



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

School of Law

**BSc Criminology and
Psychology
Programme Handbook**

2017-18

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Please contact Crimsoc-adminstaff@royalholloway.ac.uk with any queries.

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1.1 The Department: practical information

The BSc Criminology and Psychology is a three-year, full-time degree programme. Each year involves a recommended total of 1200 hours of student learning time on College courses, made up of teaching contact time, private study, and assessment. Courses are organised as either full units (300 hours learning time) taught over two terms or half units (150 hours learning time) taught within one term.

The BSc (Hons) degree offers students a broad introduction to your subject areas, leading progressively to greater specialisation. Our degree programmes have been designed to promote both disciplinary specific knowledge and transferable skills. The introductory units in year one focus on encouraging critical thought about, for example, the nature of social problems and social policy and the criminal justice system, while you also undertake introductory modules in Psychology in the Department of Psychology.

In the second year, the units strongly emphasise research methods. Students are introduced to a range of psychological research methods and the different ways in which knowledge about contemporary society and criminal behaviour can be gathered. They are also provided with an opportunity to engage with theoretical debates in both criminology and psychology, delivered through a full unit module dedicated to key perspectives and debates in criminology, and four half units in Psychology. In year three the core ideas acquired previously are developed through specialist units and a research dissertation with a psychological focus. In your third year of study, the dissertation and two further core units in psychology are compulsory. The remaining units are made up of optional courses, with two half units from Criminology and two half units from Psychology. The strong research profile of staff is utilised in this year to develop research literate undergraduates who are able to think critically about evidence.

Overall, the degree thus enables students to build up a range of skills and knowledge whilst developing a critical appreciation of the processes of psychological research, psychological and criminological debates and the operation of the criminal justice system.

2. Degree Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through

<http://www.royalholloway.ac.uk/coursecatalogue/home.aspx> or
<http://www.royalholloway.ac.uk/studyhere/progspecs/home.aspx>

2.1 Programme Information

The department provides five undergraduate degree programmes. Students are registered as **CRIMINOLOGY & SOCIOLOGY** students (CrimSoc for short), as **CRIMINOLOGY & PSYCHOLOGY** students (CrimPsyc for short) or **LAW** students. These are all 3-year degrees.

There are certain requirements specific to each degree programme. This section outlines those for the BSc Criminology and Psychology degree. It is also possible in some cases to switch from one degree programme to another. If you wish to do this you should talk to your personal advisor, and then the Department's Director of Learning and Teaching.

2.1.1 Membership of the British Psychological Society

The BSc Criminology & Psychology curriculum is designed and delivered in accordance with the British Psychological Society requirements for the Graduate Basis for Chartered Membership of the Society (GBC).

The BPS (formed 110 years ago in 1901) is the learned society and professional body for psychology and psychologists in the UK. They are responsible for the development, promotion and application of psychology for the public good. The aims of the organisation are multifaceted and include: making psychology accessible to all; promoting and advancing the discipline; supporting professional and career development; and ensuring the highest standards in the discipline.

Many of our undergraduate students become student members of the BPS. Becoming a student member of the BPS and registering for GBC following graduation (subject to achieving a 2:2 minimum degree classification and passing your dissertation) has several benefits.

2.1.2 Student membership of the British Psychological Society

As a student studying on a BPS accredited psychology degree you are eligible for student membership of the BPS. As a Student Member you get:

- membership to the Society's Student Member Group (SMG), which will keep

- you up to date on developments in Psychology, develop contacts, etc.
- The Psychologist magazine every month, with the chance to write for 'New Voices' and win free membership
 - PsychTalk, a newsletter written by students
 - exclusive discounts to books, journals and events
 - the chance to transfer to graduate membership free of charge after completing your undergraduate degree or conversion course
 - recognition of belonging to a professional body, with the chance to join divisions and other groups
 - access to a range of high street discounts and offers.

Further details and an application form can be obtained at:

<http://www.bps.org.uk/what-we-do/membership/student-member/student-member>

2.1.3 Levels and Courses

Information relating to each individual course is available on the Undergraduate study web site at

<http://www.rhul.ac.uk/criminologyandsociology/informationforcurrentstudents/courseinformation.aspx>

2.2 Programme Learning Outcomes: Criminology and Psychology

2.2.1 Knowledge and Understanding

You will study crime as an individual and social phenomenon by focusing on the incidence and causes of crime and considering social and governmental responses. You will also be able to gain insight into the motivations of people, investigate how brain processes cause behaviour, gain understanding of the principles that underlie group behaviour and find out how the malfunctioning of mental processes can lead to psychological problems. These aspects and many more will be covered in courses including: biological psychology, abnormal psychology, the criminal justice system and morality and behaviour. You will benefit from the synergy between two important research areas.

2.2.2 Skills and Other Attributes

By studying this course you will:

- understand and predict the many factors involved in the basis of human behaviour
- design, analyse and interpret research studies independently to answer new questions related to criminological and psychological issues
- draw on criminology and range of disciplines including psychology, sociology and law to grapple with important questions concerning our society
- gain quantitative skills as well as verbal and written communications skills of a professional standard.
- clear and concise presentation of complex information, both orally and in writing;*
- critical and independent thinking, including evaluation of oral and written evidence;*
- team working, negotiation and collaboration;*
- investigative skills, including literature and database searches;*
- reading skills: the ability to identify the most important arguments and evidence in a text and to record and/or to represent these;*
- research skills needed to plan and execute a project on a defined topic, present a coherent, reasoned argument in an oral presentation or an extended piece of written work;*
- information technology (including spreadsheets, databases, word processing, e-mail, and the world wide web);*
- computing skills in relation to both text and the presentation of basic research data;*
- independent and reflective learning;*
- good time management.*

* transferable skills

2.3 Course registrations

You can only register for courses relevant to your programme in each academic year. You are able to change option courses in your final year of study within the first two/three weeks after the start of teaching subject to agreement from the department. Once you have submitted assessment for the course, you may not replace it with another either in that term or in a subsequent term.

