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## QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1. Programme Code	TBC					
2. Programme Title	MA Serious and Violent Crime					
3. Target Award Title	MA Serious and Violent Crime					
4. Exit Award Title(s)	MA Serious and Violent Crime (180 credits) PG Diploma in Serious and Violent Crime (120 credits) PG Cert in Serious and Violent Crime (60 credits)					
5. Subject area	Criminal Justice					
6. School	Criminal Justice					
7. Programme Team Leader(s)	TBC					
8. Programme Type	Specialist					
9. Delivery Model	DL F/T	X	BL F/T	X	Apprenticeship	
	DL P/T	X	BL P/T	X	Other	
Where delivery model identified as 'Other' please provide details						
10. Location of delivery	Online and Birmingham London Ealing, Holborn, and Tower Hill Manchester					
11. Proposed Start date	October 2023					
12. Reference points	<p><a href="#">Subject Benchmark Statement - Criminology (qaa.ac.uk)</a></p> <p>The following QAA expectations and standards will be developed in learners on this module and are in line with the Benchmark standards for postgraduate degrees.</p> <p>4.6 The following describes the threshold standards for a postgraduate degree in Criminology, which are in addition to those for a bachelor's degree with honours. The holder of a master's degree in Criminology should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a systematic understanding and critical awareness of topics which are informed by the subject of criminology</li> <li>• a critical awareness of the history of ideas, the cultural context, and the social and political theories that inform and influence the practice of criminology</li> <li>• a critical awareness of the intersectionality of power in relation to criminal justice agencies and responses to crime, harm, deviance and victimisation</li> <li>• an ability to identify appropriate methodologies for dealing with complex problems and to design their own research project</li> <li>• an ability to develop critical discussion and analysis of complex</li> </ul>					

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	<p>concepts, and work independently and with some originality</p> <ul style="list-style-type: none"> <li>• an ability to successfully complete a substantial empirical research project, systematic review, or systematic case study, informed by wide current understandings in the subject.</li> </ul>
<b>13. Professional, Statutory &amp; Regulatory Bodies (PSRB)</b>	British Society of Criminology (BSC)

<b>14. Programme aims</b>	
<p>This unique and specialist programme draws upon cutting edge research and theory from across the social sciences and humanities. It explores the social issues that frame interpersonal violence, cultures of violence and forms of symbolic violence. It also focuses on the effects of negative life events which resonate through the life course.</p> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• Enable students to develop an extensive and critical understanding of violence and its primary themes</li> <li>• Create a practical understanding of the probabilistic contexts that shape involvement in violence</li> <li>• Equips learners with an applied set of skills for working with violent members of society in various contexts within the criminal justice system</li> </ul>	
<b>15. Programme Entry Requirements</b>	
<p>There are two routes of entry to this programme:</p> <ol style="list-style-type: none"> <li>1. 'Standard Entry' - 2:2 undergraduate degree or equivalent</li> <li>2. 'Non-standard Entry' - 3 years industry work experience i.e., policing</li> </ol> <p>Standard English language requirements:</p> <ul style="list-style-type: none"> <li>• English Language proficiency equivalent to IELTS 6.5, with no less than 6.0 in each component, if English is not the applicant's first language (or appropriate previous study in English).</li> </ul>	
<b>16. Learning, teaching and assessment methods and strategies</b>	
<p>Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes independent learning and working with others. That is:</p> <p><b>Online learning</b></p> <p>Independent</p>	

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- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources and activities accessed through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either lecturer or students themselves
- Podcasts/online tutorials

#### Working Together

- Online webinars facilitated by VOIP's where theory and practice are integrated.
- Live chats
- Virtual drop in office-hours
- Coffee mornings

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their personal circumstances.

