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 with Forensics
1.7 Mode and Duration of Study:	Full Time – 3 years
	Part Time – 6 years
1.8 School:	Health, Wellbeing and Social Sciences
1.9 HECoS Code:	100484
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	CRFR
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 (2022), Forensic Science (2022)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	N/A
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	October 2024
1.21 Date of Commencement:	September 2025
1.22 Review Date:	By August 2031

2. Programme Outline

The programme focuses on contemporary crime and deviance and theoretical, cultural, and ethical understanding that encourages students to think critically about real-world challenges. Students are motivated to analyse and reflect upon numerous issues related to the criminal justice system, transnational crime, domestic and international security challenges and environmental crimes. Students will also gain experience in the investigation of crime scenes, developing practical skills in evidence seizure and interpretation as well as other investigative skills such as interviewing.

The Criminology Team endeavors to teach students the importance of addressing local concerns but also thinking beyond our community and instead challenges them to think about the wider needs of society. We focus on how some of the issues that plague our criminal justice system and the offenders that are involved in criminal behaviour and deviance may be better addressed through a more holistic view that includes understanding our history, contemplating the present concerns and problems but also keeping an eye towards the future. It is this view that ensures sustainable development though incorporating issues such as social justice, inequality, migration, poverty, etc. into the curriculum. This is enhanced by understanding the challenges of investigating criminal activity and the use of various techniques. Theoretical knowledge can be used to enhance the understanding of some of the methods used in crime and deviance.

The Criminology team are current or former practitioners in criminal justice so are able to provide students with both the academic explanation and also a practical perspective on crime in society. This gives students valuable insight into the inner workings of the criminal justice system, some of the challenges each agency faces and what to expect from an employability standpoint. In addition, academic staff are actively engaged in research that is timely and extends beyond the borders, offering students a wider worldview that enhances their understanding of a variety of contemporary social issues that underpin crime in society.

There will be a possibility for students to move to the BA Criminology programme, following discussion and agreement of both Programme Leaders. Natural transition points are at the end of Semesters A and B in year 1 and the end of Semester A in year 2.

2.1   Integrating Sustainability into the Curriculum
Sustainability relates to several aspects of well-being and quality of life but also cultural, ecological and social issues integral to the study of criminology. The programme enables students to explore themes such as global citizenship, and focuses on the maintenance, care and equitable use of natural and cultural resources. The programme will therefore introduce students to the growing sub-discipline of green criminology within several modules. Green criminology focuses broadly on viewing crime as social harms or crimes against society, to include corporate crimes against the environment and environmental justice. Further, they 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 even the maltreatment of the environment in broadly defined terms to ensure a sustainable future. These themes are found in several modules throughout students' course of study.

3. Distinctive Features
- Lecturers have a broad range of practical field experience as each has/is currently working in various criminal justice agencies including policing, prisons, security and law. This breadth of practical experience, bringing field experience, practical insight and also research into the classroom, is not common in most criminology departments.
- Extra- curricular activities and experiential learning opportunities are offered as optional field trips, field work, guest lectures, investigative training, trips and visits, conferences and seminars to enhance modules and demonstrate concepts learned in the classroom as they manifest in the field.
- There is the option to go out on patrol with the police in Plymouth on a shift. This gives a very good insight into the actual day-to-day role of police officers. Staff have built a relationship with Devon and Cornwall Police which offer students the opportunity to

undertake volunteering opportunities with the police in order to gain experience and enhance employability.

- Interdisciplinary modules that are relevant and useful and focused on contemporary social and security challenges and focused on employability and inclusivity.
- Practical approach to learning with crime scene investigation practicals to give students first-hand experiences of the industry.
- An onsite Crime Scene House and other outside locations help to give a simulation of industry-specific scenarios.
- A learning experience that leads the student from seizure of evidence, through correct handling and documentation, to knowledge of laboratory analysis and courtroom reporting.
- Teaching of interviewing skills and techniques such as interviewing witnesses, victims and suspects, which is difficult to learn outside of criminal justice agencies.
- Teaching by staff with a lot of experience in the field of how things work in the real world using up to date techniques and following current policies and procedures.

