

Criminology BA (Hons) programme specification

Academic Entry Year:	2026/2027	
Degree Awarding Body:	The University of Bradford	
Main Location:	City Campus	
Subject Benchmarks:	Criminology (Quality Assurance Agency 2022)	
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2024)	
Target Degree Award:	Bachelor of Arts with Honours (BA Hons) Criminology	[FHEQ Level 6]
Intermediate/exit awards:	Ordinary Degree of Bachelor (BA)	[FHEQ Level 6]
	Diploma of Higher Education (DipHE)	[FHEQ Level 5]
	Certificate of Higher Education (CertHE)	[FHEQ Level 4]
Programme Admissions:	UK and international students	
Programme Start Date(s):	September	
Programme Modes of Study:	UCAS code LM10: 3 years full-time	
	UCAS code LM11: 4 years full-time with integrated foundation stage	
	(partner entry only) 3-4 years full-time (international incorporated Bachelor's)	

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. [View our Student Contract for further details](#). Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Minor modification schedule

1. July 2025: Annual Changes for the 2025 academic year, including changes to academic regulation.
2. June 2026: Annual changes for 2026 entry including admissions and new foundation stage.

Programme overview

This degree offers students the opportunity to explore a diverse and exciting range of issues and topics within the multi-faceted discipline of Criminology. Alongside developing subject knowledge and understanding, students become equipped to graduate with a range of transferable skills relevant to a range of professional sectors. The degree is designed to produce a meaningful learning journey in which learners build confidence alongside knowledge and understanding of their discipline so that they can become autonomous learners. A key feature of this degree is that it provides students with the opportunity and support to enhance their professional skills and employability.

The BA in Criminology has been designed to help ensure our students graduate with a range of disciplinary and transferable skills. The subject matter being offered will be taught through a mix of engaging, innovative and meaningful teaching interactions. Similarly, we have introduced a range of assessments to engage and motivate students. Alongside this student-centred approach, we have embedded a range of features which are designed to develop students as autonomous, critical and applied thinkers. One of the key elements of this programme is placing students at the heart of the journey and therefore offering opportunities for students to take some control around their studies. At the same time, the programme similarly devotes significant attention to developing our students as professional graduates and regardless of the sectors they will find themselves in post-graduation, they will be equipped to become drivers of change.

Within contemporary society, crime, harm, abuse and social (in)justice and (in)equality are the subject of constant political, policy, media and academic debate. Criminology has been evolving over many decades, and its contemporary framing involves attempts to decolonise itself. As such, part of this course invites students to appreciate the ways in which criminology as a discipline continues to reflect social change, and different political vantage points. For example, public perception around the identification and management of crime tends to be influenced by high profile events and issues, and the response of the police and criminal justice system.

International events also mould perceptions of crime, deviance, and justice, with terrorism, modern slavery and cyber related offences contributing to new and emerging forms of crime that need to be researched and understood before they can be responded to in an effective way. Debates about equality, diversity and inclusion and decolonising perspectives are at the forefront of the discipline of criminology and have historically and contemporarily been relevant to exploring critical social issues such as human rights, the criminalisation of people and behaviours, victimisation, punishment, policing, social harm and media reporting of crime. Criminology's global and interdisciplinary perspectives also offer opportunities for critical reflection on the role of cultural biases, colonialism (past and present) and conflict in shaping criminal justice systems, as well as people's experiences of crime and victimisation.

Criminology at the University of Bradford, therefore, offers students an opportunity to interact and engage with these evolving debates and events to inform understandings of crime, deviance, harm and punishment. In doing so, they will develop their critical and analytic skills and apply them through producing robust perspectives and/or solutions especially on the prevention of crime. The degree will ask students to engage with a broad range of areas and issues, including crimes of the powerless/powerful; international crime; proactive versus reactive policing; cybercrime; crime and inequalities; and the role of societies in determining criminality itself. Moreover, the design of this programme empowers students to offer their own insights and positionality in deepening their interest in the subject matter. This is also carried over into the learning, teaching and assessment strategy (see below), where students are invited to explore criminological matters through bridging their own perspectives with relevant research materials.

Career options for graduates are numerous and not just limited to criminal justice fields. Modules have been designed to develop transferrable skills that reflect contemporary skills requirements in

the public, private and third sector, with a slight emphasis on students aspiring to consider roles within the police, probation, prisons, safeguarding, and policy making. To help map out potential career pathways, in each year students will receive inputs from the university's careers team, with exposure to guest speakers and work placement providers enabling students to understand the breadth of careers options available, alongside the key skills and knowledges needed to apply for different roles. Personal Academic Tutors will also assist in facilitating conversations around career options and providing references.

