

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Global Criminology <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Global Criminology • Postgraduate Certificate (Pg Cert) - Global Criminology
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Criminology
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Global Criminology MA, Full-time, September start - 1 year standard length • Global Criminology MA, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

In accordance with the Criminology subject area benchmark statement (QAA 2019), the MA Global Criminology degree is designed to develop students' knowledge and critical understanding of criminology as an interdisciplinary subject that incorporates legal, political and psychological as well as social scientific approaches to the study of crime, deviance, criminal and social justice, and encompasses all social harms that are considered deviant, criminal or an abuse of human rights, whether perpetrated by individuals, states, corporations or criminalised groups, and whether committed in private, public or cyber spaces.

The course content is organised around two themes: global criminology and critical criminology. Global criminology is a relatively new and growing area of criminology that is at the forefront of developments in postcolonial and decolonial theory and praxis and in comparative research methodology. It is a specialist area of critical criminology, which explores issues of crime and justice within the context of power relations and structural inequalities – e.g., class, gender, nationality, ethnicity, disability, age and sexuality –, and is longer established. The programme also includes a dissertation core module in which students complete empirical research on a global criminology issue of their choice.

Specialised option modules are offered in the two main areas of global criminology: comparative criminology (that studies convergences and divergences in crime and justice between nations and regions) and transnational criminology (that explores the nature of organised, state and corporate crimes and responses to organised crimes that cross borders). An option module is also offered in convict criminology, a second emerging area of critical criminology that focuses on the knowledge and standpoints of educated prisoners and former prisoners.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Employability is embedded within the course as well as the teaching, learning and assessment strategies utilised on individual modules. The course learning outcomes are designed to contribute to each of the key graduate attributes identified in the University Education Strategy. For instance, students' entrepreneurial and communication skills are developed through their experiences of group research and group presentations, while their skills of critical and creative thinking are developed by their reflecting on feedback provided through formative assessments. With its basis in critical and global criminology, the course is also specifically designed to encourage students to become more socially and ethically aware, and international in outlook. To date alumni have secured graduate positions within six months of completing the course. Examples include working as a legal immigration caseworker, a business support officer, local authority finance inclusion manager, Fintech customer relations manager, and school therapeutic assistant.

More specifically, completion of the course opens up a broad range of potential national and international career opportunities in the field of criminal justice, including third sector human rights, victim and offender support organisations, research institutes and managerial positions in statutory agencies like police, probation, and prison services. Graduates from the course have, for example, secured positions with Serco, Kent Probation, the Metropolitan Police, Safer London, the Shannon Trust and the Shaw Trust.

The academic knowledge and research skills that students gain by completing the course also puts them in a strong position to undertake higher level study such as a PhD. Five alumni are currently studying for PhDs at the University.

Students are also offered the opportunity to undertake voluntary work at governmental and voluntary sector criminal justice organisations. Depending on year-on-year availability, these potentially include Bail for Immigration Detention, JENGBA (Joint Enterprise Not Guilty by Association), the Metropolitan police, the Prison Reform Trust, the Prisoners Education Trust, Safe Ground and the Zahid Mubarek Trust. Opportunities are also available for students to work voluntarily as research or teaching assistants on our prison education programmes.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Systematically describe and compare key ontological and epistemological concepts and their application in global criminology. (KU CS)
- 002 Demonstrate understanding of the complexity of competing criminological explanations in order to critically examine and compare national and transnational crimes, criminal justice policies and practices. (KU CS)
- 003 Select and synthesise appropriate materials from a range of national and international academic, governmental, and civil society criminal justice sources in order to develop reasoned arguments and critical judgement. (KU KTS)
- 004 Communicate your knowledge and expertise to an advanced level in academic English in both speech and writing, and to both specialist and non-specialist audiences. (KTS)
- 005 Use Generative Artificial Intelligence with ethical and academic integrity in research, oral presentations and written work. (KTS)
- 006 Work independently on research tasks and demonstrate creativity and intellectual originality in selection and analysis of relevant literature and empirical data. (KTS SS)
- 007 Work collaboratively and effectively with other learners in the preparation and delivery of written and oral group tasks. (KTS)
- 008 Critically reflect on constructive feedback to strategically enhance your own learning and evaluate both your work and the work of others regarding the understanding and application of global criminological knowledge. (KTS SS)
- 009 Evaluate the influence of ontological and epistemological frameworks on global criminological perspectives, specifically in relation to peace, justice, and strong institutions, as aligned with SDG 16. (KTS SS)
- 010 Design and complete a substantial, specialist and original empirical research project. (KU KTS SS CS)

How will you learn?

Learning methods

In line with the University Education Strategy, the MA Global Criminology course team is committed to problem-focused learning and student-centred inquiry. As such, learning activities are designed to be practical and inclusive. The MA Global Criminology course makes particular use of three specific learning methods: case-study based learning (in which, e.g., students analyse the causes or determinants of a particular type of crime or criminal justice in one country in comparison to other countries in the same region), action-based learning (where, e.g., students compare and evaluate criminal justice responses to particular crimes), and collaborative peer to peer learning (including, e.g., group research, group classroom discussion and group presentations).