2.3.1 YEAR ONE – Laying the Foundations

Students take the following Core Courses:

Course	Course Title	Unit
CR1011	Introduction to Criminology	1.0
CR1013	Criminal Justice System	1.0
PS1060	Biological Foundations of Psychology	0.5
PS1110	Introduction to Abnormal Psychology	0.5
PS1021	Learning and Memory	0.5
PS1030	Self and Society	0.5

2.3.2 YEAR TWO

Students take the following Core Courses:

Course	Course Title	Unit
CR2010	Research Methods for Psychologists	0.5
CR2030	Data Analysis for Psychologists	0.5
CR2013	Key Perspectives and Debates in Criminology	1.0
PS2030	Social Psychology	0.5
PS2040	Developmental Psychology	0.5
PS2050	Personality and Individual Differences	0.5
PS2080	Conceptual Issues in Psychology	0.5

2.3.3 YEAR THREE

Students take the following core course:

CourseCode	Course Title	Unit Value
CR3025	Dissertation (Psychological focus)	1.0
PS2021	Cognitive Psychology	0.5

PS2061	Brain and Behaviour	0.5
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Third year modules are highly specialised and at the cutting edge of research and so are subject to availability, as advised at the time student choices are made. Full descriptions and specifications for each course can be found through a link on the departmental webpages:

<https://www.royalholloway.ac.uk/criminologyandsociology/informationforcurrentstudents/courseinformation.aspx>. You will also be able to find detailed information about the weekly lectures and background reading for each course and past examination papers on the course Moodle site.

Students **select two half unit courses with CR codes** and **two half unit courses with PS codes**, with the following being an example of some of the options that have been offered in the past. You will learn about the specific options available in your final year of study.

Course Code	Course Title	Unit Value
CR3005	Crime, Media and Culture	0.5
CR3018	Risk Insecurity and Terrorism (1)	0.5
CR3019	Risk Insecurity and Terrorism (2)	0.5
CR3023	Prisons	0.5
CR3027	Drugs, Crime and Society	0.5
CR3028	Gender, Sexuality and Crime	0.5
CR3029	Sentencing and Penal Policy	0.5
CR3030	Victims and Witnesses	0.5
CR3031	Interpersonal Violence and Harm	0.5
PS3022	Language, Communication and Thought	0.5
PS3031	Methods in Cognitive Neuroscience	0.5
PS3041	Advanced Developmental Psychology	0.5
PS3050	Health Psychology	0.5
PS3090	Advanced and Applied Social Psychology	0.5
PS3110	Adult Psychological Problems	0.5
PS3121	Developmental Disorders	0.5
PS3151	Occupational and Organisational Psychology	0.5
PS3181	Criminal and Forensic Psychology	0.5

PS3190	Educational Psychology	0.5
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3 Lectures and Seminars

Lectures provide an introduction to a sub-field, topic, or issue. To get the most out of lectures it is important that you learn how to be an active learner and an active listener. In particular, you should develop strategies for taking notes and finding relevant information. You will not be able to take down every sentence the lecturer says, so you need to work out how to extract the relevant information and the gist of material you are learning about. Some students develop their own short-hand, others type up their notes after a lecture to make sure they have fully absorbed the ideas. One particularly effective technique is to spend twenty minutes a few days after the lecture re-reading the notes and consolidating your memory.

Seminars are normally scheduled after a lecture and give students the chance to ask questions, offer up their own views, and give presentations (see 'Oral Presentations in Seminars', below). It is crucial that you prepare for seminars. Read through your lecture notes and do the set reading, come prepared with questions and be ready to contribute to discussions.

4 Oral Presentations in Seminars

4.2 Why do tutors use oral presentations?

Oral presentations are the cause of a great deal of anxiety, so why do lecturers continue to require you to do them? There are quite a few good reasons...

- You learn more. Researching and presenting a subject usually results in better understanding and recall.
- Presentations given by members of your peer group can stimulate interesting discussions which are not tutor led. They provide a chance for you to develop your own thoughts and ideas.
- It gives you the opportunity to practice giving presentations before you get into the 'world of work'. Many people have to make presentations at work. You can give yourself a head start in the relatively safe environment of the classroom.
- It gives the class someone other than the tutor to listen and respond to.
- If you are giving your presentation as a team, this gives you the chance to meet and work with other people, and enjoy the team effort of putting your ideas together.
- There is usually some flexibility in the topic you present. It is your chance to do

something that interests you; if you're interested in the topic, your presentation will benefit!

- Unlike an exam, you can prepare more or less exactly and take all the materials in with you.

4.3 What makes a good oral presentation?

- It has to be **audible**. If the class cannot hear you, they are not going to pay attention. Looking up and making eye contact with people at the back of the room will help you project your voice. Try to reduce the amount of unnecessary noise around you; for example, if the classroom is by a busy road, it may be worth making sure all the windows are closed, at least for your presentation.
- **Talk to your audience** rather than reading your notes out. It will be far more interesting and far easier for them to follow.
- It has to be the **appropriate length**. Make sure you know how much time you actually have, and practice your talk beforehand against a clock. There is nothing worse than having to squash enough material for one hour into ten minutes. You do not necessarily have to talk non-stop; you can leave time for questions or discussion (people *will* ask questions if you make it interesting!).
- The content of your presentation needs to be **relevant** to the course and to your audience. Address your fellow students, not the tutor, and make sure the content is appropriate to their level of knowledge. If you want them to sit up and listen, make it directly relevant to their lives.
- Your presentation should have a clear **structure**. Your audience will quickly get lost if you jump around and do not make the structure explicit. Distributing a hand-out first with the outline of your talk will help your audience pick out your main points. It is helpful if you give 'sign posts' to the structure of your talk; for example you could start by saying 'first, I am going to talk through some definitions of --
- and then discuss the role of --- within ---' and later: 'so, I've spoken about --, now I'll go on to '
- Aim for a presentation style that **holds the attention of your audience**. Use understandable, clear language, OHPs, slides, hand-outs, questions and discussion. Look at the audience, make eye contact, smile, try not to fidget; ask the audience questions, or ask them to discuss a point.
- Use **clear hand-outs**. Provide hand-outs containing a summary of the presentation, follow-up reading, and any other crucial information. Make sure that your hand-outs are written/printed large enough, and that not too much information is squashed onto one side.

