

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION



1. Programme Code	TBC					
2. Programme Title	BA (Hons) Criminology & Psychology					
3. Target Award Title	BA (Hons) Criminology & Psychology					
4. Exit Award Title(s)	Certificate of Higher Education in Criminology & Psychology (120 credits) Diploma of Higher Education in Criminology & Psychology (240 credits) BA Criminology & Psychology (300 credits) BA (Hons) Criminology & Psychology (360 credits)					
5. Subject area	Criminology and Psychology					
6. School	School of Criminal Justice					
7. Programme Team Leader(s)	TBC					
8. Programme Type	Joint					
9. Delivery Model	DL F/T	x	BL F/T	x	Apprenticeship	
9. Delivery Model	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 and Birmingham London Ealing, Holborn, and Tower Hill Manchester					
11. Proposed Start date	April 2023					
12. Reference points	<p>QAA Subject Benchmark, Criminology available Here. QAA Subject Benchmark, Psychology available Here. The UKPSF for teaching and supporting learning in higher education available Here.</p> <p>A graduate of an honour's degree of a criminology and psychology joint programme covered by the two Subject Benchmark Statements should be able to:</p> <p>Subject specific skills</p> <ul style="list-style-type: none"> • Understand processes of criminalisation, victimisation whether by or of individuals, groups, family, community, institutions, or state as well as practical and political processes of preventing and managing crime • understand social, legal, and cultural meanings and causes of crime, harm, deviance and stigmatised, differences, including historical, cultural, and decolonising perspectives • understanding the interrelationship of crime, harm, deviance, and victimisation in relation to class, gender, age, race and ethnicity, disability, religious faith, and sexuality 					

	<ul style="list-style-type: none"> • understand the representations of crime, harm, deviance, offenders, victims, and agents and agencies of control in the media, pop • aim to produce a scientific understanding of the mind, brain, behaviour, and experience, and how they interact with the complex environments in which they exist • include knowledge and the acquisition of a range of research skills and methods for investigating crime and criminal behaviour, culminating in an ability to conduct research independently • develop an understanding of the role of empirical evidence in the creation and constraint of theory, and how theory guides the collection and interpretation of empirical data • present multiple perspectives in a way that fosters critical evaluation and reflection • develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and sociocultural issues • lead to an understanding of real-life applications of theory to the full range of experience and behaviour and the application of criminological and psychological understanding to real-world questions.
13. Professional, Statutory & Regulatory Bodies (PSRB)	British Society of Criminology

14. Programme aims
<p>This programme encourages students to study Criminology and Psychology side by side in order to accumulate a broad and in-depth understanding of both disciplines, whilst also equipping learners with a varied set of highly transferable skills.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Enable students to study two of the most popular and in-demand disciplines in the social sciences simultaneously • Instil critical and holistic thinking, applying theory to practical scenarios • Equip learners with a unique combination of highly transferable skills to enhance their employability and appeal to employers within the criminal justice system
15. Programme Entry Requirements
<p>This degree has standard entry requirements. To be able to study this course, candidates need to have:</p> <ul style="list-style-type: none"> • 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.

Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience, and qualifications.

16. Learning, teaching and assessment methods and strategies

Learning, teaching methods and strategies are delivered through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity.

Online learning

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources 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 tutor or students themselves
- Podcasts and narrated PowerPoints

Working Together

- Face to face seminars for blended students where theory and practice are integrated
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group/project-based work

Blended learning

Based upon our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives, and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.

Assessment

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors 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
<p>At the end of this course you, the student, will be able to: <i>(No more than 10 programme learning outcomes are permitted per programme.)</i></p>		
<p>1-Demonstrate the ability to explain the real-world social phenomenon and the ethical considerations around studying them through a variety of socio-psychological theories.</p>	<p>You will study several conceptually and historically important studies in all the mainstream domains within psychology: cognitive psychology, social psychology, biological psychology, developmental psychology, and individual differences.</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>
<p>2-Demonstrate a critical understanding of the developmental psychology, its scientific reasonings, socio-cultural differences, and its limitations.</p>	<p>You will be introduced to the scientific underpinnings, historical and contemporary developments, limitations, and socio-cultural differences related to developmental psychology.</p> <p>The aims include the development of subject specific scientific reasoning, consideration of multiple perspectives and ethical issues.</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where</p>

		support may be required.
<p>3-Demonstrate an understanding of psychometrics, their reliability, validity, and application within interdisciplinary social science research.</p>	<p>You will be provided with a core theoretical grounding in historical and contemporary theories of personality and intelligence as well as an understanding of how these psychological phenomena are measured. As such, you will expand your knowledge of key debates within the field and further develop your critical evaluation skills. Your understanding of psychometrics will be enhanced as well as your understanding of key elements of validity and reliability in terms of psychometric scales.</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>
<p>4-Demonstrate the ability to situate mental health, its treatments as well as human online behaviour within psychological discourse and criminal justice system.</p>	<p>You will be given an understanding of human interaction within technology and how it works in context. You will develop knowledge of how Cyberpsychology contributes to the understanding of individual and group behaviours online and consider the historical and cultural development of Cyberpsychology, whilst being sensitive to the main ethical and cultural issues arising within the domain.</p> <p>As part of your module, you will also explore the impact of technology on social change, interpersonal relations, mental and physical wellbeing, as well as the challenges and opportunities it poses for education providers, individual employees and organisations, health-care practices, and law enforcement agencies.</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>
<p>5. Effectively gather, retrieve, and synthesise data and information from a variety of resources (e.g., journal articles, book chapters and websites) relevant to their degree course and professional</p>	<p>Your transferable skills will be developed and enhanced through the different levels using face to face, online study and independent work. You will also develop critical skills in effectively gathering, retrieving and synthesising data and information via in-course participation, online study,</p>	<p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These</p>