4. Programme Aims

The 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, the forensic investigation of crime and associated subject areas. Specifically, the programme aims 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 equip students with the ability to acquire contemporary knowledge and practices in criminology and crime scene investigation and the ability to apply these across a range of topics and disciplines.
- Embed 'employability' within the curriculum to provide students with the academic, practical and key skills valued by employers.
- Provide an inclusive, challenging, supportive and academically rigorous undergraduate degree programme.
- Develop a critical understanding of key issues such as risk management and prediction, penological and justice approaches and victimology.
- Develop a critical understanding of the wider influences on crime, criminality and criminal justice from a range of perspectives including environmental and sustainability concerns.
- Develop students' confidence and interpersonal skills so they are empowered to work independently and communicate effectively and efficiently to a range of audiences.
- Provide students with understanding, knowledge and ability to perform transferable field skills associated with the profession and careers with adjacency whilst operating within a quality management system.
- Enable students to develop awareness of ethical standards and principles appropriate to working with the judicial system and legal sector.

5. Programme and Level Learning Outcomes

Level 4 Learning Outcomes

Knowledge & understanding:

By the end of this level students should be able to demonstrate:
1. Knowledge of what constitutes evidence and the different types of crime scene.
2. Knowledge of the legislation and regulations, including the points to prove and defences for criminal offences.
3. An understanding of key criminological definitions, concepts and applications of crime and deviance theories.
4. An understanding of how social problems evolve and manifest in education, health, housing, employment and family in relation to crime and criminal justice.

Intellectual skills:
By the end of this level students should be able to demonstrate:
5. An accurate interpretation of evidence at a crime scene and the ability to determine the requirement for further examination whilst avoiding cross-contamination.
6. An understanding of the criminal justice system, the agencies involved and what is required to successfully prosecute a case.
7. An awareness of the processes whereby social problems as 'socially constructed' and the policies and programs that are designed to solve them.
8. The ability to identify appropriate criminological concepts and theories in relation to crime.

Practical skills:
By the end of this level students should be able to demonstrate:
9. Practical skills in the retrieval, handling and processing of evidence at a crime scene.
10. The ability to understand how legislation is amended and adapted through caselaw and the interpretation of specific facts of the case.
11. An awareness of the ethical and political nature of society, crime, deviance and victimhood.
12. The ability to evaluate source material to ascertain its value when undertaking research into contemporary social and criminological issues.

Transferable / key skills:
By the end of this level students should be able to demonstrate:
13. The ability to effectively communicate processes undertaken in the examination of a crime scene both orally and in writing.
14. An understanding of the interpretation of evidence and being able to communicate this interpretation through reasoned argument.
15. An ability to understand and correctly interpret data sets in relation to crime, deviance and victimhood.
16. The ability to undertake an effective risk assessment for crime scenes.
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

Level 5 Learning Outcomes

Knowledge & understanding:
By the end of this level students should be able to demonstrate:

1. The ability to critically assess a crime scene in order to successfully and safely process the evidence therein following correct policies and procedures, including the safe and efficient seizure of digital evidence, following the correct protocols.
2. A good knowledge of the structure and history of the police in the UK and how they integrate within society, observing social and media pressures.
3. An understanding of the methodological considerations of the research design process.
4. A comprehensive knowledge of the links between crime, environment and communities.

Intellectual skills:
By the end of this level students should be able to demonstrate:
5. The ability to review, synthesise and evaluate literature in relation to a research question.
6. An understanding of the societal challenges based around police work in a contemporary setting.
7. The ability to evaluate the different forms of violent crime and offenders using contemporary knowledge and understanding of key theoretical concepts.
8. The ability to compare the relative positioning of different social scientific philosophies.

Practical skills:
By the end of this level students should be able to demonstrate:
9. A competency in the use of photographic equipment in a number of different crime scene environments.
10. The ability to successfully apply appropriate software for data analysis.
11. The ability to undertake evaluation of real-world geographic criminology in order to consider effective crime prevention techniques.
12. The ability to retrieve digital evidence from a range of digital devices, following the correct protocols.