Assessments on this programme take an applied approach, suiting the target audience of practitioners, or those hoping to enter the field. There are several case studies, business cases and strategic briefing documents whereby the learner is encouraged to immerse themselves within a hypothetical role. Alongside written assessment styles, there is also the inclusion of oral presentations and 'ted talk' style pre-recorded presentations. This will allow the students to develop a range of communication skills. The final assessment on the module is a 10,000-word dissertation, students will be guided towards this submission through a sequence of smaller milestone tasks (such as a mini-viva/presentation [graded at 20% weight] and a written research proposal [pass/fail]). Students will also work alongside a dissertation supervisor who has expertise in the area of study, as well as writing experience to this depth/level. The assessment policy informs how feedback is supplied by lecturers at the formative and summative assessment stage.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)		
1. Demonstrate a critical understanding of the scale, nature and complexity of serious and violent crimes – with a particular focus on contemporary, historical and international violent crimes.	Within each module, students will explore key characteristics of serious and violent crime from a diversity of perspectives by exploring relevant contemporary and historical case studies. Each of the modules underscores how these crimes undermine our collective security and invites students to reflect critically on prevention strategies in a rapidly, evolving global landscape.	Coursework
2. Understand the underlying motivations for violent and serious crimes, their impact on victims - along with a critical awareness of appropriate criminal justice responses.	Within each module, students will build on the case studies in order to better understand the characteristics of offenders who commit serious violent crimes and the individuals who are victimised by such offenders. Students will also consider the complexities and challenges of the justice system in responding to serious and violent crime on both a local and global level.	Coursework
3. Appreciate the key theoretical and sociological rationales for violent and serious offending as well as the relationships between psychological disorders and serious crimes.	Within each module, students will investigate sociological theories of violence and typologies of crime. Case studies not only solidify important concepts across modules but also link this to practical experiential learning.	Coursework
4. Utilise appropriate criminological research and data to demonstrate a knowledge of serious violent crimes and the ethical implications associated with researching such crimes.	Within each module, students are to understand the deeper ethical implications relating to criminological research and to engage critically with a cross-section of data while researching serious and violent crime.	Coursework

5. Detect patterns in serious and violent crime by engaging critically with debates on big data, crime prediction and methods for disrupting crime (i.e., intelligence strategies).	Understanding patterns in behaviour relating to serious violence and crime helps students identify escalating threats in deviance. Students are to use big data and a range of crime statistics to better understand changing patterns of violence and to develop their academic evaluative skills.	Coursework
6. Demonstrate a systematic knowledge of a range of research paradigms, research methods, including both quantitative and qualitative data analysis and be aware of their strengths and limitations.	Research paradigms and research methods are discussed in terms of academic research studies within each module as well as assessed within introduction to research methods, quantitative research methods, qualitative research methods and the dissertation project.	Coursework
7. Communicate criminological findings in written, visual, and oral form using numerical, textual, and other forms of data.	Students are required to contribute to group discussions, online forums, and complete activities where they develop their communication skills. Students also develop communication skills in their assessments through writing (reports, essays, portfolios, posters) as well as oral presentations (voice over presentations).	Coursework
8. Develop academic skills (e.g., literature reviewing, reflection, academic writing, critical analysis) as well as graduate attributes (discipline expertise, effective communication, responsible global citizenship, professional skills, reflective practitioner, lifelong learning).	Academic skills are embedded within both the learning and assessment on each module. Scaffolded formative feedback is provided throughout the programme of study with full formative feedback on assessments. This helps students become more independent learners. Within each module a graduate attribute is included as a learning outcome with all attributes being covered more than once throughout the programme. Within counselling modules students will develop listening skills, as well as case analysis skills, understanding of psychometric assessment and treatment for counselling assessment and intervention.	Coursework

# 17. Graduate Attributes and the means by which they are achieved and demonstrated

*Attributes must be covered and assessed in every level of study on a programme.*