Programme aims

The programme as a whole is designed to develop students that are empowered, confident, authoritative and analytically rooted problem solvers in the area of crime and the criminal justice system. It aims to develop in students:

- A1. Knowledge of theoretical perspectives, key concepts/debates and methodologies that underpin criminology, enabling students to critically understand and analyse offending, deviance, criminal justice, victimization and policy responses to crime at a local, national and international level.
- A2. An understanding of criminology as a discipline, alongside legislation, policy and practices and decolonisation perspectives that reflects social change.
- A3. Comprehension of the criminal justice system, key stakeholders and institutions responsible for maintaining social order, as well as the political, social and economic context in which it operates.
- A4. Research skills that enable students to contribute to the emerging narrative around evidenced-informed practices, with attention given to different methodologies, ethical considerations, and the interpretation of findings.
- A5. Students' ability to take personal responsibility for learning and professional development, whilst providing opportunities to enhance communication, teamwork, citizenship and sustainability, critical thinking and problem-solving skills.
- A6. A meaningful learning journey in which learners build confidence alongside knowledge and understanding of their discipline so that they can become autonomous learners.

Programme learning outcomes

Students who start the programme in Stage 0 and are eligible to progress to Stage 1 can:

- 0. Apply knowledge and understanding of key academic and professional skills, through exploration of contemporary issues, research, analysis and problem-solving in the subject discipline.

The programme learning outcomes detailed below reflect the programme aims and the achievements that are expected for students following the completion of the full course. These Learning Outcomes have been mapped to the Criminology subject benchmark statement (QAA 2022).

Students eligible for the FHEQ Level 6 Honours Degree award of Bachelor will be able to:

Knowledge and Understanding (KU)

1. Demonstrate knowledge and understanding of criminological theories, concepts and critical perspectives of crime, harm and justice.
2. Demonstrate an understanding of a range of research strategies and methods in the social sciences.
3. Evaluate and synthesise approaches and solutions to complex social and global problems by applying a range of criminological theories and concepts.
4. Examine social diversity and inequality and their implications in relation to crime, victimisation and responses to crime and deviance for understanding crime and the criminal justice system.

Analysis and Criticality (C)

5. Evaluate the values, practices and processes of governance, risk management and human rights that underpin the treatment of offenders and victims within UK criminal justice systems and allied agencies which administer sentencing and alternatives.
6. Analyse criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations.
7. Evaluate criminological theories and concepts and those of related justice concerns.
8. Develop and extend skills of critical self-reflection in relation to inequalities and social diversity and contending understandings of these.

Application and Practice (P)

9. Interpret and explain a range of complex human behaviours, situations and events.
10. Review and use evidence systematically and undertake a sustained piece of independent written work based upon an analytical synthesis of criminological knowledge and skills.
11. Manage and capitalise your individual learning journey and apply understanding of sustainability and citizenship to your criminological practice.
12. Effectively use oral and written communication skills relevant to criminology and a range of professional contexts.
13. Apply a range of research strategies and methods, to assess the appropriateness of their use, and identify an appropriate strategy for specific research problems/research projects.

Transferable skills and other attributes (T)

14. Demonstrate the ability to work with others.

15. Exhibit an awareness of ethics, diversity and social justice.
16. Demonstrate initiative and personal responsibility throughout the learning journey.
17. Devise and sustain arguments and innovative solutions to problems using a breadth of ideas, techniques and methodologies from the discipline to align to real world/career related problems.

Learning, teaching and assessment strategy

The BA Criminology degree will develop students' abilities to think creatively about complex legal, policy and practice issues whilst encouraging students to become independent critical thinkers. Teaching will adopt theoretical and research informed approaches, with students guided to critically appreciate how knowledge is produced, presented, and used to inform criminological narrative and decision-making processes. Throughout the course, different pedagogical perspectives will be taken to explore themes/ concepts/ approaches, challenging students to reflect upon their current positioning and consider and evaluate subjects from different points of view. Such development will occur incrementally over the three-year course, with each year giving students more opportunity to take responsibility for their learning, whilst encouraging them to think beyond current knowledge and understanding.

