

**SECTION 1: Basic Information**

<b>1.1</b>	<b>Awarding Institution:</b>	Plymouth Marjon University
<b>1.2</b>	<b>Teaching Institution:</b>	Plymouth Marjon University
<b>1.3</b>	<b>Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4</b>	<b>Final Award Title:</b>	BA (Hons)
<b>1.5</b>	<b>FHEQ Level:</b>	4, 5 and 6
<b>1.6</b>	<b>Programme Title:</b>	Criminology
<b>1.7</b>	<b>Mode and Duration of Study:</b>	Full Time – 3 years Part Time - 6 years
<b>1.8</b>	<b>School:</b>	Arts, Humanities and Social Sciences
<b>1.9</b>	<b>HECoS Code:</b>	100484
<b>1.10</b>	<b>Collaborative Provision Arrangement:</b>	None
<b>1.11</b>	<b>UCAS Code(s):</b>	72H2
<b>1.12</b>	<b>Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details).  International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.13</b>	<b>Accrediting Professional Body/ PSRB:</b>	N/A
<b>1.14</b>	<b>QAA Subject Benchmarking Group(s):</b>	Criminology (2014)
<b>1.15</b>	<b>Other External Points of Reference:</b>	<u>Framework for Higher Education</u> <u>Qualifications (FHEQ); UK Professional</u>

		<u>Standards Framework</u>
<b>1.16</b>	<b>Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17</b>	<b>Work-Based Learning Arrangements:</b>	Students will be expected to take an active part in a range of field trips to a variety of relevant criminal justice organisations where they will be able to discuss and experience aspects of work. If a student was to secure a work placement as part of the Honours Project, then subject to ethical approval and risk assessment, it would be possible to include this placement as part of their dissertation. It is not the placement itself that would be assessed, but the
		action taken within the placement, assessed through the Honours Project.
<b>1.18</b>	<b>Foundation Degree Progression Routes:</b>	N/A
<b>1.19</b>	<b>Arrangements for Distance Learning:</b>	N/A
<b>1.20</b>	<b>Original Date of Production:</b>	May 2019
<b>1.21</b>	<b>Date of Commencement:</b>	September 2019
<b>1.22</b>	<b>Review Date:</b>	By August 2025

## 2. Programme Outline

The BA (Hons) Criminology programme is designed to allow students to have a critical appreciation of the theoretical underpinning of the subject discipline allied to a firm grounding in the policy and applied nature of the responses to crime from a social, cultural, political, and media perspective. Research and the ethical imperative that goes with research activity, is embedded throughout the programme, enabling students to become producers of knowledge rather than reproducers. This pedagogical approach will offer students the opportunity to develop the skills, knowledge and values for lifelong learning in the modern workplace.

Additional crime-related aspects of the programme include an awareness of social policy and politics as well as an understanding of the impact of crime at micro, mezzo and macro levels of society. The programme will ensure students are prepared for future employment by embedding key graduate skills within and across the modules.

## **2.1 Integrating Sustainability into the Curriculum**

The programme will introduce students to the emerging discipline of semiology and the growing sub-discipline of green criminology. Both of these seek to shift approaches to crime away from simply viewing crime as harm to individuals by individuals. Rather, they seek to expand the concept of 'criminal harm' and incorporate the negative actions of corporations and individuals in terms of environmental damage either via pollution, poor waste management or the mal-treatment of non-human species into the lexicon of 'crime'.

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## **3. Distinctive Features**

- An applied approach to understanding crime and deviance and the manner in which society, organisations, communities and individuals deal with crime-related problems.
- Extensive focus on contemporary crime-related issues underpinned with relevant theoretical and philosophical knowledge to encourage students to focus on 'real-world' crime and deviance problems.
- Students will be encouraged to reflect on the emerging sub-disciplines of green criminology and zemiology in order to incorporate growing global concerns about environmental crimes into their understanding of what constitutes 'crime' and 'deviance'

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## **4. Programme Aims**

- To provide students with the opportunity and environment to acquire and develop knowledge and understanding of the nature and subject matter of criminology and associated subject areas;
  - To equip students with the ability to critically evaluate and apply a range of theoretical approaches, methods and practices found within social sciences and specifically criminology and its subject matter;
  - To embed 'employability' within the curriculum to provide students with the academic

and key skills valued by employers;

- To provide an inclusive, challenging, supportive and academically rigorous undergraduate degree programme;
- To develop a critical understanding of key issues such as risk management and prediction, penological and justice approaches and victimology;
- To develop a critical understanding of the wider influences on crime, criminality and criminal justice from a range of perspectives including environmental and sustainability concerns;
- To be able to communicate effectively and efficiently to a range of audiences.