In accordance with our commitment to student-centred inquiry, the course team also aim to facilitate a classroom atmosphere in which students feel comfortable to share their own knowledge and expertise, maximising the wide range of experiences our diverse and international student body, and encouraging students to take increasing responsibility for their own learning with appropriate support.

Several modules integrate technologies to support student learning and help develop their digital capabilities. Depending on the module, these include data analysis and data encryption software, and team collaboration tools and software.

Teaching methods

Teaching is organised to help students meet the learning outcomes of the course as well as individual modules, and to fulfil their potential as valued members of the national and international community. In addition to our focus on student-centred learning, all of our modules are delivered by staff who are themselves actively researching the subject matter. In line with University policy, we are also committed to involving students in staff research where possible.

Lectures are used to provide a common foundation of learning to all students and are designed to enhance understanding of the main themes and debates introduced in core module readings. Seminars are interactive and involve individual and group activities designed to allow students to develop their communication skills, share and explore their knowledge and understanding with their peers. Workshops are student-led and are designed to further solidify understanding through requiring them to complete independent research. Tutorials provide opportunities for students to discuss their progress and receive formative feedback on their performance in coursework.

Assessment methods

In accordance with the course team's commitment to problem-focused learning inquiry, modules are assessed by authentic as well as traditional coursework assessments. As such, most assessments aim to test students' ability to apply and contextualise their knowledge and understanding gained on the course to real-world examples of crime and justice. The course team make use of a variety of coursework assessment types, including essays, reports, critical reviews of journal articles or research papers, group presentations, and a dissertation that requires students to design and deliver an empirical research project.

In line with our commitment to student-centred inquiry, most modules also include formative as well as summative coursework assessments. As part of the assessment process, the course team provide specific feedback on student progress and how they might further develop their knowledge and understanding of criminology, their abilities to conduct individual and group research, and their skills of critical analysis.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	006, 007, 008, 009, 010
Literate and effective communicator	003, 004, 005, 008, 010
Entrepreneurial	006, 007, 008, 010
Global in outlook and engaged in communities	001, 002, 003, 009
Socially, ethically and environmentally aware	001, 002, 003, 005, 009, 010

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each

academic year following feedback from a variety of sources.

Modules

Level 7

To complete this programme, students take 140 credits of core modules and 40 credits of option modules.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7CRIM007W	Critical Criminology	Core		20	10
7CRIM001W	Global Criminology	Core	1	20	10
7CRIM011W	Dissertation in Global Criminology	Core	2	40	20
7CRIM003W	Global Policing and Transnational Security	Core	2	20	10
7CRIM002W	Global Prisons	Core	2	20	10
7CRIM010W	Research Methods in Global Criminology	Core	2	20	10
7CRIM009W	Convict Criminology	Option	2	20	10
7CRIM008W	Global Gangs	Option	2	20	10
7CRIM006W	Privatising Justice: International Policy and Practice	Option	2	20	10
7CRIM005W	State Crimes and Radicalisation in the 'War on Terror'	Option	2	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

This degree is not accredited by a professional body

Course management

The course leader is Sacha Darke. The Head of School is Alan Porter

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

Additional Details

All modules are designed to ensure students from different backgrounds have equitable access to the necessary resources, support and opportunities to participate fully in educational opportunities and fulfil their potential, in accordance with the University of Westminster's Equality, Diversity and Inclusion (EDI) Strategy 2025-2030. The course team integrate EDI principles throughout our curriculum, teaching methodologies and assessment practices. We strive to create a supportive teaching and learning environment where diverse perspectives enrich discussions and promote a culture of mutual respect and collaboration. This includes recognising and addressing systemic inequalities in knowledge production between the Global South and Global North (in recognition of the continuing legacies of colonialism and empire and recent calls to 'decolonise the criminal question'), addressing national and regional case studies that explore a broad variety of crime and justice matters affecting people in different parts of the world), setting formative as well as summative assessments on each of the core modules, and employing varied pedagogical strategies that cater to diverse learning styles (for instance, the use of visual and auditory as well as written materials, and interactive classroom activities such as role-play and small group discussions). Modules are refined and developed year on year in consultation with students. At programme-level, students are invited to participate in a Criminology Decolonial Reading and Curriculum Development Group.

With its focus on critical thinking, problem-focused and reflective learning, international human rights and global social justice, the MA Global Criminology course also integrates the United Nations Sustainable Development Goals framework into its curriculum, teaching methodologies and assessment practices, in accordance with University of Westminster's (2025) Embedding Education for Sustainable Development guide. For instance, the core Global Criminology module introduces students to case study analysis and requires them to explore local incidences of crime and justice in their international social and economic as well as political context. One week of the module is specifically dedicated to exploring environmental crimes such as exploitation of natural resources and the dumping of toxic waste.

Regular meetings are also convened between peer-appointed student representatives and module leaders to discuss broader programme-level learning and teaching-related issues like timetabling, dissertation supervision and library resources.