Programmes Public

Code: 100443
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	OT	4	0

Contact

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Use of languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

Prerequisits are unnecessary.

Objectives and Contextualisation

1. Thinking about the concepts related to the process of evaluating plans and programs of training and / or social intervention .
2. Design, develop and evaluate plans , programs, projects and activities with a specific focus in the filed of criminology
3. Analyze models of program evaluation.
4. Designing differential evaluation processes (from initial to diagnostic to assessment of impact).
5. Write reports and express them orally with technical rigor and communication skills .

Skills

- Ability to analyse and summarise.
- Applying a crime prevention program at a community level.
- Assessing the results of a prevention or intervention program when crime is concerned.
- Designing a crime prevention program.
- Drawing up an academic text.
- Identifying existing social resources to intervene in the conflict and criminality.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Using the evaluation techniques of criminogenic risk and needs of a person in order to decide an intervention proposal.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

Learning outcomes

1. Ability to analyse and summarise.
2. Applying a prevention program for crime control agents.

3. Applying an effective evaluative model in order to detect the criminological intervention needs in prison population.
4. Appropriately managing a security or prevention team.
5. Carrying out a results analysis of a delinquency prevention program.
6. Demonstrating they know the means and scientific procedures of crime prevention.
7. Drawing up a delinquency prevention program.
8. Drawing up an academic text.
9. Effectively developing a delinquency prevention program in the community area.
10. Producing a social prevention program of delinquency.
11. Properly using the criminological prevention and intervention programs.
12. Verbally transmitting ideas to an audience.
13. Working autonomously.
14. Working in teams and networking.

Content

1. Definition of the subject
2. Dimensions of program evaluation
3. The evaluation design
4. References, criteria and indicators for evaluation
5. Strategies, methodologies, techniques and tools of evaluation.
6. Evaluation of the effectiveness , efficiency and "serendipity" of a program.
7. Models for program evaluation
8. Meta-evaluation. Frequent problems in program evaluation

Methodology

The methodological approach of the subject starts from focusing the activity of the process on the student's learning. In order to allow the achievement of this principle, the student should be active and autonomous throughout the process, being the mission of the teacher to assist him in this task. In this sense, teachers will: 1) support students at all times by providing the information and resources necessary for learning, 2) ensure autonomous learning of students by proposing different learning activities (individual and group, Theoretical and practical) under the principle of methodological multivariate.

In this approach, the subject is structured, in its design and development, in the type of teaching-learning activities that we detail and specify below:

Activity	Hours	Methodology	Learning outcomes
Lectures	30	Although it is a type of activity in which the protagonism can fall excessively on the teacher, the active participation of the students will be encouraged, especially sharing the learning that has been acquired or is being acquired. Practical activities, using problem-based learning, will be carried out individually or in groups.	E21.02, E22.01, E28.02, T05.00
Seminars	15		E21.02, E22.01, E28.02, T01.00, T02.00, T03.00

Activities

They allow to work in medium groups (25 persons approximately), divided in small groups (3-5people) where the individual work is reinforced and complemented.

At the same time, it is the right space for debating and receiving personal attention. Students will do tasks similar than those done in the professionals filed. Students will analyze a real case of a prevention program.

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Presential in large group: theory and case analysis (individual with group discussion).	30	1.2	2, 6, 5, 4, 7, 12, 13, 11
Seminars: design of a prevention program (group activity)	15	0.6	2, 6, 5, 4, 7, 8, 1, 13, 14, 11
Type: Supervised			
Group elaboration and virtual platform delivery of a group prevention program designed by the students.	15	0.6	2, 6, 5, 4, 7, 8, 1, 13, 14, 11
Type: Autonomous			
Reading of the dossiers-didactic units; Repository of cases worked; Brief reporting and analysis.	50	2	2, 6, 5, 4, 7, 8, 1, 13, 14, 11

Evaluation

Stages in evaluation

There are three key moments in the evaluation of the subject: initial evaluation, continuous evaluation and final evaluation.

The initial or diagnostic evaluation will allow us to know the starting level of the students in terms of knowledge about the subject and experiences they have in group work and in autonomous work autonomous. This initial evaluation will enable to adapt the program to the needs of students.

Continuous or formative evaluation should allow verifying the level of achievement of the learning process. Decisions about the pace of development of the program will attend to the diversity and particularity of the students.

The final or summative evaluation will allow verifying the level of learning achieved, taking into account the objectives and competencies of the program, without neglecting the adaptations that may have been introduced.

Evidences

Student must provide two types of evidence:

1. Practical tests of group character (design of a program)

2. Individual essays (analysis of one or more plans, programs or already existent projects).

In both cases students must do a personal work to expand the class activity, always in accordance with the theory worked at class. The professor will assess the evidences provided by students at the middle and at the end of the course. Notwithstanding, continuous assessment of the work of the student will take place.

The group design of a program has a formative purpose from the point of view of its evaluation, since it can be reviewed by the group according to the task delivered. This review will be done in the seminars in which the results of the group work will be presented to the whole group. The score of this designed program will be based on the written essay and in the oral presentation. The oral presentation will be used as summative evaluation of the group work. Students will be required to present their work twice during the course.

The individual evidences, for each of the blocks and contents of the program, will have a self-diagnostic, formative and summative purpose. With respect to the latter case, they must be an individual synthesis of the realization, discussion and reflection of the work done. Students will have the possibility of a second chance to demonstrate the learning and to bring new evidences that show the achievement of the competencies demanded.

Delivery of evidences out of time will not be accepted.

Reassessment

There is no possibility of a final exam as an alternative way of assessment to compensate the failures in the individual and in the group work.

The completion of all works is required to pass the subject. In case students need to improve some of the work done during the course they will have an opportunity to do so before the end of the course.

Individual circumstances will be considered by the professor, provided that the continuous evaluation model is respected.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Elaboration of analysis and brief reports applying the theory to practice regarding plans, programs and / or existing projects	50 % (two deliveries)	10	0.4	3, 2, 6, 9, 5, 4, 7, 10, 1, 13, 11
Follow-up of the program designed by the students; Correction of the final program (written report and oral presentation); Group activity	30% (two deliveries)	25	1	2, 6, 5, 4, 7, 8, 1, 13, 14, 11
Oral presentation of the plan, program or project designed (individualized mark)	20% (two exhibitions)	5	0.2	2, 6, 5, 4, 7, 8, 1, 12, 13, 14, 11

Bibliography

General references

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Specific references

It will be presented across the development of the program taking into account the interest of the students.