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## 5. Programme Learning Outcomes

### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:-

1. The ability to describe and critically examine a range of key concepts and theoretical approaches within Criminology, and to evaluate their application.
2. The ability to evaluate and 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.
3. Use a range of advanced research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems.
4. The ability to explain and critically evaluate complex social problems in terms of criminological theories of crime, class, victimisation and responses to crime and deviance.

### **Intellectual skills:**

By the end of this programme students should be able to demonstrate: -

5. The ability to assess and criticise a range of perspectives and discuss the strengths of each for the understanding of crime and victimisation.
6. The ability to assess and investigate the values and practices of the key agencies which administer responses to crime and deviance.
7. Knowledge of materials from a range of sources and the ability to interpret and synthesise them.
8. The ability to design and use appropriate advanced research strategies for data collection

using quantitative and qualitative methods.

**Practical skills:**

By the end of this programme students should be able to demonstrate:-

9. The ability to formulate and investigate criminological questions.
10. The ability to summarise, explain and employ empirical information and research findings about crime, victimisation and responses to crime and deviance.
11. Advanced application of appropriate research tools in relation to theoretically driven, exploratory or evaluative research.
12. The ability to critically comment on the value of criminological work on crime, victimisation, responses to crime and deviance, and representations of these in relation to policy questions at national, international and global levels.

**Transferable / key skills:**

By the end of this programme students should be able to demonstrate:-

13. Advanced written and oral communication skills in a variety of contexts and modes.
14. Advanced Information retrieval skills in relation to primary and secondary sources of information.
15. The ability to use communication and digital literacy skills effectively and in a professional manner.
16. Advanced skills of time planning and management.

**6. Learning and Teaching Methods**

The Criminology programme will utilise many of the traditional methods of university teaching, such as lectures, seminars, and tutorials. However, the learning and teaching strategy will be student-centred, placing considerable emphasis on autonomous, self-directed and active learning. Through the use of 'enquiry-based learning', students will be encouraged and supported to become self-motivated, autonomous and curious lifelong learners.

Throughout the curriculum students will be encouraged to discuss the applications of theories of crime and deviance, contemporary evidence and its relevance to organisational practice and everyday life. In addition, students will learn how we can use criminological knowledge to address global and local problems, how other aspects of social provision such as education, welfare, housing and social support impact on crime and criminality, how criminology can

help communities work sustainably and promote equality, social cohesion and work in the service of others in a non-judgemental, anti-discriminatory manner.

## 6.1 Learning Enhancement

A distinctive feature of the programme will be an emphasis on the student as producers (rather than reproducers) of knowledge echoing the work of Neary (2012). This approach involves the students 'doing' criminology which necessitates a large degree of student engagement in the sessions. In years 2 and 3 students will be expected to co-produce sessions by identifying contemporary issues and being able to work independently to bring insight and information into the class room to encourage, facilitate and enhance discussions.

Method	Description
1-2-1 Tutorial	A tutorial is a small class of one, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Case study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Computer-Based Learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect

	<p>on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.</p>
Debate	<p>Formal discussion on a particular matter in which opposing arguments are put forward.</p>
Directed Study and Reading	<p>Specific reading task set by the lecturer for students.</p>
Enquiry-Based Learning	<p>Students investigate a presented question, problem or scenario. The process is usually facilitated.</p>
Field trip	<p>Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.</p>
Group Critique	<p>Group work which centres on a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to think and speak critically on the topic.</p>
Group Discussion	<p>A focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.</p>
Group Work	<p>Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.</p>
Guest speakers	<p>An expert in a certain field invited to share knowledge,</p>

	views or experience, usually via a lecture.
Guided Independent Study/Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and learning space materials. A virtual forum on the Learning Space, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Hack-a-thon	A hackathon (also known as a hack day, Hackfest or codefest) is a design sprint-like event in which computer programmers and others involved in software development, including graphic designers, interface designers, project managers, and others, often including subject-matter-experts, collaborate intensively on software projects. The goal of a hackathon is to create usable software or hardware with the goal of creating a functioning product by the end of the event. Business hackathons are workshops that include students, tutors and local entrepreneurs providing an intensive learning environment for students to network and test the viability of their business and research ideas.
Independent Study/Learning	This is detailed individual research into an aspect of the programme. This will result in a sustained piece of writing reflecting a coherent, systematic analysis, evaluation, reflection and integration of literature, research and experience.