- If you are presenting in a **group**, make sure everyone is clear about their tasks and what they do when; you do not want three people all doing the same thing. Think about who will stand and sit where (and practice arranging the necessary furniture in the room beforehand). Groups give you the opportunity to divide the topic into sections, with each person presenting a section. Be careful however, that there is continuity and each part is relevant. Someone should give an introduction and a conclusion to hold the whole talk together.

4.4 Checklist

Try answering the following questions to help you clarify what you are going to do. Add any questions that will help you:

- How long have I got?
- What do I need to include in order to cover the topic?
- Where can I find out information?
- Have I cut out everything which is not relevant?
- Is the structure clear?
- What hand-outs do I need?
- When and how will I use them?
- What activities can the group take part in?
- Can I present from my notes without reading word for word?

4.4.1 Before the presentation

- Have I got the hand-outs in the right order?
- Have I got my notes to refer to?

4.4.2 During the presentation

- Take a deep breath
- Relax and smile!
- Do not hide behind the projector
- Do not read out the notes
- Talk to the back of the group, so your voice carries
- Look at your audience
- Do not rush through
- Give the opportunity to ask questions/clarify issues
- Be flexible; if your audience do not understand be prepared to rethink

- If someone throws in a question you are not entirely sure about, open it to group discussion.

This is the topic you have researched; relax and enjoy telling the rest of the group. If you are enthusiastic, it will come across.

4.4.3 After the presentation

For assessed work, you will be given formal written feedback by your tutor, but it is important to ask yourself, and ask a fellow student who saw the presentation, the following questions:

- What were the strengths of my presentation?
- Did the hand-outs work well?
- Did the group participate in/enjoy the activities?
- Could I be heard? Did I hide? Did I make eye contact?
- What were the weaknesses of my presentation?
- What could be improved for next time?

Remember – relax, smile and have fun!

4.5 Guidelines on Oral Presentation and Group Work

Summative group work and summative oral presentations are to be treated as any other piece of summative work and as such in the absence of extenuating circumstances will be subject to the undergraduate regulations relating to a repeat of the course or resit of the assessment in accordance with the conditions for progression.

All students are required to attempt and complete summative oral presentations or group work unless a student has adequately documented extenuating circumstances.

Where a student has genuine learning needs that have been recorded with the university's disability and dyslexia service and which prevents that student from attempting or completing the summative oral presentation or group work, these should be notified in writing to the course convenor prior to the assessment. The course convenor will then offer the student an alternative means of completing the assessment, which still meet the learning outcomes for the course.

5 Coursework essay

5.2.1 Essay Writing

An essay is a way of presenting the reader with an account of the ways in which you have found your learning engaging and meaningful – it's a 'know and show'

opportunity for you. It is a chance to both create a map of a particular territory of knowledge, as well as an invitation for the reader to take a guided walk through that territory. It should have a clear structure and style, content that is relevant, and a rhythm and momentum to the arguments presented that the reader experiences as credible. So it should say, "Look, here is my well informed, balanced, complex view of this particular world that I'm asking you to look at, and I hope you find my ways of seeing persuasive". In all, try not to let the assignment become just a flat and dull summary of other people's ideas and thoughts. Try to present it in a way that shows the following features:

- that you have **knowledge** of a particular area of study including concepts, debates and issues, and research evidence that affect the issue;
- your systematic **comprehension** of what is known, by putting the knowledge in your own words in an intelligible way;
- that you can **critically analyse** the material under consideration, dissecting arguments in a systematic and balanced way;
 - once you've taken apart other perspectives, you can **synthesise** those perspectives by putting them together again in a fresh way, looking at the connections and gaps between differing views;
- finally that you can **evaluate** the material in terms of its internal coherence, its links with other perspectives and views, and in relation to your own experiences and views. This will help you to give an account of how you have weighed things up, and why you've done so in the ways that you have.

The stages of essay production could look like this. But remember, this is not a prescriptive list. You will find your own start to finish path for a written assignment and may already be familiar with these and other aspects of effective writing. Our invitation to you is to take charge of the structures, mechanisms and methods that work best for you, so long as they help you to reach your highest potential.

To summarise, a basic essay structure will often look like this:

Introduction: Key definitions, giving the basic directions and structure: a map of the territory you're asking the reader to enter

Literature review: **knowledge** and **comprehension** of key concepts, debates, issues, research outcomes that you **compare, analyse, synthesise**

Conclusion: **evaluate** compare and weigh up the local to the general,

drawing out key points

The Department's Marking Criteria, outlined in the Student Handbook, give you a further sense of what is expected of an academic essay.

5.2.2 Analysing an essay title

When you choose an essay title, you should first analyse it. A good way to start is to pick out the key words. These fall into two categories: content-related words and procedure-related words.

- Content-related words - the words which signal to you *what* you should write about
- Procedure-related words - the words which indicate *how* you should write about it

For example in the title: 'Pressure groups have never successfully affected government policy'. Evaluate this statement with reference to at least three pressure group campaigns from the last five years. The *key content words* are: pressure groups; government policy; successfully; three campaigns and last five years. The *key procedure word* is: evaluate

The content words set the parameters on what you can write about. The procedure words control your approach. Sometimes questions do not include any procedure words, in which case you will probably need to ensure that you cover the relevant background information/facts, and include analysis and evaluation of them.

