that you will learn on the course.

Some of the large retail firms such as Laura Ashley, Marks and Spencer and Tesco, recognising that their chief concern is people, have consequently taken sociology graduates into their management training schemes. In fact, the range of opportunities available has tended to broaden. For example, many criminology and sociology graduates now go into journalism for which the units on Popular Culture and crime and the media are particularly enlightening for the aspiring journalist.

In the public sector, graduates may go on to teach either in primary or secondary schools (for which a PGCE is needed), special needs or further education. This course is an ideal preparation for teaching a wide variety of humanities and social science subjects. If you achieve good results on this course you may also get the chance to go on to postgraduate research for a higher degree with the aim of making a career in higher education either as a lecturer, combining teaching with research, or as a specialist researcher. The inclusion of statistics and data analysis training as part of this degree is a suitable preparation for such careers.

### **Additional Information**

The course has a variety of external activities all designed to facilitate the link between theory and practice, such as visiting the International Criminal Court in The Hague, Auschwitz and the local magistrates court to talk with personal who work within the court system.

## **Student Support during the course**

All students will be allocated a personal academic tutor at the start of the course. The tutor will provide students with personal tutorials providing academic support and monitoring of academic and professional development. The personal tutor can help not only in terms of academic support but also be able to assist with decisions relating to option choices, career possibilities and dissertation topics. The personal tutor can also refer the student to appropriate services in the event of issues arising that lie outside the boundaries of the tutor-student relationship.

- Engagement team
- Mitigation Team
- Counselling Services
- Careers
- Disability Services
- Mental Health Advisor

For students where English is a second language, the University provides free English lessons from intermediate up to more advanced level English language skills. Additionally, the Level 4 unit, Academic Skills in Higher Education, provides the students with both study skills and academic English writing skills required to succeed. For students needing further assistance with developing their IT skills, Library Services offer tutor lead computer skills training workshops.

**Peer Assisted Learning (PAL)** - As you enter your first year of University you may have a lot of questions and concerns about the course you are doing, your lectures, using the library, finding your way on campus, the subjects you are covering, the preparing and submitting assignments, and so on. PAL sessions are designed to help you address these. PAL sessions are compulsory timetabled lessons, but they are less formal than the lectures and seminars that you will be getting used to. They are run by specially trained second and third year students who studied the same material as you in their first years, and who will be able to give you their advice and the benefit of their experience. You will work through hand-outs, notes, textbooks and set reading based on your course material. These small group sessions are designed to help you to achieve your full potential in your first year and to set you on the path to excel throughout your degree.

The BA Criminology and Sociology degree is open and accessible and will offer no barriers to students with impairments/ disabilities. The Department of Applied Social Studies is pro-active in working with the disability team and Bedfordshire Students' Union in order to ensure open access to all of its courses and students with known disabilities will be supported and assessed as appropriate, and will make reasonable adjustments as required.

See <http://www.beds.ac.uk/studentlife/student-support/health/disabilities>



## Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	There are course trips scheduled across the curriculum. All trips are disability friendly and transport to the venues has disabled access.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

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<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

## Administrative Information – Faculty completion

<b>Faculty</b>	Health and Social Sciences
<b>Portfolio</b>	Undergraduate Applied Social Studies
<b>Department/School</b>	Applied Social Studies
<b>Course Coordinator</b>	Alison Tresidder
<b>Trimester pattern of operation</b>	Trimester 1 and 2
<b>PSRB renewal date (where recognised)</b>	
<b>Version number</b>	1/17
<b>Approved by (c.f. Quality Handbook ch.2)</b>	University Approval
<b>Date of approval (dd/mm/yyyy)</b>	27/02/2017
<b>Implementation start-date of this version (plus any identified end-date)</b>	2017/18
<b>Study model type (e.g. study centre)</b>	

Form completed by:

Name: .....Alison Tresidder..... Date: ....01/02/17

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	
<b>JACS / HECoS code (KIS)</b>	
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	

## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	Criminology and Sociology
<b>Qualification</b>	BA (Hons)
<b>Route Code (SITS)</b>	BACRSAAF, BACSPABF
<b>Faculty</b>	Health and Social Sciences
<b>Department/School/Division</b>	School of Applied Social Studies
<b>Version Number</b>	1/17

## Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code ASS0	20-1	19-1	58-1	XX-1 SMB	XX-2 RRES W	XX-2 TCPJ	xx-2 WBU	xx-2 TMPP	xx-2 SoH	xx-2 GD&C	XX-2 RD&P M	YPG& GO	20-3	21-3	33-3	19-3	XX-3 YCrim e	XX-3 C&M	XX-3 In & EX Edu
<b>Level</b>	4	4	4	4	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6
<b>Credits</b>	30	30	30	30	30	30	15	15	15	15	15	15	45	30	30	30	15	15	15
<b>Core or option</b>	C	C	C	C	C	C	C	C	O	O	O	O	C	C	O	O	O	O	O
<b>Course Learning Outcome (number)</b>	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																		
1	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1		LO1 LO2	LO1		LO1	LO1 LO2	LO1 LO2			LO1 LO2	LO1 LO2	LO1	LO1 LO2
2	LO1 LO2	LO1	LO1 LO2	LO1 LO2		LO1 LO2		LO2	LO1 LO2	LO1	LO1 LO2	LO1 LO2		LO1 LO2	LO2		LO1 LO2	LO1 LO2	LO1 LO2
3			LO2		LO1 LO2								LO1 LO2	LO1 LO2	LO1 LO2				
4													LO1 LO2		LO1 LO2	LO1		LO2	
5	LO1	LO1 LO2	LO1 LO2	LO2	LO1 LO2	LO1	LO1 LO2	LO1 LO2	LO2	LO1 LO2	LO1	LO1 LO2	LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1 LO2
6				LO1 LO2		LO2	LO1 LO2	LO1		LO1 LO2	LO2	LO1 LO2	LO1 LO2		LO1 LO2	LO2	LO1 LO2		LO1 LO2
7	LO1 LO2	LO1 LO2		LO1 LO2		LO1 LO2		LO2	LO1 LO2	LO1 LO2	LO1 LO2			LO1 LO2		LO1 LO2			
8	LO2	LO1 LO2	LO2	LO1	LO1 LO2	LO1 LO2	LO1	LO1 LO2	LO2	LO1 LO2	LO1 LO2	LO1 LO2	LO1	LO1 LO2	LO1 LO2	LO1	LO1 LO2	LO1 LO2	LO1 LO2
9					LO1 LO2		LO1 LO2						LO1 LO2						

## Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	BA (Hons) Criminology and Sociology
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FHEQ Descriptor for a higher education qualification	<i>(insert level and title)</i>	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline		x	x	x	x	x	x	x	x	
an ability to deploy accurately established techniques of analysis and enquiry within a discipline		X		X	X	X	X	x	X	
conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		X	X	X	X	X	X		X	
an appreciation of the uncertainty, ambiguity and limits of knowledge		X	X	X	X		X	X		x
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).		X	X	X	X			X		X
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects		X	x		X	X	X	X	X	X
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem		X	x		X	X	X			
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.		X			X			X	X	X
<b>And holders will have:</b> the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.		X	x	X	X	x	x	X	X	X

Subject Benchmark Statement(s)	Criminology 2014	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
<b>Subject Knowledge and Understanding</b>		
1. Describe and examine a range of key concepts and theoretical approaches within Criminology, and to evaluate their application		LO 1, 2, 5, 7, 8, 9
2. Appraise critically political and social processes of victimisation and criminalisation in light of criminological theories		LO 1, 2, 5, 7, 8
3. Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimisation and responses to crime and deviance		LO 1, 2, 5, 7, 8
4. Evaluate criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations		LO 1, 2, 5, 7, 8
5. Examine critically the values, practices and processes of governance, including human rights that underpin the treatment of lawbreakers within UK criminal justice systems, and allied agencies which administer sentencing and alternatives		LO 1, 2, 3, 5, 7, 8
6. Apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety		LO 1, 2, 5, 7, 8
7. Examine a range of research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems		LO 3, 4
8. Evaluate strengths and weaknesses in the use of comparison in relation to crime, victimisation and responses to crime and deviance		LO 1, 2, 5, 7, 8, 9
9. Explain and evaluate complex social problems in terms of criminological theories of crime, victimisation and responses to crime and deviance; analyse ways in which the discipline of Criminology can be distinguished from other forms of understanding.		LO 1, 2, 5, 7, 8
<b>Cognitive Abilities and Skills</b>		
10. Assess a range of perspectives and discuss the strengths of each for the understanding of crime and victimisation		LO 1, 2, 5, 7, 8
11. Assess the values and practices of the key agencies which administer responses to crime and deviance		LO 6
12. Draw on materials from a range of sources and demonstrate an ability to synthesise them		LO 8
13. Design and use appropriate research strategies for data collection using quantitative and qualitative methods		LO 3, 4
14. Apply statistical techniques and methods		LO 3, 4
15. Distinguish between ethical and unethical research practice		LO 3, 4
16. Draw on relevant evidence to evaluate competing explanations		LO 3, 4
17. Evaluate the viability of competing explanations within Criminology and draw logical and		LO 1, 2, 5, 7, 8

