

**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 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:	100387
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 (2022) 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:	N/A
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 2022
1.22 Review Date:	August 2028

2. Programme Outline

The BA (Hons) Criminology with 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 BA (Hons) Criminology with Psychology programme differs from the BA (Hons) Criminology in the following ways:

- There is an 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
- 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 School of Arts, Humanities, and Social Sciences

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, namely in: CRIC06 Social Problems, CRID02 Understanding Punishment: Prisons and Penology, CRID05 Globalisation and Crime, CRID03 Designing Safe Communities and CRIH02 Security and Counter Terrorism.

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 with 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. In the classroom, lecturers foster an environment that encourages self-directed critical thinking about human behaviour and incorporates:

- Experiential learning
- Broad range of practical experience
- Extra-curricular activities (may include field trips, field work, guest lectures, investigative training, conferences or seminars)
- Interdisciplinary modules which are relevant, useful and focused on contemporary social and security challenges

4. Programme Aims

To provide students with the opportunity and environment to acquire and develop knowledge and understanding of the nature and subject matter by integrating criminology and psychology and also associated subject areas. The programme aims to:

- Provide 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.
- Enable students to develop a detailed understanding of the role and application of research methodology in understanding the mind, brain, behaviour and experience.
- 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;
- Develop students' confidence and interpersonal skills so they are empowered to work independently and communicate effectively and efficiently to a range of audiences.

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 ability to use 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 and criminological 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 globalised world;
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 select and utilise a range of research methodologies to investigate how the mind influences behaviour and experience;
10. The ability to summarise, explain and employ empirical information and research findings about crime, victimisation and responses to crime and deviance from a psychological perspective;
11. Advanced application of research tools in relation to theoretically driven, exploratory or evaluative research in both Criminology with Psychology;
12. The ability to critically comment on psychological theory and methods as they apply to 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. Work autonomously and demonstrate self-motivation and time management.
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 4).
18. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
19. 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. (level 6).

6. Learning and Teaching Methods

The Criminology with 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.

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
Blended Learning	Content and materials are part delivered through digital and online media; part delivered through face to face interaction.
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.
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.
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 Critique topic	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	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 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 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.
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
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.
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. Viewings may be followed by an individual or group written analysis or discussion
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

Though a wide variety of teaching methods is utilized in the classroom, we take a student-centred that encourages and empowers students to take ownership of their learning and to always be active and engaged. 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

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 VLE [Canvas]. 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 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. The assessment regime accords with the University's Assessment Regulations and Procedures.

Method	Description
Artefact	Artefact Student produces a creative artefact, online tool or object in response to a question or problem posed by the lecturer.
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.
Coursework	A piece of work which the student produces over the duration of the course and/or relating to the course content.
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', 'online exam' 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 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 within groups of two or more.
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.
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.
Presentation/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
Portfolio/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.
Scientific report	An extended writing assignment which echoes the framework of a scientific journal article on a piece of empirical research.

8. Exemptions to University Regulations

n/a

9. Work-Based Learning/Placement Learning

Students will be invited to take an active part in a range of optional 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.

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
PYCC52	People: Social Beings	20	100% Coursework	Semester A	Compulsory	Condonable
CRIC05	Academic, Personal, and Professional Development	20	100% coursework	Semester A	Compulsory	Condonable
CRIC03	Criminological Theory	20	100% coursework	Semester B	Compulsory	Condonable
PYCC56	Health and Wellbeing	20	100% coursework	Semester B	Compulsory	Condonable
CRIC04	Criminal Law	20	50% exam 50% coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credit	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCD53	Our Social Selves	20	100% Coursework	Semester A	Compulsory	Condonable
CRID02	Understanding Punishment: Prisons and Penology	20	100% coursework-	Semester A	Compulsory	Condonable
CRID06	Research Methods	20	100% coursework	Semester A	Compulsory	Condonable
PYCD55	Human Cognition	20	100% Coursework	Semester B	Compulsory	Condonable
CRID05	Globalisation and Crime	20	100% coursework	Semester B	Compulsory	Condonable
CRID04	Understanding Violence	20	100% coursework	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	Condonable
CRIH01	Investigative Psychology	20	100% coursework	Semester A	Compulsory	Condonable
PYCH54	Exploring contemporary perspectives in psychology	20	100% coursework	Semester A	Compulsory	Condonable
CRIH04	Cybercrime	20	100% coursework	Semester B	Optional	Condonable
CRIH03	Contemporary Issues in Crime and Criminology	20	100% coursework	Semester B	Compulsory	Condonable
PYCH57	Community Psychology	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
CRIC05	Academic, Personal, and Professional Development	20	100% coursework	Semester A	Compulsory	Condonable
PYCC52	People: Social Beings	20	70% Coursework 30% Practical	Semester A	Compulsory	Condonable
CRIC03	Criminological Theory	20	100% coursework	Semester B	Compulsory	Condonable