Graduate Attribute	The means by which these attributes are achieved	The means by which these attributes are assessed
<b>1. Digitally literate</b> to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).	Students will develop their digital skills through the innovative and novel learning and assessment strategies designed for this programme. Students will benefit from the virtual learning environment for both teaching and formative feedback, with innovative assessment strategies contributing to a further development of skill. Students will also be required to familiarise themselves with subject specific and general digital tools for execution of their intended research project. Lastly, students will have the opportunity to develop their experiences of 'remote working' whilst studying as distance learners. Students will also be able to participate in extra-curricular activities, workshops and networks which enhance their ability to work remotely.	<ul style="list-style-type: none"> <li>• Engagement with the virtual learning environment</li> <li>• Innovative assessment strategies</li> <li>• Use of subject specific and general digital tools (e.g., excel, statistical models)</li> <li>• Remote work experience and extra-curricular activities, workshops, networks.</li> </ul>
<b>2. Contextually innovative</b> through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.	Students will develop their critical analysis skills throughout the MA programme via discussions, debates, reading activities, problem-based learning strategies, and assessment. Students will also be encouraged to identify and solve novel and/or complex problems related to the aims and desired outcomes of their independent research project. Lastly, students will critically evaluate and reflect on the approaches and solutions practiced within Criminology, identifying and suggesting possibilities for originality or creativity within assessment.	<ul style="list-style-type: none"> <li>• Innovative assessment strategies</li> <li>• Problem-based learning</li> <li>• Discussions and reflections within and outside modules</li> <li>• Personal and professional reflection</li> <li>• Discussion forums</li> <li>• Remote work experience and extra-curricular activities, workshops, networks.</li> </ul>
<b>3. Socially intelligent and proactively inclusive,</b> able to effectively navigate complex (working) relationships with others from	Students will work alongside peers within the virtual learning environment. A positive working relationship will be encouraged and fostered through meaningful discussion and debate. Alongside this, students will work with a team of	<ul style="list-style-type: none"> <li>• Teaching and learning activities</li> <li>• Discussion forums and virtual learning environment</li> <li>• Completion of a dissertation</li> </ul>

any background or culture using team-work, communication, and leadership skills.	academic staff who will coach and support students with teaching, learning and assessment. Within the Reflective Practise and Leadership module, students will explore the various leadership styles, team building/bonding theory and also the importance of self-reflection.	project alongside a supervisor <ul style="list-style-type: none"> <li>• Personal reflection</li> <li>• Remote work experience and extra-curricular activities, workshops, networks.</li> </ul>
<b>4. Professionally knowledgeable in their subject area,</b> with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).	Students will develop their skill around critical evaluation, and further contextualise their understanding of the subject area with the ability to link the discipline(s) to local, national and global issues, research and pursue evidence-based arguments within the discipline using an extensive range of academic and professional body resources. Students will demonstrate a clear ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.	<ul style="list-style-type: none"> <li>• Teaching and learning activities</li> <li>• Self-directed learning, reading, and practice</li> <li>• Engaging with library and academic skills resources</li> <li>• Remote work experience and extra-curricular activities, workshops, networks.</li> </ul>

## 2. Summary of modules and mapped programme learning outcomes

*List modules in order of delivery*

Level	Module title	Module type <i>Compulsory (C) or Optional (O)</i>	Pinned Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	GA1	GA2	GA3	GA4
7	Cybercrime and the Dark Web	(C)		X	X	X		X		X	X	X			X
7	Independent Research Project	(C)		X			X	X	X	X	X	X	X	X	
7	Managing Intelligence and Investigations	(C)		X				X	X	X	X	X	X		X
7	Reflective Practice and Leadership	(C)	Prerequisite Module	X			X		X	X	X	X	X	X	
7	Terrorism, Extremism and Hate	(C)		X	X	X		X		X	X	X			X
7	The Criminal Justice System and Globalisation	(C)		X	X	X		X	X	X	X	X			X
7	The Psychology of Serious Offending	(C)		X	X	X	X			X	X	X			X