Transferable / key skills:
By the end of this level students should be able to demonstrate:
13. The ability to analyse data using appropriate statistical tests leading to the creation of a well-defined research project hypothesis.
14. An understanding of legal powers of the police and citizens, including effective communication and the reasonable use of force in confrontational situations.
15. The ability to create a well-constructed photograph album to present as evidence of a crime scene.
16. The ability to successfully apply both qualitative and quantitative research methods.
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

Programme Level 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, society and public and private agencies in varying 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, victimization, globalisation, and individual, group and societal responses to crime and deviance.
5. An advanced understanding of relevant legislation, regulation, standards and codes of practice for all aspects of an investigation working within the context of a quality management system and legal parameters, including issues relating to conflict of interest, data protection, confidentiality and legal privilege.
6. A critical understanding of crime scene investigation: the examination of scenes, seizure of evidence, contamination avoidance, the correct chain of custody and documentation measures.
7. An advanced understanding of investigative techniques, including evidence and investigative evaluation and interviewing techniques.

Intellectual skills:

By the end of this programme students should be able to demonstrate:
8. The ability to assess and appraise a range of perspectives and discuss the merits of each for the understanding of crime and victimisation.
9. The ability to assess and investigate the values and practices of the key agencies and organisations that administer responses to crime and deviance.
10. Knowledge of materials from a range of sources and the ability to interpret and synthesise them.
11. The ability to design and use appropriate advanced research strategies for data collection using quantitative and qualitative methods.
12. An advanced understanding of the retrieval and documentation protocols associated with evidence retrieval at a professional and industry-standard level.
13. An ability to apply an investigative mindset to varied situations

Practical skills:

By the end of this programme students should be able to demonstrate:
14. The ability to formulate and investigate criminological questions on a local, regional and global scale.
15. The ability to summarise, explain and employ empirical information and research findings about crime, victimisation and individual, group and societal responses to crime and deviance.
16. Advanced application of appropriate research tools in relation to theoretically driven, exploratory or evaluative research.
17. 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 local, regional, national and/or global levels.
18. Advanced competence in a range of methods used for the location and recovery/extraction of commonly encountered forms of evidence including, the requirements of continuity of evidence and chain of custody.

19. The ability to evaluate evidence at different stages of an investigation and plan further investigations including the ability to plan and implement effective interview strategies.

Transferable / key skills:

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

20. Advanced written and oral communication skills in a variety of contexts and modes.
21. Advanced Information retrieval skills in relation to primary and secondary sources of information.
22. The ability to use communication and digital literacy skills effectively and in an academic and professional manner.
23. Advanced skills of time planning and management.
24. Advanced written and oral communication skills in a variety of contexts and modes including the ability to produce documents to a standard acceptable to the court process.
25. A professional level working as part of an investigative team, how the scope of an investigation, the roles of others and how the methods they employ, may affect the forensic strategy, yet at the same time demonstrate robust ability to work alone.
26. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

6. Learning and Teaching Methods

The pedagogy for the Forensic Investigation programme is modelled on pedagogic principles designed to be enabling and responsive to the needs of the students on their academic journey. They also underpin and support the central tenets of the Model for Educational Gain. These principles also recognize the changes in the wider demand for more collaborative and creative skills required worldwide in the workplace.

Flexible – Due to the different learning opportunities through practical sessions in the laboratory, crime scene house and outdoor areas as well as the structured teaching sessions in the classrooms, there is great deal of flexibility for the students to learn and be assessed. The different assessment methods are designed to give students the opportunity to demonstrate specific skills sets as well as develop new skills throughout the programme.

Experiential & Reflective – The use of 'real world' situations enables the students to develop real practical skills which are based around the actual working practices and policies of those agencies within the forensic industry. The use of local spaces such as outdoor areas and other municipal buildings, such as the courthouse in Tavistock. There is regular feedback during the regular practical sessions and students are also put in a position to support each other in pairs and small groups.

Critical – The programme is heavily based on problem-based learning and inquiry-based learning, enabling the students to critically reflect on their own learning and development in a variety of settings. This reaches its climax in the honours project which may be research-led or lab-based, both of which require extensive research and critical analysis of the specific subject they are exploring.

