BSc (Hons) Criminology and Criminal Justice

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Contents

Programme Specification

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1. Named Awards

BSc (Hons) Criminology and Criminal Justice

2. Course Code (and UCAS Code if applicable)

C0586F (M930)

To view units and course structures please visit www.port.ac.uk/unitwebsearch and enter the 'C' code above to find the correct course.

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

N/A

6. QAA Benchmark Groups

Criminology

7. Document Control Information

August 2016

8. Effective Session

2016-17

9. Author

Dr Fiona Wadie

10. Faculty

Humanities and Social Sciences

11. Department

Institute of Criminal Justice Studies

12. Educational Aims

- To provide a challenging and stimulating study environment, based upon quality learning and teaching practices.
- To provide a framework allowing students to follow a coherent programme of study
- To enable students to study a multi-disciplinary subject and develop specialist interests in key areas of criminology and criminal justice, including the roles and professional practices of criminal justice agencies, and other statutory and third sector agencies working in the criminal justice arena.
- To enable students to exercise choice in their studies, drawing upon the expert knowledge and research of academics teaching in the department.
- To provide an opportunity for students to create and understand links between the disciplines making up the field of criminology and criminal justice
- To provide students with the opportunity to develop key academic skills, enabling critical thinking and the ability to undertake independent research.
- To provide students with the knowledge, experience and employability skills required to maximise career and postgraduate study opportunities
- To provide a broad education presenting multiple perspectives on criminology and criminal justice, acknowledging issues relating to diversity, social justice and human rights.
- To foster knowledge of criminology and criminal justice in a multi-disciplinary context and critical engagement with its subject areas
- To provide an understanding of the role of empirical research in challenging existing theories and creating new theories
- To enable an understanding of real life applications of theory to problems of crime causation and crime solutions, and the subsequent development of new policies, practices and legislation.
- To facilitate students understanding of and competence in a range of qualitative and quantitative research skills for exploring crime and its management
- To provide the opportunity to pursue specialist knowledge and interests through volunteering, placements and research
- To provide the opportunity to develop transferable skills required for future professional success

13. Reference Points

The programme and outcomes have been developed taking account of:
- The University of Portsmouth Curriculum Framework Document
- QAA Code of Practice for the Assurance of Academic Quality and Standards in HE
- Framework for the Higher Education Qualifications
- The scholarship and research expertise of academic members of ICJS staff
- Subject Benchmark Statements for Criminology
- ICJS 'Core Values'.

14. Learning Outcomes

The Learning Outcomes have been developed in conjunction with the Educational Aims stated above and Sections A-C are cross-referenced to the Criminology SBS and Section D to QCA Key Skills Standards.

A. Knowledge and Understanding of:

1. Core aspects of criminological theory and criminal justice processes, including a range of contributing 'sub' disciplines (SB1), (SB9-10)
2. Specialist areas of criminology and criminal justice, some at the cutting edge of criminological research and social policy development (SB1-3), (SB6-8)
3. A range of criminological research paradigms and methods (SB1), (SB7-9)
4. The inherent variability of crime causation explanations and the way in which the State and non-State agencies respond to crime, including theories of punishment and the subsequent punitive and rehabilitative approaches to sentencing those who offend (SB1-6), (SB10)
5. The changing nature of the 'criminal justice state' (SB4-5), (SB9)
6. The development of academic skills, reading and research, the writing of academic essays and undertaking independent research, including a dissertation (SB7-9)
7. Quantitative and qualitative research methods (SB7-8).
8. The relationship of social class, gender, age, race, ethnicity and other salient aspects of diversity which contribute to an understanding of social justice in relation to crime, victimisation and social responses to these phenomena (SB3).
9. The development of communication skills to analyse, question and debate key issues relating to criminology and criminal justice to a range of audiences, including professionals and lay people.

Learning and Teaching Strategies and Methods

A1-A9 are delivered over three levels to enable the student to acquire academic knowledge through:

- *Level 4:* introductory core lectures, supported by weekly tutorials (subject based and tutorial based), which includes research methods and study skills
- *Level 5:* continuing core lectures, supported by seminar groups, tutorial support linked to seminar work focussing on career and research management, specialist optional units and opportunities to develop employability skills through volunteer work and the Faculty Learning from Experience (LIFE) elective.
- *Level 6:* taught core and optional units, small groupwork in fortnightly seminars, and a tutor supported dissertation based on a research question and design developed by the student. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with the relevant agencies.

Assessment

A1-A9 are assessed formatively and summatively through coursework, including essays, report writing, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle.