Lecture	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
Media Analysis	Students will be presented with a variety of media sources and ask to analyse for academic content
Networking Events	Networking is a socioeconomic business activity by which businesspeople and entrepreneurs meet to form business relationships and to recognise, create or act upon business opportunities, share information and seek potential partners for ventures.
News reviews	Students will be either presented with a piece of news or expected to find and bring in a piece of news. This will then be reviewed by the group and/or individually to ascertain its relevance to or impact on module and programme content.
Peer Group Study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
Presentation	A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product.

Seminar/Seminar Groups	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.
Student-led presentations	Where individual or small groups of students research, produce and present to the cohort on a specific topic area. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product.
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Video viewing and analysis	Students view instructional/educational videos for academic content.
Virtual Learning Environment	A web-based platform designed for digital aspects of courses (e.g., online lecture slides, reading material, tasks, and discussion forums) that supports teaching and learning in an educational setting.

Workshop	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.
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## **e-Learning**

All modules will provide information and links to literature and other resources on the University's VLE [Learning Space]. Some of the modules will utilise a blended learning approach in which e-learning activities support the face to face interaction and learning environment, as well as providing the students with opportunities to further enhance and apply their criminological knowledge. Students will be encouraged to take advantage of the many e-learning tutorials that are offered centrally within the University.

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## **7. Modes of Assessment**

The assessment scheme embodies the principles of assessment of and for learning. Assessment has a role in providing an indication to students and staff of the level of attainment, in relation to established criteria. However, assessment is also designed for learning, because it is a means of actually doing learning – reading, thinking, researching, and writing. This is in accordance with the programme's emphasis on students as producers, rather than simply consumers, of knowledge. The range of assessment tasks is intended to replicate, as far as is possible, the types of communication graduates are most likely to be asked to undertake in employment. The traditional academic essay aside, the focus is on applied writing such as reports and briefing papers which enable students to develop skills in communication, planning and time management, problem solving and analytical skills, critical thinking, decision making skills, and team working skills – all skills that relate to employability. They are also asked to present orally and to produce more media-focused assignments such as blog posts and posters. The assessment regime accords with the University's Assessment Regulations and Procedures.

Method	Description
Blog	A piece of work written for a 'lay' audience with the purpose to inform, critique, discuss and posit ideas about a contemporary issue. This work can also include illustrations, pictures, links to external video clips
Briefing paper	A briefing paper is written to provide key facts, information, for and against points and action points for policy makers. Students will be provided with a briefing paper pro-forma for this type of assessment
Case study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Dissertation	A dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.
Essay	A written piece of work which follows accepted academic conventions around using logical and coherent arguments supported by fully referenced citations from relevant bodies of literature
Exam	An assessment taken within a constrained period of time, in a particular location, following a specified rubric of instruction. The term includes such practices as 'open book examinations' and 'in-class tests'. The main identifying factor for an examination is that University staff, not students, determine the maximum amount of time students may devote to the assessment and the nature of the resources available during its completion, so that students are required to demonstrate achievement of learning outcomes in circumstances of equal opportunity.
Group Business Plan	A formal statement of business goals, reasons they are

	attainable, and plans for reaching them. It may also contain background information about the organisation or team attempting to reach those goals.
Group Project	Any assessed undertaking, carried out collaboratively and possibly involving research or design, that is carefully planned to achieve a particular aim. An alternative view sees a project managerially as a sequence of events: a "set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations".
Group Presentation (of a business plan)	Presentation of data/information/critical analysis relating to a business plan to include verbal delivery and defence of questions posed on the topic specific to the information contained in the presentation. Assesses knowledge of selected topic and communication skills. These happen with in groups of two or more.
Individual poster presentation	An illustrated poster which contains images and text aimed at identifying, describing and analysing a specific topic constructed by the individual student. The student may be asked to orally present the poster if questioned.
Learning Journal	A journal, diary or blog/vlog of student learning based on critical and analytical reflections on any given situation/s within a workplace setting.
Literature Review	An essay style assignment critically evaluating literature pertinent to a topic. A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation.
Oral presentation	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers
Poster	An illustrated poster which contains images and text aimed at identifying, describing and analysing a specific topic. The student(s) may be asked to orally present the poster if questioned