Methods

Our varied and collaborative approach to teaching involves a number of approaches including:

- Interactive lectures (content delivery, buzz groups, student discussions/feedback)
- Problem solving based learning sessions
- Role play/simulation sessions
- Revision/summarising sessions
- Debate sessions
- Survey and quiz sessions
- Facilitated journalizing sessions
- Panel sessions (followed by Q & A with students)
- Media screenings (followed by discussion)
- Reading sessions (followed by discussion)

The teaching and learning strategy of the degree has been designed to support the diverse needs and abilities of all students. This is to ensure that there are no barriers to learning and that all students feel able to access and contribute to the course and its contents. The programme is taught through a lens that is decolonial and intersectional, with modules exploring how topics related to criminology, such as the criminal justice system, may contribute to prejudice, marginalisation and discrimination visible in contemporary societies. Delivery methods will highlight social injustices and encourage students to think about ways in which inequality can be

challenged in a sustainable way. Students will be taught international perspectives on criminology throughout the programme so that they are introduced to different ways of introducing crime and crime prevention, especially in the area of best practice. The programme includes numerous opportunities for students to choose subject areas relevant to them and for them to have the flexibility to align choices to potential employment aspirations.

Criminologically rooted, research-informed

The importance of identifying, interpreting, and evidencing reliable research is embedded into all three years of the programme. The first year of the programme has a focus on essential knowledge and skills and this is built upon in the second and third year such that the students are tasked to think independently and creatively around crime-related problems in specific areas of crime. In the second year, students will experience teaching styles that encourages students to apply their developing skills to constructing research approaches and projects. This is achieved through the module on research methods in semester 1 in which students are required to consider developing research knowledge, skills and methodological approaches to produce a dissertation proposal that is criminologically rooted and connects with their own research interests. The professional development module in semester 2 offers students opportunities to develop their employability by introducing them to key themes and concepts relating to graduate expectations, professionalism and undertaking preparation for graduate employment. Alongside these skills-based modules, students engage with more advanced and specialised subject matter in year 2, including modules on policing, prisons and rehabilitation and serious organised crime.

In Stages 2 and 3 there are opportunities for students to develop their awareness of empirical research processes and choice to apply them in their dissertation. Across all modules, the role of research in influencing an evidenced informed approach to crime and the criminal justice system is introduced and developed, with students being taught the skills needed to independently search and critically interpret relevant sources. Moreover, academics on module teams will draw upon research they have been involved in, helping students to understand how theoretical notions of ethical research can be transferred to a range of criminological areas.

Throughout the programme, students will be supported to think about their futures, with the content of modules providing skills and knowledge that can be transferred into a workplace, particularly those with links to crime and criminal justice, or lay the foundations for post-graduate study. Year three emphasises employment aspiration through the work placement module, with the department developing strong links with external organisations who are increasingly willing to support and mentor students through a work placement. By weaving in a real-world approach to the programme design, alongside guest speakers, students will become more aware of opportunities and challenges within the realm of criminology and how their interests, skills and abilities could be transferred to addressing such issues once they have graduated. Many modules contain teaching material that is designed to help students understand real world challenges and how they are tackled within and outside of the criminal justice system. There is one module on crime prevention in year 3 semester 1 that has this as its main aim; it examines best practice across the criminal justice system.

In the final year, students will apply their developing skills in self-directed study to more independent work on a dissertation, initially developed as a proposal in year 2. Each student works with a dissertation supervisor but has a significant degree of control in relation to how the subject being investigated is couched and explored, within the parameters of the discipline.

In addition, students have the option to take on a work placement module for one semester (in semester 1) which provides the students the opportunity to learn from real-life experiences in organisations that work in the field. The work placement often takes place in a setting related to their discipline and students are supervised by teaching staff from the department. For students who choose the work placement module in Stage 3 Semester 1, they may also be offered the opportunity to work with an organisation to design and complete a research project relevant to the placement provider, further enhancing understandings around the role of research in real world situations.

Assessment Strategy

Throughout the programme, students will be required to complete a range of assessments designed to reflect different learning styles and the content of the modules. The various assessments enable students to develop their academic skills, as well as enhance written and communication skills that will be essential for future careers and engagement with the real world. Some assessments involve students working independently to evidence their understanding and critical thinking skills, whilst others aim to develop teamwork and public speaking skills. Reflective of liberated learning and reducing power imbalances in the classroom, many assessments will provide a degree of autonomy to students, with individuals being able to choose which question they answer and through which perspective/approach.