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
PYCC56	Health and Wellbeing	20	100% Coursework	Semester B	Compulsory	Condonable
CRIC04	Criminal Law	20	50% Exam 50% Coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCD53	Our Social Selves	20	100% coursework	Semester A	Compulsory	Condonable
CRID02	Understanding Punishment: Prisons and Penology	20	100% coursework	Semester A	Compulsory	Condonable
CRID04	Understanding Violence	20	100% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRID06	Research Methods	20	100% coursework	Semester A	Compulsory	Condonable
CRID05	Globalisation and Crime	20	100% coursework	Semester B	Compulsory	Condonable
PYCD55	Human Cognition	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

PYCD53	Our Social Selves	20	100% Coursework	Semester A	Compulsory	Condonable
CRID02	Understanding Punishment: Prisons and Penology	20	100% coursework-	Semester A	Compulsory	Condonable
CRID04	Understanding Violence	20	100% coursework	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	100% coursework	Semester A	Compulsory	Condonable
CRIH03	Contemporary Issues in Crime and Criminology		100% coursework	Semester B	Compulsory	Condonable
PYCH57	Community Psychology	20	75% Coursework 25% Practical	Semester B	Optional	Condonable
CRIH04	Cybercrime	20	100% Coursework	Semester B	Optional	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PYCH54	Exploring contemporary perspectives in psychology	20	100% Coursework	Semester A	Compulsory	Condonable
CRIHP2	Criminology Honours Project	40	100% Coursework	Semester X	Compulsory	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.

Threads Level 4

Module Code	Module Title	Thread
PYCC52	People: Social Beings	1, 2, 4, 5, 8
CRIC02	Crime and the Criminal Justice System	1, 2, 3, 4, 8
CRIC03	Criminological Theory	1, 2, 4, 6, 8
CRIC05	Academic, Personal, and Professional Development	1, 2, 7, 8
PYCC56	Health and Wellbeing	2, 3, 5, 6, 8
CRIC04	Criminal Law	2, 4, 6, 8

Threads Level 5

Module Code	Module Title	Thread
PYCD53	Our Social Selves	2, 3, 4, 5, 6
CRID02	Understanding Punishment: Prisons and Penology	1, 2, 4, 6, 7, 8
PYCD55	Human Cognition	2, 3, 5, 8
CRID05	Globalisation and Crime	1, 2, 4, 5, 6, 8
CRID06	Research Methods	1, 3, 7, 8
CRID04	Understanding Violence	1, 2, 3, 4, 6, 8

Threads Level 6

Module Code	Module Title	Thread
CRIH01	Investigative Psychology	1, 3, 4, 5, 6, 8
CRIH03	Contemporary Issues in Crime and Criminology	2, 3, 4, 5, 7, 8
PYCH54	Exploring contemporary perspectives in psychology	1, 2, 5, 6, 8
CRIH04	Cybercrime	2, 4, 5, 6, 8
CRIHP2	Criminology Honours Project	1, 2, 3, 4, 5, 6, 7, 8
PYCH57	Community Psychology	2, 3, 4, 6, 7

- 1: Critical theory, research perspectives, skills for learning, professionalism and employability
- 2: Understanding the impact of the mind on behaviour and experience
- 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 policy from a psychological perspective

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

n/a

12. Professional Advisory Group

The PAG is set up in conjunction with the BA (Hons) Criminology programme and is composed of partners from relevant local and regional agencies.

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 psychology and post graduate research programmes such as MRes in Criminology or Psychology, 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

Built into each module to provide skills and increase both confidence and resilience in our students, enabling them to thrive on the job market and in career development. There are a variety of exciting opportunities, giving students a chance to provide direct services and work with a variety of people 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), and research-based posts with both public and private sector organisations. Students are encouraged to get involved in campus activities and seek external volunteer opportunities in the community to aid in increasing their job prospects.

The following skills are embedded in the programme, allowing the students to develop a strong employability skillset as they progress:

- **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.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, 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, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **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).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and 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, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

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. Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations 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

Students in the course were polled to ensure that new modules and changes to the curriculum were in line with their expectations and expected learning outcomes. A PAG composed of external relevant agencies ensures that course changes are in line with current industry trends, practices and expectations.

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.