Reflective Portfolio	Collection of short tasks, either in written format or a series of on-line tasks, such as blogs and discussion board communication
Report	A formal written piece of work aimed at provided a structured examination of a specific piece of policy. Students will be provided with pro-forma for this type of assessment
Research Poster	Students are given the opportunity to present knowledge and findings, based on their own research, in visual format as an equivalent to a written assessment.
Research Study	This is an empirically-based study which indicates the capacity to synthesise a range of elements on the programme and undertake independent research

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## 8. Exemptions to University Regulations

N/A

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## 9. Work-Based Learning / Placement Learning

Students will be expected to take an active part in a range of field trips to a variety of relevant criminal justice organisations where they will be able to discuss and experience aspects of work. This will enable them to get a 'hands-on' feel for a variety of employability options and allow them to discuss with current employees the plusses and minuses of careers within the broadly defined criminal justice system. If a student was to secure a work placement as part of the Honours Project, then subject to ethical approval and risk assessment, it would be possible to include this placement as part of their dissertation. It is not the placement itself that would be assessed, but the action taken within the placement, assessed through the Honours Project.

## 10. Programme Structure

Full Time

	Module Code <sup>1</sup>	Module Title	Credits	Assessment			Semester	C/O*	Non- condonable#
				%age Course work	%age Exam	%age Practical			
Level 4	<a href="#">CRIC51</a>	Victims	20	100	0	0	A	C	
	<a href="#">CRIC52</a>	Crime: key questions and organisational responses	20	100	0	0	A	C	
	<a href="#">BSNC02</a>	Academic personal and professional development	20	100	0	0	A	C	
	<a href="#">CRIC53</a>	Thinkers in criminology: an introduction to theory	20	100	0	0	B	C	
	<a href="#">PYCC03</a>	Psychology in practice	20	100	0	0	B	C	
	<a href="#">CRIC54</a>	Public Law	20	50	50	0	B	C	
Level 5	<a href="#">CRID51</a>	Policing	20	100	0	0	A	C	
	<a href="#">CRID52</a>	Penology: understanding punishment	20	100	0	0	A	C	
	<a href="#">CRID55</a>	Criminal Law	20	50	50	0	A	C	
	<a href="#">CRID53</a>	Crime and Community	20	100	0	0	B	C	
	<a href="#">BSND06</a>	Research Methods	20	100	0	0	B	C	
	<a href="#">CRID54</a>	Crime, media and culture	20	100	0	0	B	C	
Level	<a href="#">CRIHP1</a>	Criminology Honours Project	40	100	0	0	X	C	√
	<a href="#">CRIH51</a>	Crime and the private space	20	100	0	0	A	C	
	<a href="#">FCRH51</a>	Global Criminology	20	100	0	0	A	C	
	<a href="#">CRIH52</a>	Violent Crime	20	100	0	0	B	C	

	<a href="#">CRIH53</a>	Contemporary issues in crime and criminology	20	100	0	0	B	C	
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**Key:**

For modules delivered by semester:

- A or B = Semester A or B
- X = modules delivered across Semesters A and B

\* C = compulsory; O = optional

# A √ indicates that the module is non-condonable on this programme.

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<sup>1</sup> a definitive module descriptor is required for each module



Part Time

	Module Code <sup>1</sup>	Module Title	Yr	Credits	Assessment			Semester/ Term <sup>^</sup>	C/O*	Non- condonable#
					%age Course work	%age Exam	%age Practical			
Level 4	CRIC52	Crime: key questions and organisational responses	1	20	100	0	0	A	C	
	BSNC02	Academic personal and professional development	1	20	100	0	0	A	C	
	PYCC03	Psychology in practice	1	20	100	0	0	B	C	
Level 4	CRIC51	Victims	2	20	100	0	0	A	C	
	CRIC53	Thinkers in criminology: an introduction to theory	2	20	100	0	0	B	C	
	CRIC54	Public Law	2	20	50	50	0	B	C	
Level 5	CRID52	Penology: understanding punishment	3	20	100	0	0	A	C	
	CRID55	Criminal Law	3	20	50	50	0	A	C	
	CRID53	Crime and Community	3	20	100	0	0	B	C	
Level 5	CRID51	Policing	4	20	100	0	0	A	C	
	CRID54	Crime, media and culture	4	20	100	0	0	B	C	
	BSND06	Research Methods	4	20	100	0	0	B	C	
Level 6	CRIH51	Crime and the private space	5	20	100	0	0	A	C	
	CRIH52	Violent Crime	5	20	100	0	0	B	C	
	CRIH53	Contemporary issues in crime and criminology	5	20	100	0	0	B	C	
Level 6	FCRH51	Global Criminology	6	20	100	0	0	A	C	
	CRIHP1	Criminology Honours Project	6	40	100	0	0	B	C	v

The next table shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way, and will be made explicit to students throughout the programme.