B. Cognitive (Intellectual or Thinking) Skills, able to:

1. Generate and explore creative and original ideas (SB13-16)

2. Apply multiple and competing perspectives to criminological issues and debates (SB11), (SB13), (SB15-16)
3. Gather, retrieve and synthesise information from a range of sources, recognising the validity and reliability of some sources over others (SB13-14), (SB16)
4. Think analytically and critically about the multi-disciplinary nature of criminological publications (SB11), (SB15-16)
5. Select appropriate theories in developing research methodologies to support projects, dissertations and other written work (SB11), (SB13-15)
6. Evaluate evidence from a range of sources and make informed judgements (SB11), (SB13-16)
7. Develop and sustain reasoned arguments to a range of audiences (SB11), (SB15-16)
8. Identify and focus on topical and pertinent issues, placing debates in their wider social and political contexts (SB12)
9. Use evidence-based reasoning to reflect on practical, theoretical and ethical issues involved in criminology research (SB13-15).

Learning and Teaching Strategies and Methods

B1 – B9 are delivered over three levels to enable the student to acquire cognitive skills through:

- *Level 4:* introductory core lectures, supported by weekly tutorials (subject based and tutorial based), which includes research methods and study skills, to develop students' abilities to discuss and debate confidently a range of criminological issues in small groups during seminars.
- *Level 5:* continuing core lectures, supported by seminar groups, tutorial support linked to seminar work focussing on career and research management, specialist optional units and opportunities to develop employability skills through volunteer work and learning from experience. Small groupwork to assist students in developing critical thinking and exploring the links between theoretical ideas and explanations, and the subsequent development of professional practices.
- *Level 6:* taught core and optional units, small group-work in fortnightly seminars to discuss and debate contemporary issues, and a tutor supported dissertation based on a research question and design developed by the student. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with the relevant agencies.

Assessment

B1 – B9 are assessed formatively and summatively through coursework, including essays, report writing, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle.

C. Practical (Professional or Subject) Skills, able to:

1. Communicate criminological ideas in both written and oral formats, including reports, portfolios and presentations (SB22-23)
2. Problem solve and develop reasoned argument (SB17-18), (SB21), (SB23)
3. Retrieve and organise information effectively from a range of reliable and valid sources (SB18-20)
4. Work effectively under pressure and exercise effective time management skills (SB22)

5. Work effectively in a team, being sensitive to environmental and interpersonal aspects (SB22)
6. Conduct a substantial piece of criminological research, under appropriate supervision (SB17-23)

Learning and Teaching Strategies and Methods

C1 – C6 are delivered over three levels to enable the student to acquire practical, professional and subject skills through:

- *Level 4:* introductory core lectures, supported by weekly tutorials (subject based and tutorial based), which includes research methods and study skills, to develop students' practical skills in working in small groups, giving presentations, developing the relevant academic skills to undertake the reading and research for coursework, and effective time management.
- *Level 5:* continuing core lectures, supported by seminar groups, tutorial support linked to seminar work focussing on career and research management, specialist optional units and opportunities to develop employability skills through volunteer work and learning from experience. The consolidation and assessment period will provide opportunities for students to undertake a reflective review of their current skill base and how this can be expanded and improved upon to assist with the development of professional skills for their future career development. Small groupwork to assist students in developing critical thinking and exploring the links between theoretical ideas and explanations, and the subsequent development of professional practices.
- *Level 6:* taught core and optional units to expand further their academic knowledge of contemporary issues and professional practices, small groupwork in fortnightly seminars to discuss and debate contemporary issues, and a tutor supported dissertation based on a research question and design developed by the student. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with the relevant agencies.

Assessment

C1–C6 are assessed formatively and summatively through coursework, including essays, report writing, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle.

D. Transferable (Graduate and Employability) Skills, able to:

1. Contribute orally to group discussions and debates about a complex subject, involving the management of tasks and problem solving skills (C3.1)
2. Make a presentation focussing on a complex subject, using presentational skills and different forms of media to communicate and illustrate complex points (C3.2)
3. Research, read and synthesise information from a range of sources and documents about a complex subject, making decisions regarding the reliability and validity of the sources used (C3.3)
4. Develop written communication skills by employing different types of written documents (essays, reports, articles, dissertation) to convey knowledge and understanding of complex subjects and debates (C3.4)
5. Present information from a range of sources for different purposes and audiences (IT3.3)
6. Recognise, explore and describe a problem, agree standards and outcomes for its solutions, involving team working and problem solving skills (P3.1, 3.2, 3.3)

7. Work towards achieving agreed objectives, seek to establish and maintain co-operative working relationships in meeting responsibilities (W3.2)
8. Make use of feedback to plan, organise and review own performance, using analytical and reflective skills (L3.1).
9. Identify and demonstrate their own skills, interests and motivations in a career management context.