5.3 Some key procedure words

Account for	give a good explanation of something and evaluate (possible) causes/reasons
Analyse	examine the topic by dividing it into parts and looking at each part in detail; form judgements about each element and the whole
Argue	provide reasons for and / or against something, in an appropriate order, citing evidence, which may be other people's research, or other kinds of facts / information
Assess	judge the significance of something, referring to the special knowledge of experts wherever possible (i.e. referring to / quoting from other people's work)

Comment on	give your own opinion about something, supported by reasons and evidence
Compare	examine one thing in relation to something else, to emphasise points of difference or similarity
Contrast	explore the differences between two things
Criticise	give your judgements about the good and / or bad qualities of theories / opinions supporting your decisions with reasons & evidence
Define	explain the exact meaning of a word or phrase
Describe	give a full account or detailed representation of something
Discuss	consider something by writing about it from different points of view with supporting evidence
Enumerate	list and mention items separately in number order
Evaluate	calculate the value / effectiveness of a theory / decision / object etc., including your own opinion, and supporting each point with evidence
Explain	give reasons for or account for something, so it is clear / easy to understand
Illustrate	use examples or diagrams to explain something
Interpret	give your own opinion of the significance of something (give reasons / evidence wherever possible)
Justify	give good reasons for decisions or conclusions, perhaps by referring to other texts
Outline	give the main features, facts, or general idea of something, omitting minor details
Prove	show something is accurate/true/valid by using facts, documents and / or other information to build your case
Reconcile	show how apparently conflicting things can appear similar or compatible
Relate	establish how things are connected or associated, how they affect each other or how they are alike
Review+/85	to examine an area and assess it critically
Show	explain something giving evidence or examples to establish a strong case
State	put something clearly and concisely
Summarise	give a brief, concise account of the main points of something (leaving out details)
Trace	follow the cause or stages in development of something from its start

(Adapted from Francis Casey, *How to Study: A Practical Guide*, London: Macmillan 1985)

5.3.1 Planning your essay

Many people go wrong when planning essays because they assume they need to read a lot before they start to plan.

The problem with this is they rapidly acquire a lot of information which is very difficult to organise, and the more they read, the worse it gets! A way of approaching your essay that avoids this problem is to follow the sequence below.

1. Analyse the title: what does it *require*?
2. Find out the *essential* information; check any words in the title you do not understand in a general reference book like an encyclopedia or a reference text for your discipline.
3. Start to plan the structure of your essay. You should see what the question needs you to put in your essay. Then when you do start to read in earnest, your reading will be much more focused.

Some ways of starting to structure your essay could include:

- talk the title through with a friend (but be careful to ensure that the final work is your own and that you do not collude preparing and writing the essay)
- talk it through to yourself
- start to write (but remember that at this stage, you will need to be prepared to scrap most of what you're writing)
- draw a 'mind map'. Write the main areas of your essay in the centre of a large sheet of paper. 'Mind Map' ideas connected with them, drawing in lines to show how they connect, and annotating the connecting lines. Add more ideas in bubbles as they occur to you, till you have a map of your essay, with all the ideas linked.
- draw a 'flow diagram', which is a series of boxes connected to one another, with a stage of your argument in each box.

You could try all these things; you can try them in any order. You can also repeat them at a later stage if you feel your essay is going off the rails a bit.

As you plan, start thinking about:

- what areas are very complex
 - what areas need developing more
 - what areas need an example or illustration
 - what areas need references

4. The next stage is to read, because you should be much clearer about what you need to find out from the texts. This will save you a considerable amount of time and make your reading much more effective. Because you are searching for something specific, you are more likely to recognise it when you find it. Do not spend too long reading. Make sure you allow time for writing the essay. People probably learn as much from the process of writing as they do from reading, as it's the time you really make sense of the new ideas.
5. You are ready to write a draft essay now. First though you may need to re-plan it in the light of your reading. Changing your plan is fine, as it proves you have learnt from the reading! When you are drafting, it is more important to write *something* than to get it perfect. If there are any real tangles, leave them for the time being; they may be clearer later.
6. Revise your draft and be quite ruthless in editing if necessary.
7. When you are happy with the content of your essay make sure you proof-read your essay. This is very simple, does not take very long, but is polite to the marker, shows you care about your work, and it can positively influence the mark you get!

Proof-reading should focus on the following:

- Spelling: Sit down with a dictionary and a ruler and work through your essay line by line backwards, starting at the end, using the ruler to focus on each word. If you are word processing, use a spell-check. Even so, you will need to check your essay for 'typos', such as 'fro' instead of 'for' and 'form' instead of 'from', which your computer will not spot.
 - Punctuation: Read the essay aloud, slowly, as if you were giving a speech. In particular check for mistakes with apostrophes and run on sentences.
 - Favourite errors: Most of us have words that we always spell wrongly and perhaps other 'favourite' errors as well. Compile a list of your personal ones to use when you proof-read.
8. Hand your essay in ... on time!

5.3.2 Writing introductions

Your introduction can be written last of all. There are several ways you can approach an introduction:

1. 'This is what I'm going to tell you...'

Your introduction can be a 'map of the essay' for the reader. This means you

will list the key stages of your essay, so your reader knows what to expect in what order. This is particularly useful for longer assignments, as it prepares the reader and helps them to follow your arguments.

For example: This essay will describe the arguments around X, and evaluating the evidence for and against it. The approach taken will be predominantly A, but will also include consideration of the perspective B and C. A review will be undertaken of the effects of X in the context of M and L, and conclusions based on the recent research in this area published by Z.

2. Your introduction can be a summary of your main point, i.e. a 'thesis statement'. In a short essay this can be a sentence or two. For example: In this essay it will be argued that X is Y. The evidence for this is A, B, and C. The counter-evidence offered by P, is inconsistent with P's later claims and this will be discussed in the course of this essay. It is also proposed that when X is treated as Y, it can be applied effectively and efficiently in context O

3. 'Why is this an interesting question?'

You can use the opening paragraph to discuss why this is a worthwhile question to ask and to answer. This is a sophisticated opening, showing the extent to which you understand the context of the question. For example: The question of X has attracted considerable controversy recently. This is because of Government Acts 1 and 2, passed in 2014. Changes in the context have also focused attention on X, and with current changes in the distribution of funding, the role of X in society is becoming increasingly significant.

There is no reason why, for a longer essay of 5000 words or more, you should not use all three of these introduction styles. The best order is probably: 2 (statement of argument / abstract), 3 (why this is an interesting question), and then 1 (this is what I am going to tell you). For shorter essays, choose one, or reduce them all to a sentence or two.

5.3.3 Writing Conclusions

Many students find conclusions difficult. Again, there are several models you can choose from:

1. 'This essay has demonstrated ...'