Personal Academic Tutors (PATs) will also play an important role in supporting students to complete assessments, with PATs being able to provide detailed feedback on one assessment per semester. Like teaching styles, assessments will take a scaffolding approach, with year one assessments focused more on conceptualising understanding of key themes/perspectives/topics and developing student confidence and proficiency in written and spoken communication skills. Year two will become more focused on developing critical thinking and analysis of subject areas, whilst year 3 provides more autonomy for independent learning. The assessment diet is thus incrementally leading to the opportunity for a major piece of academic work and work-related academic analysis in the final year. The assessment strategy is designed therefore to ensure that students' progress in their assessment literacy through supported teaching from the first year through to the third year to the point of independent research and analysis.

Programme structure

The BA Criminology curriculum is organised into modular units, studied across the "Academic Year" of September to May or discretely in a single Semester. Students study 120 credits in each stage/year, some of which are "core" to the programme and required to be studied, and some of which are "optional" from a list.

The programme from Stage 1 to Stage 3 has been designed with a clear focus on preparing students for the world of work in the criminal justice system and aligned sectors. The students are equipped initially with essential knowledge of criminological theory and practice while also developing their understanding and competences around analytical, research and professional skills. They are taken through the various facets of the criminal justice system such as policing (stage 2, semester 1) and prisons and rehabilitation (stage 2, semester 2) in detail while also developing detailed understandings of specific forms of crime such as serious organised crime (stage 2, semester 2) and cybercrime (stage 3, semester 1). The students end the programme with a supervisor supported dissertation, the opportunity for work placement (stage 3, semester 1) and a module on crime prevention (stage 3, semester 1). The knowledge and skills development throughout the programme provide a learning journey for the student that prepares them well for world of work in the criminal justice system and aligned sectors.

Successful completion of each year/stage results in the attainment of appropriate levels of knowledge, expertise and experience that build towards the final achievement of meeting the subject-specific and generic skills. There is also an emphasis on making the programme as connected to real world contexts as possible. This includes the module on professional skills, the work placement module, visits from various representatives of the criminal justice system and a module on crime prevention. Much of this attention toward equipping students for the world of work, however, is underscored in other modules (study skills, research methods, dissertation) which develop necessary communication skills, as well as transferable skills that are relevant in professional contexts.

Students may start the course directly in Stage 1 or enter our foundation years before joining stage 1.

Stage 0 and International Year 0: Level 3

Students who join before stage 1 will build a strong foundation for studying at university level. Students will develop key academic and professional skills such as communication, teamwork, critical thinking and independent learning, while exploring contemporary issues affecting people, communities and society. Through project work and practical activities, students will develop skills in research, analysis and problem-solving.

UK/home students can join the **"Stage 0"** foundation year and **study 4 core modules**:

Table 1: UK/Home Students Stage 0 Core Modules (RQF Level 3)

Module Code	Module Title	Credit	Study Period
SAC3021-C	Core Concepts in the Social Sciences	30	Semester 1
SAC3022-C	Academic Literacy and Digital Competence	30	Semester 1
SAC3023-C	Understanding Crime and Punishment	30	Semester 2
SAC3024-C	Applied Project	30	Semester 2

International College students (UBIC) can join the **"International Year 0"** foundation stage, which has 3 intakes throughout the year.

UBIC students **study 5 core modules and select 2 module options** in the final term:

Table 2: UBIC International Year 0 Core/Optional Modules (RQF Level 3)

Module Code	Module Title	Credit	UBIC Period	Selection
BIC3029-B	Academic Skills	20	ACYR/NSYR	Core
BIC3030-B	Introduction to Maths, Data Analysis and Statistics	20	SEM1/ACYR/NSYR	Core
BIC3044-C	English for Academic Purposes	30	SEM1/ACYR/NSYR	Core
BIC3031-A	Research Project	10	SEM1/SEM3	Core
BIC3036-B	Introduction to the Social Sciences and Exploring Sociology	20	ACYR/NSYR	Core
BIC3040-A	Fundamentals of Economics	10	Semester 3	Option 1
BIC3041-A	International Relations	10	Semester 3	Option 2
BIC3012-A	Foundation Psychology	10	Semester 3	Option 3
BIC3042-A	Politics and Society	10	Semester 3	Option 4
BIC3043-A	Introduction to the English Legal System	10	Semester 3	Option 5

Stage 1: Level 4

All students study Stage 1 together.

Upon starting the stage, students are expected to develop and appreciate an understanding of core theoretical knowledge and develop fundamental HE study skills.

This enables students at subsequent stages of the course to strengthen their analytic, interpretative and communication skills and, by graduation, to demonstrate the problem solving, evaluative and reflective skills intrinsic to the subject and the attributes needed for self-managed, lifelong learning.