Learning and Teaching Strategies and Methods

D1-D8 are delivered over three levels to enable the student to acquire transferable skills through:

- *Level 4:* introductory core lectures, supported by weekly tutorials (subject based and tutorial based), which includes research methods and study skills, to develop students' practical skills in working in small groups, giving presentations, developing the relevant academic skills to undertake the reading and research for coursework, and effective time management.
- *Level 5:* continuing core lectures, supported by seminar groups, tutorial support linked to seminar work focussing on career and research management, specialist optional units, allowing students to follow specific career pathways, and opportunities to develop employability skills through volunteer work and learning from experience. This includes an optional unit that relates specifically to the professional training provided to police officers in certain Police Services. The consolidation and assessment period will provide opportunities for students to undertake a reflective review of their current skill base and academic learning, and how this can be expanded and improved upon to assist with the development of professional skills for their future career development. Small groupwork to assist students in developing critical thinking and exploring the links between theoretical ideas and explanations, and the subsequent development of professional practices.
- *Level 6:* taught core and optional units (allowing students to follow specific career pathways), to expand further their academic knowledge of contemporary issues and professional practices, small groupwork in fortnightly seminars to discuss and debate contemporary issues, and manage problem solving tasks in groups, and a tutor supported dissertation based on a research question and design developed by the student. This includes an optional unit that relates specifically to the professional training provided to police officers in certain Police Services. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with the relevant agencies.

Assessment

D1–D8 are assessed formatively and summatively through coursework, including essays, report writing, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle. At Level 5, the assessment for the optional Learning from Experience unit requires students to reflect on how their employability skills have been enhanced through their work or research placement. At Level 6, practical exercises directly assess the skills required for entry to certain Police Services. At Level 6, students undertake a piece of independent research based upon their own specific interests which can be related to future career aspirations.

15. Course Structure, Progression and Award Requirements

- 360 credits are required to achieve an honours degree. Standard University rules apply and the regulations must be consulted for a full description of exit awards.
- The programme operates on a 3/4 year full time basis.
- Units are 20 credits (with the exception of the 40 credit dissertation).
- One credit is equivalent to 10 notional learning hours.
- Each level comprises a minimum of 120 credits.

Students also have the opportunity to take the Faculty *Learning from Experience (LIFE)* option or a Language option at level 5.

16. Employability Statement

Employability skills are delivered (and assessed where applicable) throughout the curriculum. We provide structured support to enable students to develop their employability skills from L4 to L6. Core units at each level will include most of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework. Students have the opportunity at L5 and L6 to choose optional units which form part of a careers pathway for certain criminal justice occupations, including the police service, probation and youth justice. The Police, Law and Community optional unit at L5, if successfully completed, provide students with the first fourteen weeks of initial police training with certain police services in England and Wales. Students are also encouraged to undertake voluntary or paid placements with the relevant agencies in order to gain the practical employability skills and experience required by these employers. *Career management skills* specifically (as a subset of employability skills) will be embedded throughout the curriculum:

At a basic level (L4), the management of self, learning, tasks, the communication of information, and the development of interpersonal skills are embedded in the first 'short fat' subject foundation unit ('skills plus'). This unit helps students to acquire the relevant learning skills required to study the discipline of a subject area. Additionally, students are introduced to basic career management skills (self-awareness, professional development planning, CV development etc) in order to get them thinking about their existing skills and career plans.

At L5, we continue with developing Career Management skills during Induction Week. There are plenary sessions for students on the further development of career management skills and this is supported by interactive online exercises and website resources related to the subject area. Students also have access to an interactive, online Employability Hub.

At L6, as part of Induction Week, personal tutorials and PDP, we provide further guidance and activities for students (as part of what are currently termed 'Pathfinder Exercises'). This is linked to individual research/project skills related to the core 40 credit dissertation/project and group research/project skills in core units.

For both L5 and L6 students we also run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year and a Faculty Alumni Day. ICJS also

runs a Careers Panel, which invites former ICJS students, who have since gained employment in the relevant sectors, to return to the university and share their experiences with current students.

All these activities will be supported by the Personal Tutor system and a refocused PDP – developing students as professionals – *Professional Development Planning*.