This is probably the simplest way to finish your essay (and the one most people opt for in exams). You simply summarise the content of your essay, drawing attention to your main points. The disadvantage with this is that for a relatively short essay,

your reader will probably still remember what you told them; it adds little to your essay, it's just a way of stopping! However, if your essay is longer than perhaps 4,000 words, it is always worth including a short summary. The reader can refer to it if they have missed any of your main points. For example: This essay has discussed X, Y, and Z.

2. 'In response to the question...'

If you have so far described the arguments for and against a particular point of view, you can use the conclusion to give your own perspective and explain why you hold it. You need to be careful, because the conclusion is not a good place to introduce new information. It's better to evaluate information you have already given earlier in the essay. If you find yourself tempted to introduce new ideas, you can go back and build them in to your essay. For example: There are strong arguments supporting X and Y. However, the arguments for Z perhaps carry more weight. This is suggested in particular by factors A, B and C.

3. 'Where this essay could go next'

When someone completes a research paper, they usually end by suggesting what the next person to do research in that area needs to look at. This again is a sophisticated ending, to be used if you are fairly confident about the topic you are writing about, but to be avoided otherwise, because it can also expose what you don't know!

To use this approach in your essay, you could identify 'gaps in current knowledge', for example: Although there is considerable knowledge about A, and its effect on B, there is as yet little information about the effect of A on C, particularly from the perspective of D. Until more is known about this area, conclusions must remain tentative.

Again, you might choose one of these endings for a shorter essay, and a combination of several, or all of them for a longer piece of work, like a dissertation.

5.3.4 Tips on the content

- As we have discussed already, an argument (i.e. a point of view), a claim, or an attitude you want to support/prove/explain should be at the centre of your essay. Try to keep the focus on your argument throughout your essay. Do not get sidetracked or wander off the main point.
- Be aware of other points of view. You only have to think about the different beliefs people held 100 years ago, or that people from different cultures hold, to realise that different points of view can be held on absolutely everything. You need to acknowledge this diversity and comment on why you hold the view you do. Use appropriate examples and illustrations to support your points. These really help to give weight to your ideas.

- Identify relations between different facts/ideas; make comparisons, point out contrasts and draw analogies as appropriate.
- Give your evidence, and weigh it up, pointing out any flaws or ambiguities in it.
- Try to keep every sentence you write relevant to the overall direction of your essay. This is very hard at first, but it gets easier with practice.

5.3.5 Tips on style

- Avoid the use of 'I', 'me', 'my' etc.
- Use appropriate terms and linguistic structures to signal the stages in your argument, for example, 'however', 'despite the fact that', 'an additional example is', and so on. This is called *signposting*, and helps your reader to follow your reasoning processes.
- You will not be expected to write like a professor in your discipline after only a year or two studying it in higher education, so do not worry if your essays do not read like your text books or journal articles. However, you should be trying to use the appropriate vocabulary: it may be helpful to start a checklist of the words associated with a certain topic, together with short definitions.
- Writing a good academic essay will probably require you to learn a new way of presenting information. The important thing is that you are clear, relevant, and don't make generalisations you cannot support, either with quotations or with other evidence. You should also look at the relevant section in the departmental handbook on referencing.

5.4 Referencing in Essays and Dissertations

Note: Work submitted by the candidate for assessment must be his/her own and any quotation from the published or unpublished work of other persons must be duly acknowledged; failure to observe this requirement will constitute an examination offence. In the light of this requirement, any candidate deemed by the examiners to be guilty of plagiarism will be held liable to penalties.

The reason for citing sources is to indicate to your reader where you obtained your information. Since the objective is to allow readers to locate the sources of your information, it is essential that your citations are accurate and specific. It is not enough to cite a book if the reader has to read every page to find the passage to which you are referring.

5.5 The APA Referencing System

Referencing the sources of information that you will rely when completing coursework is a very important dimension of academic writing. You will be frequently required to read articles on specific topics and write essays about your insights. Referencing is all about leaving an 'evidence trail' for the reader to be able to 'fact check' your conclusions, or find further information themselves should they want to learn more. Essentially, accurately referencing sources enables you to indicate to your reader where you obtained your information.

In this degree programme there are two types of referencing styles that you will be required to use depending on the requirements of courses you will take – one is called the Harvard style and the other is referred to as the American Psychology Association (APA) style. It is recommended that you use the APA system of referencing.

Some preliminary information about APA style can be found on the APA website: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Information about the Harvard style can be found here: <https://www.royalholloway.ac.uk/criminologyandsociology/documents/pdf/handbooks/harvardreferencing.pdf>

We recommend that you refer to these sources when adding references to your course work.

Note: It is very important to reference correctly. Work submitted by students for assessment must be their own and any quotation from the published or unpublished work of other sources must be duly acknowledged; failure to observe this requirement will constitute an examination offence. In the light of this requirement, any candidate deemed by the examiners to be guilty of plagiarism will be held liable to penalties incurred by cheating.

5.6 Illustrations

Illustrations may be included if appropriate. Ensure that they are given proper titles and numbers, and that the source is indicated.

The illustrations should also be referred to at some point in the text – i.e. integrated into the argument and not just 'extras' – and are usually to be placed in an Appendix.

All stipulated word limits include footnotes but not appendices or bibliographies.

5.7 Using the Internet

If employed with caution and common sense, the Internet can be a very helpful resource for essays, dissertations, presentations, and projects. The Department encourages you to make use of it responsibly.

If the Internet is a library, this means that there are good and bad books in it. The difference, however, is that even the less useful books in a library have been through some process of vetting (by publishers' referees, and those who recommended the purchase), while the Internet has no "quality control" - absolutely anything can appear. Hence, the bad sites can be very bad indeed. Any search is likely to produce hundreds, if not thousands, of "hits," and you can waste hours separating the useless from the useful. In any case, there are always frequent and frustrating encounters with links that are obsolete, temporarily out of action, or take an inordinate time to contact and download. Do not use Wikipedia since it is not an academic source and there is no assurance of the accuracy of information presented.

The rules on plagiarism given in section [Assessment Information](#) also apply to Internet material, which you should never use without attribution in your bibliographies, and (if applicable) your footnotes. You should refer to websites by the full URL addresses as well as the date(s) upon which you accessed the information.

