QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1.	**Programme Code**	TBC
2.	**Programme Title**	BA (Hons) Criminology with Cybercrime
3.	**Target Award Title**	BA (Hons) Criminology with Cybercrime
4.	**Exit Award Title(s)**	Certificate of Higher Education Criminology (120 credits) Diploma of Higher Education Criminology with Cybercrime (240 credits) BA Criminology with Cybercrime (300 credits) BA (Hons) Criminology with Cybercrime (360 credits)
5.	**Subject area**	Criminology Cybercrime
6.	**School**	School of Criminal Justice
7.	**Programme Team Leader(s)**	Not specified
8.	**Programme Type**	Joint

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	N/A
10.	**Location of delivery**	Online (initially) and Blended Learning (thereafter) Birmingham London Ealing, Holborn, and Tower Hill Manchester
11.	**Proposed Start date**	TBC
12.	**Reference points**	• QAA Subject Benchmark, Criminology available Here. • QAA Subject Benchmark, Policing available Here. • The UKPSF for teaching and supporting learning in higher education available Here. A graduate of an honours degree course covered by these two Subject Benchmark Statements should be able to: Subject specific skills: • describe and examine a range of key concepts and theoretical approaches within criminology, and to evaluate their application • assess political and social processes of victimisation and criminalisation considering criminological theories • provide an account of social diversity and inequality and their effects in relation to crime, harm, deviance and victimisation and responses to crime, harm, deviance, and victimisation • evaluate criminal justice agency practices and developments in terms of changing values and relationships between individuals,

	- groups, and public and private agencies in different locations - examine the values, practices and processes of governance, risk - management and human rights that underpin the treatment of lawbreakers within UK criminal justice systems and allied agencies which administer sentencing and alternatives - apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety - use a range of research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems - evaluate strengths and weaknesses in the use of comparison in relation to crime, harm, deviance and victimisation and responses to crime, harm, deviance, and victimisation - summarise and analyse quantitative and qualitative empirical data about crime, harm, deviance and victimisation and responses to crime, harm, deviance, and victimisation, in order to evaluate competing criminological theories - explain and evaluate complex social problems in terms of criminological theories of crime, class, victimisation and responses to crime and deviance - analyse ways in which the subject of criminology can be distinguished from other forms of understanding
13. Professional, Statutory & Regulatory Bodies (PSRB)	British Society of Criminology (BSC)

14. Programme aims
This programme provides students with a solid grounding in key issues within Criminology as a discipline, accompanied by a specialist focus on Cybercrime from an international perspective which becomes more specialised as the course progresses. In the cybercrime element of the degree programme, students will learn about international and global cyber security, as well as gaining an in-depth knowledge of the most up to date developments in responding to cybercrime, including digital forensics and tackling online terrorism, radicalisation and propaganda. Cybercrime is a growing, global problem. Over 90% of crime now has some form of digital dimension to it, and criminology degrees need to take account of this in order to keep pace with the digitally evolving landscape of criminal justice. The objective of this course is to fill demand for students seeking a cybercrime component to their degrees to enable them to compete more strategically in the international criminal justice sector, which increasingly prioritises knowledge about, and skills in, cybercrime. It aims to: - Secure a critical understanding of key issues within Criminology as a discipline, with a specialist focus on cybercrime   - Explore the fast-paced and contemporary threats facing society in the realm of cyber security   - Equip students with a unique set of transferable skills aimed towards their employability within the criminal justice and cybercrime sector(s)

15. Programme Entry Requirements

This degree has standard entry requirements. To be able to study this course, candidates need to have:

- Two subjects at GCE A-Level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; OR

- Completed a recognised Access Programme or equivalent

- English Proficiency: IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent. We also offer an internal English test for applicants.

16. **Learning, teaching and assessment methods and strategies**

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:

Online learning

- 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 e.g., SPSS and Gorilla

Working Together

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

Blended learning

For blended learning delivery lectures and seminars will be delivered that include group discussion, topic related activities, role-plays, case study analysis and reflective practice which is supported by student meetings and academic tutor support. This is supported with online activities outlined above.

