Programme Specification

Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Criminology and Psychology
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Arts, Humanities and Social Sciences
1.9 HECoS Code:	100484
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	CRPS
1.12 Admission Criteria:	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
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Criminology (2014)
	Psychology (2016)

1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
	British Psychological Society Standards for accredited programmes.
	Framework for transforming assessment in Higher Education.
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	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. It is envisaged that some work-based learning provision will be made available as the programme develops.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	May 2019
1.21 Date of Commencement:	September 2019
1.22 Review Date:	Before August 2025

2. Programme Outline

The BA (Hons) Criminology and Psychology programme is designed to allow students to have a critical appreciation of the theoretical underpinning of both the subject disciplines allied to a firm grounding in the policy and applied nature of the responses to crime from a social, cultural, political, psychological and media perspective. Research 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. The programme will ensure students are prepared for future employment by embedding key graduate skills within and across the modules.

The Criminology and Psychology programme differs from the BA (Hons) Criminology in the following way:

- There is an equal emphasis given to the psychological aspects of human behaviour and the manner in which individuals in a variety of roles (including, but not restricted to, professional, victim, offender, witness) respond to 'crime and deviance'

- There is an opportunity to gain knowledge and understanding of psychological approaches and methods in terms of enquiry, data collection, theories and perspectives beyond that of a BA (Hons) Criminology student

BA (Hons) Criminology and Psychology v2.6

- There will be a greater understanding of the individualised nature of human behaviour. This may equip students to be better placed to examine micro level and so called 'victimless crimes'
- There will be an opportunity to learn, develop and share experiences with a cohort of students beyond the confines of the Business School

2.1 Integrating Sustainability into the Curriculum

The programme will introduce students to the emerging discipline of zemiology 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 maltreatment of non-human species into the lexicon of 'crime'.

3. Distinctive Features

- Using an applied approach, students will be able to explore, understand, compare and contrast the manner in which the disciplines of Criminology and Psychology address the complexities of understanding and dealing with crime and deviance.

- Extensive focus on contemporary crime-related issues underpinned with relevant psychological theoretical and philosophical knowledge to encourage students to focus on 'real-world' crime and deviance problems from a human behaviour perspective.

- Enable students to develop a detailed understanding of the role and application of research methodology in understanding the mind, brain, behaviour and experience.

- Foster an environment that encourages self-directed critical thinking about human behaviour.

4. Programme Aims

- A critical understanding of the fundamentals of a range of criminological and psychological perspectives and the ability to apply these across a range of topics and disciplines.

- A critical understanding of contemporary knowledge and practices in criminology and psychology and the ability to apply these across a range of topics and disciplines.

- Enable students to develop a detailed understanding of the role and application of research methodology in understanding the mind, brain, behaviour and experience.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A critical understanding of contemporary knowledge and practices in psychology and apply these across a range of topics and disciplines;
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. The use of a range of advanced research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems across a range of disciplines;

4. A critical understanding of the fundamentals of a range of psychological perspectives and apply these across a range of topics and disciplines;

Intellectual skills:

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

5. The ability to assess and investigate the values and practices of the key agencies which administer responses to crime and deviance;

6. A critical appreciation of the range of sources of knowledge and information in relation to our world;

7. 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:

8. The ability to select and utilise a range of research methodologies to investigate behaviour and experience;

9. The ability to summarise, explain and employ empirical information and research findings about crime, victimisation and responses to crime and deviance;

10. Advanced application of research tools in relation to theoretically driven, exploratory or evaluative research in both Criminology and Psychology;

11. 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:

12. Advanced written and oral communication skills in a variety of contexts and modes.;

13. Advanced Information retrieval skills in relation to primary and secondary sources of information.;

14. Use communication and digital literacy skills effectively and in a professional manner;

15. Work autonomously and demonstrate self-motivation and time management.

6. Learning and Teaching Methods

The Criminology and Psychology 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, psychology, contemporary evidence and its relevance to organisational practice and everyday life. In addition, students will learn how they can use criminological and

psychological 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.

Students will be offered a choice of options in semester B of their final year in order that they can tailor their learning to their career choices or personal areas of interest. Students can choose between one criminology and psychology option. Students will be provided with an options choice session at the end of their second year.

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.
Blended Learning	Content and materials are part delivered through digital and online media; part delivered through face to face interaction.
Case study	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.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect 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.
Debate	Formal discussion on a particular matter in which opposing arguments are put forward.
Directed Study and Reading	Specific reading task set by the lecturer for students.
Enquiry-based Learning (EBL)	Students investigate a presented question, problem or scenario. The process is usually facilitated.
Field trips	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.

Flipped Classroom	A Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.
Group Critique	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.
Group Discussion	Focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
Group Work	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.
Guest speakers	An expert in a certain field invited to share knowledge, 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 virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Hackathons	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	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and handout-based exercises.
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 review sessions	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.
Presentations	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.
Peer Group Study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
Seminar/Seminar Groups	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.

Tutorials	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 (VLE)	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.

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 classroom to encourage facilitate and enhance discussions.

6.2 e-Learning

All modules will provide information and links to literature and other resources on the University's virtual learning environment. 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.

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
Artefact	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
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	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 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.
Coursework	A piece of work which the student produces over the duration of the course and/or relating to the course content.
Coursework portfolio tasks	Tasks related to coursework conducted as part of a portfolio of work.
Dissertation	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 Presentation	Presentation of data/information/critical analysis 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.
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.
Group Project	Presentation of data/information/critical analysis 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.
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.

Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
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.
Reflective Portfolio	Collection of short tasks, either in written format or a series of on-line tasks, such as blogs and discussion board communication.
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.

8. Exemptions to University Regulations

N/A

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

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCC01	Social Psychology	20	70% Coursework 30% Practical	Semester A	Compulsory	Condonable
CRIC52	Crime and the Criminal Justice System	20	100% Coursework	Semester A	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIC55	Academic personal and professional development	20	100% Coursework	Semester A	Compulsory	Condonable
CRIC53	Criminological Theory	20	100% Coursework	Semester B	Compulsory	Condonable
PYCC03	Psychology in practice	20	100% Coursework	Semester B	Compulsory	Condonable
CRIC54	Public Law and Justice	20	50% Coursework 50% Exam	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCD03	Social Psychology 2	20	100% Coursework	Semester A	Compulsory	Condonable
CRID52	Understanding Punishment: Prisons and Penology	20	100% Coursework	Semester A	Compulsory	Condonable
PYCD02	Thinking and Learning	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
CRID53	Designing Safe Communities	20	100% Coursework	Semester B	Compulsory	Condonable
CRID56	Research Methods	20	100% Coursework	Semester B	Compulsory	Condonable
PYCD01	Memory and Language	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIHP1	Criminology Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable

BA (Hons) Criminology and Psychology v2.6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
CRIH51	Investigative Psychology	20	100% Coursework	Semester A	Compulsory	Condonable
PYCH04	Contemporary issues in Psychology	20	100% Coursework	Semester A	Compulsory	Condonable
CRIH52	Understanding Violence	20	100% Coursework	Semester B	Optional	Condonable
CRIH53	Contemporary issues in crime and criminology	20	100% Coursework	Semester B	Compulsory	Condonable
PYCH02	Working with people	20	75% Coursework 25% Practical	Semester B	Optional	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
PYCC01	Social Psychology	20	70& Coursework 30% Practical	Semester A	Compulsory	Condonable
CRIC52	Crime and the Criminal Justice System	20	100% Coursework	Semester A	Compulsory	Condonable
CRIC53	Criminological Theory	20	100% Coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
CRIC55	Academic personal and professional development	20	100% Coursework	Semester A	Compulsory	Condonable
PYCC03	Psychology in practice	20	100% Coursework	Semester B	Compulsory	Condonable

BA (Hons) Criminology and Psychology v2.6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIC54	Public Law and Justice	20	50% Coursework 50% Exam	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRID52	Understanding Punishment: Prisons and Penology	20	100% Coursework	Semester A	Compulsory	Condonable
PYCD03	Social Psychology 2	20	100% Coursework	Semester A	Compulsory	Condonable
PYCD01	Memory and Language	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCD02	Thinking and Learning	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
CRID53	Designing Safe Communities	20	100% Coursework	Semester B	Compulsory	Condonable
CRID56	Research Methods	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIH51	Investigative Psychology	20	100% Coursework	Semester A	Compulsory	Condonable
CRIH53	Contemporary issues in crime and criminology	20	100% Coursework	Semester B	Compulsory	Condonable

CRIH52	Understanding Violence	20	100% Coursework	Semester B	Optional	Condonable
PYCH02	Working with people	20	100% Coursework	Semester B	Optional	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PYCH04	Contemporary issues in Psychology	20	100% Coursework	Semester A	Compulsory	Condonable
CRIHP1	Criminology Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

The table below 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.

Level 4 Threads

Module Code	Module Title	Thread
PYCC01	Social Psychology	1, 3
CRIC52	Crime and the Criminal Justice System	2, 3, 4, 8
CRIC55	Academic personal and professional development	1, 7, 8
CRIC53	Thinkers in criminology: an introduction to theory	1, 6
PYCC03	Psychology in practice	1, 4, 8
CRIC54	Public Law and Justice	2, 3, 6

Level 5 Threads

Module Code	Module Title	Thread
PYCD03	Social Psychology 2	1, 3, 6
CRID52	Understanding Punishment: Prisons and Penology	1, 2, 4
PYCD02	Thinking and Learning	1,7,8
CRID53	Designing Safe Communities	2, 4, 6
CRID56	Research Methods	1, 7, 8
PYCD01	Memory and Language	1, 3, 5

Level 6 Threads

Module Code	Module Title	Thread
CRIHP1	Criminology Honours Project	1,2, 3, 4, 5, 6, 7, 8
CRIH51	Investigative Psychology	1, 3, 5, 6
PYCH04	Contemporary issues in Psychology	3, 7, 8, 5
CRIH52	Understanding Violence	1, 2, 3, 4, 6, 8
CRIH53	Contemporary issues in crime and criminology	2, 3, 5, 8
PYCH02	Working with people	1, 3, 5, 8

Threads

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

2: Understanding the impact of public policy, social policy and politics on delivering and researching crime and criminal justice

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

8: The centrality of ethics in delivering and researching criminology and criminal justice policy

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

N/A

BA (Hons) Criminology and Psychology v2.6

12. Professional Advisory Group

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

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, psychology and 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. There is also an opportunity for further study toward BPI accreditation.

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

15. Support for Students and for Student Learning

The University and the programme team 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.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going 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.

17. Other Stakeholder Feedback

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

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.