5.7.1 Self-assessment sheet

Self-analysis and self-assessment is the best – perhaps really the only - way to improve your work. The checklist below is for your personal use; you do not have to show it to anyone else.

Checklist for essay self-assessment

Content

- Background reading
- Understanding of topic
- Understanding of theoretical issues
- Relevance of answer to question
- Introduction
- 'Thesis' statement
- Clear argument
- Original thought
- Use of appropriate evidence
- Analysis and evaluation
- Conclusion

Presentation

- Proof reading
- Sentence structure
- Spelling
- Cohesion (flow, pointing out connections between stages of argument)
- Paragraph structure (length, organisation)
- Appropriate use of terminology
- References and bibliography
- Neatness/attractiveness of work

Further reading

- K. Williams, *Writing Essays* (Oxford: Oxford Brookes, 1995)
- K. Williams, *Study Skills* (London: Macmillan, 1989)
- E. Chambers and A. Northedge, *The Arts Good Study Guide* (Milton Keynes: Open University, 1997)

5.8 Coursework

The assessment regulations for students entering the BSc in

Criminology and Psychology are in accordance with the College's Undergraduate Regulations and the programme specification.

5.8.1 Formative Coursework

Formative coursework is written work which is a formal requirement of a course but which does not count towards the grade for that course. Formative course work is used particularly in the first year to gain an indication of a student's ability and to aid that student by the marker providing developmental feedback. **Completion of formative coursework is compulsory.** Failing to submit any formative coursework or to not make a reasonable attempt at formative coursework, without acceptable extenuating circumstances will result in a course outcome of incomplete.

5.8.2 Summative Coursework

Summative coursework is written work which is a formal requirement of a course and does count towards the grade for that course. Summative coursework is used regularly in the 2nd and 3rd years of the degree programme. Students will receive written feedback on the written work. **Completion of summative coursework is compulsory.** Failing to submit summative coursework or to not make a reasonable attempt at summative coursework, without acceptable extenuating circumstances will result in a course outcome of incomplete.

Tutors are committed to mark and to return written work (which is submitted on time and as part of formative assessment) within four weeks. You will be sent an email when they are ready for collection.

5.9 Guidance on Hours of Study

Embarking on a full time degree programme is a full time undertaking and students are recommended to devote at least

30-35 hours per week (including lectures and seminars) to their studies during term time. The time outside formal teaching sessions

should be used for independent reading and research in

preparation for essays and seminar presentations, and to consolidate and supplement information given in lectures and seminars. Independent study is extremely important not only in developing the skills needed to achieve a good degree but also in developing the transferable skills required by employers.

5.10 Submission Deadlines

VERY IMPORTANT INFORMATION

All submissions are due in on **Wednesday before 12.00pm**. Please see below for a list of deadlines. All work must be submitted to Moodle before the deadline, any work submitted after the deadline will be subject to a late penalty (please see the undergraduate handbook for information about penalties.)

If a paper copy is required then please ensure that a completed coversheet is attached.

Course Code	Type	Submission date
1st Yr Autumn		
CR1011	Formative	11.10.17
CR1013	Formative	8.11.17
1st Yr Spring		
CR1013	Summative	10.1.18
CR1011	Summative	21.2.18
2nd Yr Autumn		
CR2010	Ethics Application	13.10.17
CR2013	Formative	18.10.17
CR2010	Qualitative Portfolio	6.12.17
2nd Yr Spring		
CR2030	Summative	31.1.18
CR2030	Summative	21.2.18
CR2013	Summative	7.3.18
CR2030	Summative	21.3.18
3rd Yr Autumn		
CR3031	Summative	8.11.17
CR3029	Summative	8.11.17
CR3029	Formative	29.11.17
CR3027	Summative	6.12.17

CR3028	Summative	6.12.17
CR3029	Summative	10.1.18
CR3015	Summative	6.12.17
CR3026	Summative	6.12.17
CR3001	Summative	11.1.17
3rd Yr Spring		
CR3018	Summative	07.2.18
CR3005	Summative	21.2.18
CR3023	Summative	21.3.18
CR3030	Summative	28.2.18
CR3019	Summative	21.3.18

6. Study Skills and Personal Advisor Sessions

Please note that all study skills and personal advisor sessions are compulsory

FIRST YEAR

Autumn Term (2017/18)

Date	Type of Session	Provisional Topics	Session Leader	Location
w/c 18 th September (Welcome Week)	Personal Tutor Meeting	Settling In and Managing Your Workload	Personal Tutor (Individual Meeting)	Personal Tutor's Office
Monday 25 th September (Welcome Week) 10-11am	Workshop	Note Taking	CeDAS	Please see your personalized timetable
Thurs 28 th September 1.00pm – 2.00pm	Workshop	Avoiding Plagiarism and Using Academic Sources	CeDAS	Please see your personalized timetable
Thurs 5 th October 1.00pm – 2.00pm	Workshop	Referencing and Bibliography	Library Information Consultant Sian Downes	Please see your personalized timetable

Thurs 12 th October 1.00pm – 2.00pm	Workshop	Essay Writing 1 (including marking criteria and marking process)	CeDAS	Please see your personalized timetable
Thurs 19 th October 1.00pm – 2.00pm	Workshop	Essay Writing 2 (including reading and using journal articles)	CeDAS	Please see your personalized timetable
w/c 23 rd October	Personal Tutor Meeting	Making the Most of Feedback (module CR1011)	Personal Tutor	Personal Tutor's Office
Thurs 9 th November 1.00pm – 2.00pm	Workshop	<i>Accessing and Interpreting Online Feedback (Moodle and Turnitin)</i>	<i>CeDAS</i>	Please see your personalized timetable

Spring Term

Date	Type of Session	Provisional Topics	Session Leader	Location
w/c 8 th January 2018	Personal Tutor Meeting	Progress Review	Personal Tutor (Individual Meeting)	Personal Tutor's Office
Thurs 18 th January 1.00pm – 2.00pm	Workshop	Career Ideas, No Idea?: Thinking Towards the Future	Careers and Employability Service – Rae Roberts	Please see your personalized timetable
w/c 6 th February	Personal Tutor Meeting	Personal Academic and Career Development Planning	Personal Tutor	Personal Tutor's Office