Active & Collaborative – Students have a great range of activities to undertake in the programme. The programme is specifically developed around active learning, which has been shown to have a significant impact on student learning. The use of peer support in the practicals helps the students to learn effectively and potentially enhance attainment, as some studies have shown.

The programme re-visits skills learned in previous levels which helps to reinforce them whilst also demonstrating to the student that they have reached particular levels and are then developing their skills set further.

The Criminology with Forensics programme will utilise many of the traditional methods of university teaching, such as lectures, seminars, and tutorials. There will also be practical elements each year to help develop the students' intellectual and key skills in a practical context. The learning and teaching strategy will be student-centered, 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. To achieve that goal, teaching and learning on the programme will therefore use a combination of the following:

Method	Description
Active Learning	Students take an active role in learning through meaningful activities (individual and group) in the classroom that are facilitated by the lecturer and are often task oriented. The focus of activities is on developing applied skills, problem solving, collaborative efforts, presentation skills etc. Activities include debates, role-playing, case studies, group projects/presentations, etc.
Blended Learning	Content and materials are part delivered through digital and online media; part delivered through face-to-face interaction.
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.
Crime Scene House Practical Sessions	Learning which takes place within the Crime Scene House, usually through demonstration of gathering, interpreting and analyses of evidence.
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
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	Students investigate a presented question, problem or scenario. The process is usually facilitated. Field
Experiential learning	This type of learning involves submerging students in real-world settings, where students have opportunities to go beyond classroom settings and apply their learned skills and knowledge outside of the traditional classroom.
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.
Group Discussion	Students will engage in a guided dialogue where topics are presented for the group to explore in a virtual and/or face-to-face discussion.
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 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.
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.
Interview Skills	This is where students will learn the theoretical models around obtaining information from other people and then put that into practice within a controlled environment, involving planning, preparation and questioning of others and recording information obtained.
Laboratory/Computer Sessions	This is a session where dexterous skills are required in a sterile environment to physically undertake examinations in some detail.
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.
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.
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. Viewings may be followed by an individual or group written analysis or discussion

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.

6.1   Learning Enhancement

The programme seeks a balance between teaching and learning methods, which include working in small groups, lectures, online activities, independent research, and study to enable students to clearly demonstrate attainment of the learning outcomes. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through research practice, that encourages scholarship and a technological aptitude. The programme provides pragmatic experiential learning by provision of numerous scenario-based learning opportunities, including repeated participation in crime scenarios in the Crime Scene House and enhancement by developing conference and presentation skills.

The programme is further enhanced by incoming specialists in their field such as digital forensics experts and fire investigators. Due to the practical nature of many of the sessions, there is a constant stream of feedback for the students to help enhance their learning and practical skills.

The programme is taught by experts in their field and staff are also experienced academics and can provide the students with real-life case scenarios to back up their learning.

6.2   e-Learning

Using the designated VLE, E- learning activities and E-learning tools enable content interaction between tutors and students with provision for continuity and consistency, through synchronous or asynchronous dialogue. Students are encouraged to investigate databases and peer reviewed online literature sources.

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 applying what has been learned – reading, thinking, discussing, presenting, researching, and writing. The range of assessment tasks is intended to replicate, as far as is possible, the types of skills graduates are most likely to demonstrate in employment. The traditional academic essay aside, the focus is on 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 their work orally to gain valuable skills that are imperative for all types of work environments and build self-confidence and esteem and also enable students to demonstrate their understanding of information they have learned. For the forensic modules, the students will be assessed on their practical skills and report writing, so that they can demonstrate their competencies to potential employers. 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.
Journal/Learning Journal/Reflective 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. The student(s) may be asked to submit a report to accompany the presentation.
Photograph Album	A selection of photographs submitted in an album which demonstrates the key evidence in a crime scene.
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. A portfolio may be created for a number of reasons, for example as part of the personal development planning/profiling process, as part of the assessment of a course or the preparation of a case file for presentation of an investigation.