Semester 1 will focus on theoretical notions of crime and criminal justice, with Semester 2 starting to apply learning to real world situations.

Collectively, throughout the year, the aim is to inspire, enthuse and motivate students thinking about crime and theoretical perspectives across the discipline and to connect real life topics and their contexts.

Students study 6 modules:

Table 3: Stage 1 Core Modules (FHEQ Level 4)

Module Code	Module Title	Credit	Study Period
SAC4007-B	Introduction to Crime and Criminal Justice	20	Semester 1
SAC4025-B	Criminological Theory	20	Semester 1
SAC4019-B	Critical Study Skills	20	Semester 1
SAC4026-B	Crime and the Media	20	Semester 2
SAC4028-B	Crime and the City	20	Semester 2
SAC4027-B	Young People and Crime	20	Semester 2

Stage Two: Level 5

Students build on the skills acquired in Stages 0 and 1. The emphasis shifts toward critical application of subject knowledge and understanding and its operation in local, national or international real world contexts. The skills and attributes gained from Semester 1 will enable students to develop a critical, professional and reflective mindset towards the local, regional, national and international aspects of modules they undertake in Semester 2. In Semester 1, students will substantively engage with research as a core real-world academic work, and Semester 2 professional skills development features explicitly and prominently. In relation to subject matter, a synthesis of multi-disciplinary approaches will be developed, and students will be expected to demonstrate an appreciation of the application of those approaches. For example, in relation to inequalities and crime, students will engage with contemporary social and criminal justice related matters, such as recognition of systemic/institutional and cultural discrimination, and bias between and across groups in society as well as issues relating to global citizenship and the development of sustainable and just societies. **Students study 6 modules:**

Table 4: Stage 2 Core Modules (FHEQ Level 5)

Module Code	Module Title	Credit	Study Period
SAC5028-B	Inequalities and Crime	20	Semester 1
SAC5029-B	Research Methods	20	Semester 1
SAC5030-B	Policing	20	Semester 1
SAC5031-B	Professional Development	20	Semester 2
SAC5032-B	Serious Organised Crime	20	Semester 2
SAC5033-B	Prisons and Rehabilitation	20	Semester 2

Stage 3: Level 6

Students will further build upon and contextualise the knowledge and skills acquired during Stages 0, 1 and 2. At this point in their programme journey, students will be expected to synthesise information and make informed judgements by critically identifying, evidencing, evaluating and applying appropriate concepts, theories and arguments to criminological issues in real world contexts. Students will be afforded the opportunity to engage in formal and critical evaluation of

concepts of crime, harm, deviance, justice and risk, for instance relating to state crime, crimes of the powerful, international crimes, crime prevention, security and digital crimes.

Students are expected to undertake their own research through initiating and carrying out a dissertation project. With relevant support and guidance, students develop independent critical thinking through reviewing, consolidating, extending and applying their understanding of a subject matter that resonates with their own research interests. Semester 1 also includes a placement option for students to engage and work alongside criminal justice, social justice and third sector organisations. This helps students to develop their professional skills in a work-related environment.

All students study 3 core modules and select one option in Semester 1 and one option in Semester 2:

Table 5: Stage 3 Core/Optional Modules (FHEQ Level 6)

Module Code	Module Title	Credit	Study Period	Selection
SAC6015-D	Dissertation	40	Academic Year	Core
SAC6027-B	Crime Prevention	20	Semester 1	Core
SAC6028-B	Cyber Crime	20	Semester 1	Option 1
SAC6021-B	Work Placement	20	Semester 1	Option 2
SAC6030-B	Crimes of the Powerful	20	Semester 2	Core
SAC6029-B	Extremism and Political Radicalism	20	Semester 2	Option 3
SAC6031-B	Crimes against the Body	20	Semester 2	Option 4

Placement/study abroad opportunities

There is an optional placement module as part of this programme, SAC6021-B. Placements are with social/criminal justice agencies and third sector organisations. There are also placement opportunities for students to engage with and help support 'live' research being carried out by staff within the department.

This course has not been designed with a 'sandwich' placement year or study abroad year. All students can still explore opportunities for short international activities (1-6 weeks) that are held over the summer periods by speaking to the University International Opportunities team. Further information about [internships and placements](#) and [study abroad opportunities](#) is published on the University's website.

Study Abroad Semester

Students looking for international experience can also choose to study abroad during Stage 1 Semester 2, Stage 2 Semester 1, or Stage 2 Semester 2 at specified approved partner Universities. This is a cost- and time-effective way of getting international experience alongside university education.