Assessment

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. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, portfolios of work, poster presentations as well as oral work such as group discussions, presentations etc., and our 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. Understand how to effectively gather, retrieve, and synthetise data and information from a variety of resources (e.g., journal articles, book chapters and websites) relevant to their degree course and professional development.	Transferable skills are developed through level four to six of study via face to face and online study and independent work. You will learn to develop critical skills in effectively gathering, retrieving and synthetising data and information via in-course participation, online study, reflexive exercises, activities and formative feedback and summative feedback.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
2. Evaluate the relationship between class, gender, race, age and crime and deviance, within political, media and historical contexts, whilst examining the relationship of victim/offender nexus, critically linking vulnerability and abuse and contact with the criminal justice system.	At level 4 you will study an introduction to criminology that will set the foundation for developing your academic skills including literature reviewing and analysis; this will provide you with an understanding that is a constant thread t throughout the programme of study. Conceptual, philosophical, historical, socio political, legal and/ or ethical, considerations are considered throughout module at each	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and

	level.	assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
3. Understand the wider socio, economic and political impacts of the nature and scope of state structures and corporations; the scale and type of crimes committed by state agents and agencies as well as corporations; the definitional processes involved in state's/corporation's labelling acts as criminal and the study of social harm.	You will engage with face to face and online learning and use critical reflection in interactive discussion areas on the VLE. You will be provided with help and guidance to understand the full range of career and work experience options available, to prepare you for employability or further learning opportunities postgraduate. Your learning will be monitored and evaluated during class activities and contributions to discussion forums.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
4. Demonstrate knowledge and understanding of the discipline of Criminology set within the broader context of the social sciences, the effects of social diversity and inequality and responses to crime and deviance.	At level 4 you will study an introduction to criminology that will set the foundation for developing your academic skills including literature reviewing and analysis; this will allow you to understanding that is fed through and developed throughout the programme of study. Ethical considerations are considered throughout each module.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is

| | | directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required. |
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| 5.Use case studies, reports, media articles, official documents acquired from independent research and the consultation of secondary and primary literature that will encourage you to develop critical thinking skills and reflect critically on data, case studies and contemporary challenges for criminological research | Criminological theories will be analysed and applied to real life documentation and policies. You will examine the ways in which state agencies and NGO's work in tandem to prevent crime, how offenders have been portrayed and presented within mainstream culture, and to critically examine the social construction of crime.

You will draw upon criminological theories to understand the broader social, economic, and political contexts in which perpetrators operate and choose their victims and how states sanction actions by offender and support victims and those offenders and victims deemed to be at risk. | Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required. |
| 6.Apply theoretical knowledge to case studies to generate practical solutions to current problems , which will enable you to engage with problem-based learning activities using realistic scenarios from various professions | You will develop knowledge of the types of roles and associated expectations for criminology graduates, whilst developing key skills and attributes, such as problem solving, demonstrating initiative, working under pressure, and remaining resilient. Furthermore, you will explore the unique challenges of working within the criminal justice | Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are |

within the field.	field and you will equipped with the relevant awareness and tools needed to be an employable graduate.	contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
7. Build and develop students' knowledge of law enforcement and international agency strategies to tackle cybercrime and global cyber threats	Acquisition of knowledge and understanding is facilitated through either a combination of online learning blended with face-to-face learning which will include, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.
8. Identify the digital technologies used by malicious actors and state-sponsored attackers in perpetrating cyber attacks	Acquisition of knowledge and understanding is facilitated through either a combination of online learning blended with face-to-face learning which will include, workshops and tutorials; group discussions and independent and directed study, supported throughout by	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge,

	comprehensive online teaching materials and broader resources; or online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources	understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required. |
| 9. Development of critical thinking skills and critical reflection on data, case studies and key contemporary debates in cybercrime | Acquisition of knowledge and understanding is facilitated through either a combination of online learning blended with face-to-face learning which will include, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources | Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required. |
| 10. Knowledge and understanding of cybercrime as a complex global social phenomenon through relevant criminological | Acquisition of knowledge and understanding is facilitated through either a combination of online learning blended with face-to-face learning which will include, workshops and tutorials; group discussions | Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes |

| and sociological theories | and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources | that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required. |

18. 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
1. Digitally literate 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 collaborations competencies.	Students will be encouraged to develop their understanding and knowledge in conjunction with the skills required in the workplace through: • Engaging with virtual learning environment • Approach to studies, assessment, and dissertation • Use of subject specific and general digital tools (e.g., excel, statistical models) • Use of appropriate software across contexts • Remote work experience and extra-curricular activities, workshops, networks • Access to online resources and other digital platforms	This graduate attribute may be assessed through a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills within the digital field. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods. Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas where support may be required to ensure GA's are achieved.