<b>Level 4</b>	CRIC51	Victims	1, 2, 4
	CRIC52	Crime: key questions and organisational responses	2, 3, 4
	BSNC02	Academic personal and professional development	1, 7
	CRIC53	Thinkers in criminology: an introduction to theory	1, 6
	PYCC03	Psychology in practice	1, 4,
	CR IC54	Public Law	2, 3, 6
<b>Level 5</b>	CRID51	Policing	2, 3, 4, 5
	CRID52	Penology: understanding punishment	1, 2, 4,
	CRID 55	Criminal Law	2, 4,
	CRID53	Crime and Community	2, 4, 6
	BSND06	Research Methods	1, 7
	CRID54	Crime, media and culture	1, 2, 5
	<b>Level 6</b>	CRIHP1	Criminology Honours Project

	CRIH51	Crime and the private space	1, 3, 5, 6
	FCRH51	Global Criminology	2, 4, 6
	CRIH52	Violent Crime	1, 2, 3, 4, 6
	CRIH53	Contemporary issues in crime and criminology	2, 3, 5, 8

1: Critical theory, research perspectives, skills for learning, professionalism and employability

2: Understanding the impact of policy and politics on crime and criminal justice policy

3: The role of autonomy in decision making in terms of criminal justice policy

4: The challenges facing society in relation to crime including environmental issues

5: Identity, culture and media in relation to crime

6. The role of individuals, communities and governments in relation to crime and deviance

7: Language for communication, including effective workplace communication

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### 11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

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### 12. Professional Advisory Group

A PAG has been set up in conjunction with BA (Hons) Criminology and BA (Hons) Criminology and Psychology.

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### 13. Academic Progression Opportunities

The programme places students in an excellent position to apply for post graduate taught programmes in the social sciences but specifically criminology or associated disciplines and post graduate research programmes such as M.Phil./Ph.D. Additionally the skills, knowledge and values that the students will gain, when successful, during the programme will enable them to be in a positive position if they wish to apply for further study in fields such as education, social work and health careers.

## **14. Employability and Career Progression Opportunities**

Employment areas include:

- Criminal justice organisations including the police, probation and the prison service.
  - A variety of penal welfare organisations including, for example, NACRO, drug and alcohol service providers, ex-offender third sector groups.
  - Research-based posts with both public and private sector organisations
  - Own business start-up to feed into the growing private provision within criminal justice work
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## **15. Support for Students and for Student Learning**

The University and the programme team recognise take a student-centred approach to learning and teaching. In addition, the student support team, alongside the programme team, offer the students a wide range of services and guidance to support them through their studies. At programme level, all students will be allocated to a Personal Development Tutor for the duration of their studies. They will have access to tutorials with named module leads, and lead lecturers and seminar leaders; and open access to the programme lead. At an institutional level students will be able to access the comprehensive and confidential services provided by the student support team, as well as services provided by the library, media & IT and chaplaincy teams. In order to further enhance their skills of digital literacy, students will be encouraged to take part in the many different IT skills workshops held centrally across the university.

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## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

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## **17. Other Stakeholder Feedback**

It is envisaged that as the programme develops so will its links with key criminal justice organisations and employers. Their views on the programme will be actively sought in order to

maintain the contemporary and applied nature of the programme

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## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

## Learning Outcomes Mapping Matrix template

Module Code	Knowledge and Understanding				Intellectual Skills				Practical Skills				Transferable/Key Skills			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CRIC51	x					x		x		x			x			
CRIC52	x	x					x				x				x	
CRIC 53	x				x					x				x		
BSNC02							x				x		x	x	x	x
PYCC03		x				x				x				x		
CRIC54	x					x						x	x			
CRID51	x	x		x		x						x		x		x
CRID52	x	x			x		x			x			x			
CRID55		x			x	x					x			x		x
CRID53	x			x	x		x					x	x		x	
CRID54	x			x			x					x		x	x	
BSND06			x		x			x	x		x		x	x	x	x
CRIH53	x	x	x	x		x	x	x	x		x		x	x	x	x
CRIH51	x	x		x	x	x	x		x	x		x	x	x	x	x
CRIH52	x		x	x	x		x			x	x	x	x	x	x	x
FCRH51		x		x		x	x			x	x	x	x	x	x	x
CRHP1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