The list of Study Abroad Semester partners is a subset of the Study Abroad Year partners offered and changes year-to-year depending on the curriculum offered. This option can be available ONLY if the modules offered by the host institution allow the student to meet the learning outcomes of the Bradford Programme Stage.

Unlike the year abroad exchange, the semester exchange requires students to study only modules suitable to the Bradford programme stage when abroad. Therefore, all modules selected for the exchange will have to be mapped to the Bradford programme learning outcomes and be approved by the Programme leader in Bradford in advance of the exchange. During the exchange, if the student needs to change the modules, this can only be done after approval of the Bradford Programme Leader. If the student fails a module abroad, the student must explore the possibility of re-taking any exams at the host university and immediately inform the International Opportunities Team.

During the exchange, students will have support from the relevant University services. All credit successfully obtained whilst on study abroad semester will count towards the students final degree. Further information about finding and funding [study abroad opportunities](#) is published on the University's website.

Assessment, continuation and award regulations

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website ([Regulation 2](#))

Admissions requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

Language requirements

The programme is taught in English, so all applicants are required to have GCSE Grade 4 (national grade C) or above in English Language. Alternative, equivalent RQF Level 2 qualifications like Key Skills are also acceptable.

For international students, the level of English required is listed on the [University of Bradford English language requirements website](#). International applicants who do not meet the IELTS English score can take a [University of Bradford pre-sessional English course](#), which takes 3 to 10 weeks, or can look at taking a pathway into BA Criminology with our [International College](#) from 1 term to a year.

Academic Requirements

A typical offer to someone joining the programme would be different for Stage 0 entry (4 year programme) or Stage 1 entry (3 year programme):

- **Stage 0 (Foundation Year) entry:** 64 Ucas tariff points. There are no subject specific requirements. In A-level results, this is DDE. Stage 0 entry is only open to UK and home students.
 - International students may join BA Criminology at Bradford through our partnership [University of Bradford International College](#) (UBIC) to the International Foundation Year or International Year Zero incorporated degree pathways if they do not meet the Stage 1 entry requirements.
- **Stage 1 (BA) entry:** 104 Ucas points. In A-level results, this is BCC. If you study A-levels, you must complete at least 2 of 3 A-levels taken.
 - International students are welcome to apply for Stage 1 entry and should [check the entry requirements page for their country on our website](#) details of equivalent qualifications.
- Check the University of Bradford course pages for example entry profiles in qualifications such as T-Levels, BTEC, Access to HE and International Baccalaureate. Links to course pages are provided at the end of this document.
- If you are currently studying at another university and would like to transfer to the University of Bradford, this course accepts students into Stage 2 or Stage 3. This is called [advanced entry](#). Applications for advanced entry will be considered on a case-by-case basis and must include an official transcript (not a screenshot of a portal), all module descriptors, and relevant qualifications. Module descriptors must include learning outcomes. Applications must be submitted through Ucas and the required documents emailed along with your Ucas Personal ID no later than 31 August prior to the course starting in September. Relevant documents should be emailed to admissions@bradford.ac.uk.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The [University of Bradford Progression Scheme](#) welcomes Ucas applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

On completion of a UCAS form students will be invited to the Faculty for an Open Day where they will have the opportunity to meet staff, view the facilities and discuss “the Bradford experience” with current students.

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications and experiences. For such applicants, evidence of their interests and any work experience would be required, and this would likely take the form of a portfolio of work and/or an interview with the programme.

If applicants are an adult returning to study or "mature applicant" they will be eligible to apply for this course with just GCSEs/O-levels or other RQF Level 2 equivalents. Applicants will also need to provide a written statement and will be interviewed as part of the process. Please contact the Admissions Team at admissions@bradford.ac.uk or [01274 236088](tel:01274 236088) if applicants have any queries regarding your application. Applicants may also be eligible to apply for student finance. Further information, including a student finance calculator, can be found on the [Student Finance website](#) and [further advice for mature applicants can be found at UCAS](#).

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about [recognition of prior learning decisions](#) on the University website.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#).

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course pages:

<https://www.bradford.ac.uk/courses/ug/criminology/>

<https://www.bradford.ac.uk/courses/ug/criminology-integrated-foundation-year/>

Information about entry to UBIIC provision for this programme including available pathways is published online by Oxford International Education Group:

<https://www.oxfordinternational.com/courses/detail/degree-university-of-bradford-ba-hons-criminology/>