We also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This consists of an understanding of working environments and the impact of globalisation on career goals. Students will be introduced to criminal justice themes and issues in core units and will then have the opportunity to develop their knowledge and further understanding of professional and practice issues through specific work-related pathways provided by optional units at Levels 5 and 6. Examples include the Policing, Security, Risk and Fraud, and Probation pathways as follows:

Policing pathway:
Level 5:
Police, Law and Community
Criminal Law and Psychology
Crime Reduction Partnerships and Community Safety
Victims of Crime: Key Players in Criminal Justice
Policing a Diverse Society

Level 6:
Safer Communities and Neighbourhood Policing
Dangerous Offenders and the Criminal Justice System
Hate Crime
Contemporary Terrorism and the Global Response

Probation pathway:
Level 5:
Youth Crime, Youth Justice
Punishing Offenders
Substance use and Misuse
Crime Reduction, Partnerships and Community Safety
Victims of Crime: Key Players in Criminal Justice

Level 6:
Dangerous Offenders and the Criminal Justice System
Treatment and Rehabilitation of Offenders
Safer Communities and Neighbourhood Policing
Hate Crime
Crime, Exclusion and Mental Health

Security, Risk and Fraud pathway:
Level 5:
Crimes of the Powerful
Global, State and Corporate Security

Level 6:
Fighting Fraud and Corruption
Cyber Crime: Virtual Realities, Control and Mitigation

Students will also have the opportunity to take the Faculty-wide ***Learning from Experience (LiFE)*** unit – which allows students to gain credit from paid/unpaid work, volunteering, placements, internships, working on research projects for staff, etc.

Furthermore, all students will have an opportunity to undertake a ***work-based learning dissertation/project*** as an alternative to the traditional dissertation. Finally, we are committed to providing opportunities for students to study a ***language*** as part of preparing students for the global labour market and as part of our commitment to internationalisation.

From September 2015, students will be given the opportunity to study abroad through the Erasmus Scheme. This will provide students with a wealth of learning and personal development that will take place in their third year of study, returning to the University of Portsmouth to complete their final year. Students will benefit from gaining an international perspective during their year abroad and develop their academic and personal skills and knowledge that is hoped to positively influence their final year of study.
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17. Support for Student Learning

- The Course is managed by a Course Leader and each course level has a Level Tutor.
- An extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- Opportunities for peer and tutor support through tutorials and seminars.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.

- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

18. Admissions Criteria

A. Academic Admissions Criteria

General guidance:
- A/AS level: 340
- Access courses: Yes
- Other relevant social science qualifications: Yes
- Mature and international students are welcome
- Students wishing to undertake a placement or volunteer role in a criminal justice or related statutory or voluntary agency will have to undergo a Criminal Records Bureau check.
- As the related agencies work with individuals and communities from a range of diverse backgrounds, some with specific vulnerabilities, not all positions may be appropriate for all students.

B. English Language Criteria

For those applicants where English is not their first language, IELTS 6.0 with no component below 5.5 or equivalent. A formal exemption process is in place at Admissions stage for relevant cases.

C. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Programme Area & Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.

- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Programme Area Leader and Course Leader for day-to-day running of course.
- Administration team for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Combined Honours Management Board.
- Head of Department and Associate Heads (Academic and Students).
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning, and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake a Higher Education teaching qualification.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

Level 4: All students complete a study skills essay early in the first semester, which provides students with early formative feedback on essay writing and referencing skills. Formative assessments are undertaken throughout the year to assist students to develop a deeper

understanding of the issues and to contribute towards the summative assessments at the end of the academic year. The assessment approaches for other units include presentations, portfolios, essays and exams. These have been selected so as to enable students to build up a solid base in academic writing, research and information literacy skills.

Level 5: Units include a wider range of innovative coursework assignments, formative and summative, including the writing of reports, reviews of different types of research literature and collaborative group presentations. At this level, assessments are designed to encourage students to draw on a wider range of information sources and to develop a more evaluative and critical approach to materials. Formative assessments undertaken during seminars, involving small group-work and in-class tests, will assist students to develop critical thinking skills and the feedback provided will help students' understanding in how to apply this analysis to their later summative assessments during the consolidation and assessment period.

Level 6: All students undertake a dissertation or extended research study, which requires independent research study and management, supported by a tutor. Other Level 6 units include a more challenging range of formative and summative assessments designed to assess students' critical and analytical skills, and develop their familiarity with a range of primary sources. Some of the formative assessments will include work-related skills, such as report writing, public speaking and interviewing skills, using such facilities as the Forensic Interview Suite and the Mock Court.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. Role of Externals

Subject External Examiners who will:
- oversee unit assessment and usually attend the Unit Assessment Board;
- approve unit assessment strategy;
- review a sample of assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:
- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

NA

B. Periodic Programme Review (or equivalent)

A Programme Periodic Review was held on 26th February 2014. The Panel confirmed that the Programme was fit for purpose and that the annual monitoring and review processes were effective.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015[1]*).

[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in:

- Course Approval Documents.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (www.port.ac.uk/) and Institute of Criminal Justice Studies (www.port.ac.uk/icjs/), and Course (BSc-Hons-Criminology-and-Criminal-Justice/) websites.