Poster Presentation	An illustrated poster which contains images and text aimed at identifying, describing and analysing a specific topic constructed by the individual student or student group. The student/group will orally present the poster and also field questions about the topic(s) presented.
Practical Assessment	An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interviewing skills), sometimes with a written component.
Practical Skills Test	Consists of a combination of practical activities including identifying, labelling, filling in blanks and short answer questions in response to visual stimuli.
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.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

Students will be invited to take an active part in optional field trips to a variety of relevant criminal justice organisations where they will be able to discuss and experience aspects of work. Students will be provided with the opportunity to take an active part in volunteering positions with the police and other associated organisations where they will be able to experience aspects of work in the criminal justice system. 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 minus of careers within the broadly defined criminal justice system.

10. Programme Structure
Full Time
Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIC02	Crime and the Criminal Justice System	20	100% Coursework	Semester A	Compulsory	Condonable
CRIC06	Social Problems	20	100% Coursework	Semester A	Compulsory	Condonable
FCRC51	Introduction to Crime Scene Investigation	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory / Optional	Condonable / Non-Condonable
CRIC03	Criminological Theory	20	100% Coursework	Semester B	Compulsory	Condonable
CRIC01	Victims and Victimology	20	100% Coursework	Semester B	Compulsory	Condonable
CRIC04	Criminal Law	20	50% Coursework 50% Exam	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory / Optional	Condonable / Non-Condonable
CRID01	Police and Policing	20	100% Coursework	Semester A	Compulsory	Condonable
FCRD52	Digital Forensics	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
CRID06	Research Methods	20	100% Coursework	Semester A	Compulsory	Condonable
CRID03	Designing Safe Communities	20	100% Coursework	Semester B	Compulsory	Condonable
FCRD55	Crime Scene Photography	20	100% Coursework	Semester B	Compulsory	Condonable
CRID04	Understanding Violence	20	75% Coursework 25% Practical	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory / Optional	Condonable / Non-Condonable
CRIHP2	Criminology Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
CRIH01	Investigative Psychology	20	75% Coursework 25% Practical	Semester A	Compulsory	Condonable
CRIH02	Security and Counter-terrorism	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
FCRH53	Practical Policing Investigation	20	70% Presentation 30% Coursework	Semester B	Compulsory	Condonable
CRIH03	Contemporary Issues in Crime and Criminology	20	70% Coursework 30% Practical	Semester B	Compulsory	Condonable

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIC02	Crime and the Criminal Justice System	20	100% Coursework	Semester A	Compulsory	Condonable
FCRC51	Introduction to Crime Scene Investigation	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
CRIC03	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
CRIC06	Social Problems	20	100% Coursework	Semester A	Compulsory	Condonable
CRIC01	Victims and Victimology	20	100% Coursework	Semester B	Compulsory	Condonable
CRIC04	Criminal Law	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
CRID01	Police and Policing	20	100% Coursework	Semester A	Compulsory	Condonable
FCRD52	Digital Forensics	20	70% Practical 30% Coursework	Semester A	Compulsory	Condonable
CRID03	Designing Safe Communities	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRID06	Research Methods	20	100% Coursework	Semester A	Compulsory	Condonable
FCRD55	Crime Scene Photography	20	100% Coursework	Semester B	Compulsory	Condonable
CRID04	Understanding Violence	20	75% Coursework 25% Oral Presentation	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIH01	Investigative Psychology	20	75% Coursework 25% Oral Presentation	Semester A	Compulsory	Condonable
CRIH03	Contemporary Issues in Crime and Criminology	20	100% Coursework	Semester B	Compulsory	Condonable
FCRH53	Practical Policing Investigation	20	70% Presentation 30% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CRIH02	Security and Counter-terrorism	20	50% Coursework 50% Oral Presentation	Semester A	Compulsory	Condonable
CRIHP2	Criminology Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable

Educational Gain is the knowledge, skills, attributes and experiences students take with them as they complete their programmes of study. Marjon Educational Gain Model (MEG) supports students in their personal and professional development, it provides a way to communicate externally the distinctiveness of a Marjon graduates' achievements and provides a structure to evidence educational gain for institutional and regulatory reporting. Marjon students gain across eight 'Graduate Attributes' that are specific to the Marjon student experience and contextualised through the subject they are studying. The table below shows where the Marjon graduate Attributes are covered through the programme.