<p>development.</p>	<p>reflexive exercises, activities and formative feedback and summative feedback.</p>	<p>are contextualized 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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>
<p>6. Evaluate the relationship between class, gender, race, age and crime and deviance and understand the wider socio, economic and political impacts of the nature and scope of state structures and corporations and the definitional processes involved in state's/corporation's labelling acts as criminal and the study of social harm.</p>	<p>At level 4, you will be introduced to studying criminology that will set the foundation for developing your academic skills including literature reviewing and analysis; this will give you an understanding that is continuously developed throughout your programme of study.</p> <p>Conceptual, philosophical, historical, socio political, legal and/ or ethical considerations are considered throughout each module, at each level.</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>
<p>7. 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.</p>	<p>You will participate in face to face and online learning, as well as using critical reflection in interactive discussions areas on the VLE.</p> <p>Support will be provided to enable you to identify the full range of career and work experience options available to prepare you for employability or studying further postgraduate.</p> <p>Your learning will be monitored and evaluated during class activities and contributions to discussion forums.</p>	<p>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</p>

		<p>report production, preparation of a subject-specific plan, etc.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>
<p>8. To gain an understanding of the challenges and opportunities of working in the criminal justice sector and apply theoretical knowledge to case studies to generate practical solutions to current problems.</p>	<p>It is important to understand the different agencies, roles and employment routes into the criminal justice sector and you will explore theoretical and research knowledge and how this is embedded into, and the impacts upon new policy and professional practice through the analysis of case studies.</p> <p>You will identify the characteristics of report writing style focusing on identifying contemporary debates, critical evaluation, problem-solving, and producing evidence-based recommendations.</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>
<p>9. To be able to use case studies, reports, media articles, official documents acquired from independent research and the consultation of secondary and primary literature, this will enable you to develop critical thinking skills and reflect critically on data, case studies and contemporary challenges for criminological research.</p>	<p>You will analyse and apply Criminological theories 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.</p> <p>Your knowledge of the types of roles and associated expectations for criminology graduates will grow and develop, whilst acquiring key skills and attributes, such as problem solving, demonstrating initiative, working under pressure, and remaining resilient.</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where</p>

		support may be required.
<p>10. Demonstrate a systematic knowledge of a range of research paradigms, research methods, and analysis and be aware of their strengths and limitations, which will help you to communicate criminological findings in written, visual, and oral form using numerical, textual, and other forms of data.</p>	<p>Research paradigms and research methods are discussed in class and online 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.</p> <p>You will be required to contribute to group in class and online discussions, forums, and complete activities where you will develop your communication skills. You will add to your communication skills in your assessments through writing (reports, essays, portfolios, posters) as well as oral presentations (voice over presentations).</p>	<p>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.</p> <p>Formative and summative assessments are used throughout the modules to enable you to check knowledge or identify areas where support may be required.</p>

18. Graduate Attributes and the means by which they are achieved and demonstrated <i>Attributes must be covered and assessed in every level of study on a programme.</i>		
Graduate Attribute	The means by which these attributes are achieved	The means by which these attributes are assessed
<p>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.</p>	<p>Students will be encouraged to develop their understanding and knowledge in conjunction with the skills required in the workplace through:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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.</p>

<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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.</p>
<p>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.</p>	<p>These attributes will be achieved by encouraging students to engage with, and address these wider skills in their:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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.</p>
<p>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).</p>	<p>Throughout the module, students will have the opportunity to engage with others or work independently using methods such as:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>

		<p>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.</p>
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19. Valid at 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	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
Level 4	Introduction to Studying Psychology	C	X	X	X			X								X	X
	Becoming a Criminologist	C	X					X	X	X		X		x			
	Social Psychology	C		X											X		
	Crime, Media, Culture	C						X	X	X		X					x
	Working within the CJS	C						x	x	x	x	x		x			
	Developmental Psychology	C		x	x			x						X			
Level 5	Researching the Field	C		x	x				x	x	x	x					x
	Personality and intelligence	C		x		x										X	
	Youth Crime and Justice	C		x	x		x		x		x		x	x			
	Crimes of the Powerful	C		x	x	x	x				x				x		
	The Prison	C						x	x	x	x	x			x		
	Forensic Psychology	C		x		x		x									X
Level 6	Research Project (40 credits)	C		x	x		x		x	x	x	x		x			
	Counselling Psychology, Mental Health, and Illness	C		x	x		x									X	
	Victimology	C		x	x	x	x		x		x						x
	Cyberpsychology	C		x			x							X			
	Professional Practice: A Case Study	C		x	x		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