Thurs 15 th March 1.00pm – 2.00pm	Workshop	Exam Skills	CeDAS	Please see your personalized timetable
w/c 23rd April	Personal Tutor Meeting	End of Year Review	Personal Tutor (individual Meeting)	Personal Tutor's Office

SECOND YEAR

Autumn Term

Date	Type of Session	Provisional Topics	Session Leader	Location
w/c 18 th September (Welcome Week)	Personal Tutor Meeting (Individual Meeting)	Managing Your Workload in the Second Year	Personal Tutor	Personal Tutor's Office
Thurs 26 th October 1.00pm – 2.00pm	Workshop	Oral Presentation and Group Work	CeDAS	Please see your personalized timetable
Thurs 23rd November 1.00pm – 2.00pm	Workshop	UK Data and National Archives	Library Information Consultant Sian Downes	Please see your personalized timetable

Spring Term

Date	Type of Session	Provisional Topics	Session Leader	Location
w/c 15 th January	Personal Tutor Meeting (Individual Meeting)	Progress Review	Personal Tutor	Personal Tutor's Office
w/c 19 th February 1.00pm – 2.00pm	Personal Tutor Meeting	Completing Dissertation Proposal Form and Discussing Option Choices	Personal Tutor	Personal Tutor's Office
Thurs 22nd February 1.00pm – 2.00pm	Workshop	Career Pathways, Which Way?: Putting Your Future in Your	Careers and Employability Service – Rae Roberts	Please see your personalized timetable

		Hands		
Thurs 1st March 1.00pm – 2.00pm	Workshop	How to Research Your Dissertation	Library Information Consultant – Sian Downes	Please see your personalized timetable
w/c 15 th March	Personal Tutor Meeting (Individual Meeting)	End of Year Review	Personal Tutor	Personal Tutor's Office

THIRD YEAR

Autumn and Spring Term

Date	Type of Session	Provisional Topics	Session Leader	Location
w/c 2 nd October	Personal Tutor Meeting (Individual Meeting)	Managing Your Workload	Personal Tutor	Personal Tutor's Office
w/c 22 nd January	Personal Tutor Meeting	Progress Review	Personal Tutor	Personal Tutor's Office
w/c 5 th February		Career Ideas and Planning for the Future	Personal Tutor	Personal Tutor's Office

Outline of First Year Sessions

18th September 2017: Settling in and Managing your workload

Students often find it difficult to manage their workload. During this tutorial, groups will discuss the nature of undergraduate study and develop strategies for better workload management. Your personal tutor will ask about forthcoming deadlines and how you'll go about structuring your time to meet them. Discussion may then turn to the reading for this week, available on Moodle: what are the problems involved in 'getting started' with writing?

25th September 2017: Note-Taking

This one hour workshop will focus on note-taking during lectures and whilst reading. A short extract from a Criminology lecture will be used so that students can practice and reflect upon their approach to note-taking during lectures, and then a range of strategies for effective note-taking will be considered. In the second half of the workshop a 'dummy' essay question, reading list, and a passage from a text will be used to consider effective ways of taking and using notes from academic texts.

Reading

Becker, Howard (1986) 'Writing: the problem of getting started', in (ed) Tim Newburn (2009) *Key Readings in Criminology*. Pp. 882-5. [Available on Moodle].

28th September 2017: Avoiding plagiarism and using academic sources

Plagiarism is a serious academic offence and can lead to the termination of your College registration. This one hour workshop clearly sets out what does and does not constitute plagiarism. This session will also explain good academic practice in the use of quotations and paraphrasing. Conventions concerning academic referencing will be introduced. Finally, the workshop leader will ask students to think about effective use of academic sources in essays and arguments. Students will be led through examples and get the opportunity to practice the skills they develop in the workshop.

5th October 2017: Referencing and Bibliography

You are expected to reference each piece of assessment with details of your sources. Different referencing systems are used for different disciplines and you will be introduced to the referencing system relevant to your programme. Each assessment should also contain a bibliography at the end again with full details of your sources. This session will be led by the School of Law Library Subject Specialist who will explain the various rules for referencing and presentation of bibliographies. It is very important that you attend this session as presentation is part of the marking criteria used to assess written work.

12th October 2017: Essay-Writing 1

Running in consecutive weeks, the aim of these two sessions on essay-writing is to help students develop their essay-writing skills and to better understand how academics use the marking criteria to grade student work. This includes focusing on a 'dummy' essay question. Students will be taken through the process of essay-writing and will focus on understanding/analysing the question,

generating ideas and planning and reading, before thinking about what makes an effective beginning and ending of an essay.

19th October 2017: Essay-Writing 2

Successful essay writing is key to getting a good mark on your degree. This session continues to help students develop effective essay writing strategies by building on the principles introduced last week (see above). Session 2 will focus on how to achieve focused and coherent writing: it will look at paragraph structure, and how to 'manage readers' expectations' via signalling and references to the question being asked, and how to develop strong step-by-step arguments. It also looks at the area of 'authorial voice' – i.e. making students aware of the need to distinguish their own voice from those of the academic sources they utilize. This session will also include advice on how to read journal articles and incorporate this in to academic writing. Students will have the opportunity to ask any questions they have about essay-writing. Please note: it is important that you attend both sessions on essay writing.

Week Commencing 23rd October 2017: Making the Most of Feedback

In this session students will enter in to a dialogue with their Personal Adviser about the purpose of feedback, the various methods of feedback offered across their programme and how to make the best of feedback. In particular how to use feedback to 'feed forward' in to their next piece of assessment by recognizing expected standards, goals and marking criteria. This is also an opportunity for students to discuss any formative feedback received to date and strategies to help move from their current performance to their desired performance.

9th November 2017: Accessing and Interpreting Online Feedback

In this session students will be taken through the various features of Turnitin used for online marking and in particular the various forms of feedback available for a single piece of assessment. The session will also reinforce how students can best make use of online feedback.