2. **Contextually innovative** through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.	These attributes will be achieved by encouraging students to develop and apply their existing skills, as well as learning new skills through their formative and summative assessments through: • Approach to studies, assessment, dissertation, and academic and career planning • Problem-based learning • Discussions and reflections within and outside modules • Personal and professional reflection • Discussion forums • Work experience and extra-curricular activities • Societies and special interest groups	Our assessment strategy encourages a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills within the digital field. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods that might include case study analysis, written essay, self-reflection, portfolios, sector report production, among others. Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas where support may be required to ensure GA's are achieved.
3. **Socially intelligent and proactively inclusive,** able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.	These attributes will be achieved by encouraging students to engage with, and address these wider skills in their: • Approach to studies, assessment, and dissertation • Discussion forums and virtual learning environment • Peer activities • Societies, work experience, extra-curricular activities, special interest groups • Personal reflection	This graduate attribute may be assessed through a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods that might include, for example, case study analysis, written essay, self-reflection, portfolios, sector report production, among others. Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas where support may be required to ensure GA's are achieved.

| 4. Professionally knowledgeable in their subject area, with the in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s). | Throughout the module, students will have the opportunity to engage with others or work independently using methods such as:
• Teaching and learning activities
• Self-directed learning, reading, practice, and event attendance
• Engagement with workshops
• Engaging with library and academic skills resources
• Special interest groups and networking
• Engaging in extra-curricular activities | This graduate attribute may be assessed through a variety of methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills within the student's subject area/field of discipline. These are contextualised so that the assessment is directly relevant to each subject area.

Formative and summative assessments are used throughout each module as knowledge checkpoints and identify areas where support may be required to ensure GA's are achieved. |

19. Summary of modules and mapped programme learning outcomes
List modules in order of delivery

Level	Module title	Module type Compulsory (C) or Optional (O)	Pinned Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
4	Becoming a Criminologist	C	x	x	x		x		x			x		x			
4	A History of Crime and Punishment	C	x	x	x	x	x		x			x				x	
4	Crime, Media, Culture	C		x	x	x	x		x			x					X
4	Cybercrime: The Essentials	C		x	x	x	x		x			x			x		
4	Working within the Criminal Justice System	C		x	x		x	x	x			x		X			
4	Policing Priorities	C		x	x		x		x			x					x
5	Researching the Field	C		x	x				x		x	x	x				x
5	Defending the Realm	C		x	x	x	x	x	x	x		x					X
5	Youth Crime and Justice	C		x	x		x		x			x			x		
5	Crimes of the Powerful	C		x	x	x	x					x				x	
5	Cyber Espionage and Cyber Warfare	C														x	

Level	Module		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5	Organised Transnational Cybercrime	C												x			
6	Research Project	C		x	x		x		x	x	x	x	x	x			
6	Digital Forensics	C		x	x	x	x								x		
6	Terrorism Online: Radicalisation and Propaganda	C		x	x	x	x					x					x
6	Professional Practice: A Case Study	C		x	x		x	x	x	x		x			x		
6	Responding to Global Cyber Emergencies	C		x	x	x	x					x					x

Certificate in Higher Education (CertHE)
To be awarded the CertHE, students must complete a total of 120 credits at Level 4.

Diploma in Higher Education (DipHE)
To be awarded the DipHE, students must complete a total of 120 credits at Level 5.

BA or BSc (Hons) degree (Top-up)
To be awarded the Top-up degree, students must successfully complete 120 credits at Level 6 including credits from the final project/dissertation