appropriate conclusions	
<b>Subject Specific Skills</b>	
18. Formulate and investigate criminological questions	LO 1, 2, 3, 4, 5, 6, 7, 8
19. Summarise and explain empirical information and research findings about crime, victimisation and responses to crime and deviance	LO 3,4,5,6
20. Assess the methodology used	LO 3,4,5,6
21. Apply basic research tools appropriately in relation to theoretically driven, exploratory or evaluation research	LO 3,4,5,6
22. Gather appropriate qualitative or 24. quantitative information to address criminological questions in relation to crime, victimisation, responses to crime and deviance, and representations of these, using qualitative and quantitative methods	LO 3,4,5,6
23. Recognise the ethical implications of research into criminological questions and identify appropriate solutions	LO 3,4,5,6
24. Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates, and present the conclusions in a variety of appropriate academic formats	LO 1, 2, 3, 4, 5, 6, 7, 8, 9
25. Comment on the value of criminological work on crime, victimisation, responses to crime and deviance, and representations of these in relation to policy questions at national, international and global levels	LO 1, 2, 3, 4, 5, 6, 7, 8, 9



Subject Benchmark Statement(s)	Sociology 2016	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
<b>Subject knowledge and understanding</b>		
describe and examine a range of key concepts and theoretical approaches within Sociology, evaluate their application and creatively use concepts in analysing social phenomenon or addressing social problems		LO 1,2,5,6,7,8
provide an analytical account of social inequality addressing key dimensions and sites of power, inequality and stratification		LO 1
provide an analytical account of social diversity, addressing issues of identity, difference, and their relationship to inequality and power		LO1
analyse social processes shaping individuals, groups, social practices, social institutions and social structures		LO 1,2,5,6,7,8
provide an analytical account of the relationship between social action and social structure		LO 1,2,5,6,7,8
provide an analytical account of the social shaping of identity and difference		LO 1,2,5,6,7,8
examine the processes that underpin social change, conflict and social stability		LO 1,2,5,6,7,8
use specialist knowledge of one or more sub-topics within Sociology to construct a sociological argument		LO 1,2,5,6,7,8
examine a range of data sources, research strategies and quantitative and qualitative methods and assess the appropriateness of their use		LO 3, 4, 5
understand and evaluate the use of comparison in Sociology either looking diachronically across time or synchronically across context		LO 1, 2, 3, 4, 5
evaluate the relationship between sociological arguments and evidence		LO 1, 2, 3, 4, 5
analyse ways in which Sociology can be distinguished from other forms of understanding and explanation		LO 1, 2, 3, 4, 5
understand ways that sociological knowledge can be used across a variety of professional contexts - public, private, and third sector organisations, both national and international.		LO 1,2,5,6,7,8,9
<b>Discipline-specific skills</b>		
construct appropriate sociologically informed questions and pathways		LO 3, 4, 5

to answers	
summarise and explain the findings of empirical sociological research, including a critical assessment of the methodological frameworks used	LO 3, 4, 5
select and use appropriate research tools for collection and analysis of quantitative and qualitative data including software and basic statistical and interpretative procedures	LO 3, 4, 5
investigate sociologically informed explanations	LO 3, 4, 5
analyse the ethical implications of social research in a variety of applied research settings	LO 3, 4, 5
discuss sociological topics with appreciation of theory, evidence and relevance to current debates and present the conclusions in a variety of appropriate sociological formats suitable for different audiences	LO 1, 2, 3, 4, 5, 6, 7, 8, 9
identify and comment on the value of sociological work for specific organisations or with regard to social, public and civic policy issues.	LO 1, 2, 3, 4, 5, 6, 7, 8, 9
<b>Cognitive abilities and skills</b>	
assess the merits of competing explanations	LO 1, 2, 5, 7
draw on evidence to evaluate competing explanations	LO 1, 2, 5, 7
identify and construct evidence from a range of sources	LO 1, 2, 5, 7
demonstrate an ability to synthesise bodies of evidence and arguments	LO 1, 2, 3, 4, 5, 7
evaluate competing explanations and draw reasoned conclusions	LO 1, 2, 3, 4, 5, 7
discuss and present ideas and interpretations with others in a clear and reasoned way	LO 3, 4, 5
assess and analyse the ethical implications of research and enquiry	LO 3, 4, 5
demonstrate skills in information gathering, analysis, communication and presentation	LO 3, 4, 5, 8
work independently and manage their time	LO 8, 9
demonstrate some ability to plan and develop an independent project with a clear outcome	LO 8, 9
reflexively question assumptions which are taken for granted.	LO 1, 2, 3, 4, 5, 7