The 'Graduate attributes' act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme. They articulate 'Educational gain' which can be seen both as:

- Individual benefits for students through their acquisition of knowledge, skills and attributes, and
- Collective benefits for society; in this dimension, educational gains are seen as social and community goods, contributing to goals such as social mobility, sustainability, social cohesion and social justice.

Level 4

Module Code	Module Title	Graduate Attribute
CRIC01	Victims and Victimology	1, 2, 3, 4, 7, 8
CRIC02	Crime and the Criminal Justice System	1, 2, 3, 4, 7, 8
CRIC03	Criminological Theory	2, 7, 8
CRIC04	Criminal Law	1, 2, 3, 4, 8
FCRC51	Introduction to Crime Scene Investigation	1, 2, 3, 4, 5, 6, 7, 8
CRIC06	Social Problems	1, 2, 3, 4, 7, 8

Level 5

Module Code	Module Title	Graduate Attribute
CRID01	Police and Policing	1, 2, 3, 4, 5, 7, 8
FCRD53	Digital Forensics	1, 2, 3, 5, 6, 7, 8
CRID03	Designing Safe Communities	1, 2, 3, 4, 5, 7, 8
CRID04	Understanding Violence	1, 2, 3, 4, 5, 7, 8
FCRD56	Crime Scene Photography	1, 2, 3, 5, 6, 7, 8
CRID06	Research Methods	1, 2, 3, 5, 6, 7, 8

Level 6

Module Code	Module Title	Graduate Attribute
CRIH01	Investigative Psychology	1, 2, 4, 7, 8
CRIH02	Security and Counter-terrorism	1, 2, 4, 6, 7, 8
CRIH03	Contemporary Issues in Crime and Criminology	1, 3, 4, 7, 8
FCRH53	Practical Policing Investigation	1, 2, 3, 4, 5, 6, 7, 8
CRIHP2	Criminology Honours Project	1, 2, 3, 4, 5, 6, 7, 8

1. Sustainable Citizenship
2. Disciplinary Expertise
3. Professional
4. Inclusive & Collaborative
5. Critical & Creative
6. Digitally Literate
7. Enquiring & Analytical
8. Active Engagement

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

12. Professional Advisory Group
N/A

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 postgraduate research programmes such as MRes, 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 civil service, education, social work and health careers.

14. Employability and Career Progression Opportunities
Each module aims to provide employability skills and increase both confidence and resilience in our students, enabling them to thrive on the job market and in career development. The degree provides students with a range of skills that are attractive to a wide variety of agencies (private, governmental and NGOs), and therefore our students are extremely employable. They learn to think independently, critically evaluate and analyse, solve complex problems, be creative and take initiative, and apply reasoned judgement to address real world issues in an effective way. With these diverse set of skills, students may find employment in police, prison, probation or court service, and there are also a variety of exciting opportunities including: youth worker/youth offending team, community development worker, civil service, research analyst, Academia, outside public service in governmental and non-governmental organisations (domestic and international), research-based posts with both public and private sector organisations, or even as small business owners or start-ups that feed into the growing private provision within criminal justice work. Students are encouraged to get involved in campus activities and seek external volunteer opportunities in the community to aid in increasing their job prospects.

A wide range of potential investigative and criminal justice career opportunities are available to graduates, including in policing and law enforcement (e.g. Ministry of Defence Police, Security companies, Customs and Excise, Border Force), Home Office investigators, Private Investigators, Insurance Investigation, R&D, Victim support, Rehabilitation and probation and Crown Court Investigation.

Skills developed will include:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach

an answer or conclusion.

- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal.
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills:

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio and email. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Microsoft Teams).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Students will be able to investigate digital devices and understand what information is stored on them, in what format and how to retrieve such data successfully.
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. Learning Space, Panopto Replay, podcasts, online tutorials). They can also receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation and use of digital cameras).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication. The practical sessions will involve continual feedback throughout the session.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations, programme voice panels and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Current students, staff and professionals within associated industries have all contributed feedback and ideas to the development of this programme to ensure sustainability and the best opportunities for employability upon graduation.

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.