Week commencing 8th January 2018: One to One Progress Review

The final meeting of the term with your personal tutor will be a personal progress review. You should come to this meeting with a selection of marked essays and feedback sheets so that you can discuss your progress. Before the meeting with your personal tutor, it would be useful for you to re-read the feedback you have received on your essays so far in order to determine whether markers are highlighting similar points – if so it would be useful for you to prioritize focusing on these. During this meeting, your personal tutor will ask you how you have found the first term and whether you have set yourself any particular areas to develop

for the next term. These will depend on you and your progress to date but might include essay writing, referencing or managing your workload, for example.

18th January 2018: Career Ideas, No Idea?: Thinking Towards the Future

This session will be led by the school of law career consultant and will focus on the first steps to deciding how your particular strengths and skills could be used to determine a suitable career path and how to make initial enquiries and research your chosen area of interest. You will also have an opportunity to arrange one-to-one sessions with the College Careers and Employability Service throughout the academic year.

Week Commencing 6th February 2018: Discussing Option Choices

This session is an opportunity for students to discuss with their personal tutor the option subjects available for students to take and to ask any further questions arising from option information sessions/materials.

13th March 2018: Exam Skills

This session is intended to help you to devise strategies for revision and exam preparation. Students often struggle with time management during examinations and failure to answer all questions in full could result in a poor mark. This CeDAS session will provide an opportunity for you to discuss any exam anxieties and to receive practical support and advice on how to prepare for examinations at higher education level. It is important that you attend this session.

Week Commencing 26th April 2018: End of Year Review

This session is a further opportunity for you to discuss with your personal adviser any issues that have arisen during the year which may have affected your academic performance and how these can be addressed for the next academic year. This is also an opportunity to review your performance based on your grades to date. It is important that you attend one of these sessions which will be scheduled throughout the week.

Outline of Second Year Sessions

Week Commencing 18th September 2017: Managing Your Workload in the Second Year

The first meeting of the term with your personal tutor will be a discussion about the 'step up' involved in the second year of your study and how to prepare for the increased workload. As second year students you will find your workload has increased and that there will be different expectations from you in terms of academic performance. This session is an opportunity for you to discuss with your Personal Adviser strategies to deal with some of the challenges of studying at a more advanced level.

You can come to this meeting with a selection of marked essays and feedback sheets from last academic so that you can discuss strategies for improving your performance this year. Before the meeting with your personal tutor, it would be useful for you to re-read the feedback you have received on your essays so far in order to determine whether markers are highlighting similar points – if so it would be useful for you to prioritize focusing on these in your discussions with your personal adviser.

26th October 2017: Oral Presentations and Group Work

Some of your summative assessments will take place in the form of oral presentations and group work. This session led by CeDAS will prepare you skills essential to this form of assessment such as communication skills, team-working skills and confidence building. Before the session you should read the oral presentation and group work information in your skills handbook.

23rd November 2018: UK Data and National Archives

In this session led by the School of Law Library Subject Specialist you will be introduced to some specialist databases that will help you with both qualitative and quantitative research methods.

15th January 2018: Progress Review

The final meeting of the term with your personal tutor will be a personal progress review. You should come to this meeting with a selection of marked essays and feedback sheets so that you can discuss your progress. Before the meeting with your personal tutor, it would be useful for you to re-read the feedback you have received on your essays so far in order to determine whether markers are highlighting similar points – if so it would be useful for you to prioritize focusing on these. During this meeting, your personal tutor will ask you how you have found the first term and whether you have set yourself any particular areas to develop for the next term. These will depend on you and your progress to date but might include essay writing, referencing or managing your workload, for example.

19th February 2018: Completing Dissertation Proposal Form and Discussing Option Choices

A dissertation is an opportunity for you to examine in depth a topic of your choice. This will also require a comparison, analysis and critique of established literature. In this session you will have an opportunity to discuss with your Personal Adviser amongst other things, the subject you have chosen to explore, expectations of the dissertation module and to assist you in completing the dissertation proposal form. In essence this session is intended to help you to understand what it means to become an independent learner and scholar in your chosen field and to complement the additional dissertation workshops that you will receive. This session can also be used as an opportunity to discuss option choices for the final year with your personal adviser.

22nd February 2018: Career Pathways, Which Way?: Putting Your Future in Your Hands

This session led by our school of law library consultant students will guide students through various occupations and professions available to you with qualifications and skills obtained through your programme and focus on how to make yourself employable through the development of employability skills. You will also have an opportunity to arrange one-to-one sessions with the College Careers and Employability Service throughout the academic year.

Week Commencing 1st March 2018: How To Research Your Dissertation

Led by the School of Law Library Subject Specialist, this hands-on session will equip students with essential skills to locate high quality information for

dissertations. The workshop will focus on planning a search strategy and finding a range of academic sources.

15th March 2018: End of Year Review

The final year is crucial to a student's final achievement and future employability and it is important therefore to start planning how to make the best of the final year. This session with your personal adviser will focus on your chosen modules and what you need to do to prepare for study and also any areas of academic weakness and how these could be improved.

Outline of Third Year Personal Adviser Sessions

2nd October 2017: Managing Your Workload

As final year students you will find that your workload has increased and that there will be different expectations from you in terms of academic performance. This session is an opportunity for you to discuss with your Personal Adviser strategies to deal with some of the challenges of studying at a more advanced level.

22nd January 2018: Progress Review

You should come to this meeting with a selection of marked essays and feedback sheets so that you can discuss your progress. Before the meeting with your personal tutor, it would be useful for you to re-read the feedback you have received on your essays so far in order to determine whether markers are highlighting similar points – if so it would be useful for you to prioritize focusing on these. During this meeting, your personal tutor will ask you how you have found the first term and whether you have set yourself any particular areas to develop for the next term. These will depend on you and your progress to date but might include essay writing, referencing or managing your workload, for example.

5th February 2018: Career Ideas and Planning for the Future

This session will focus on the first steps to deciding how your particular strengths and skills could be used to determine a suitable career path and how to make initial enquiries and research your chosen area of interest. This session will supplement the opportunity you already have to arrange one-to-one sessions with the College Careers and Employability Service throughout the academic year.