



BSc (Hons) Counter Fraud and Criminal Justice Studies (DL)

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

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

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

BSc (Hons) in Counter Fraud and Criminal Justice Studies

2. Course Code (and UCAS Code if applicable)

C1592P

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 2017

8. Effective Session

2017-18

9. Author

Dean Blackburn

10. Faculty

Humanities and Social Science

11. Department

Institute of Criminal Justice Studies

Curriculum

12. Educational Aims

- To provide a challenging and stimulating study environment
- 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 and knowledge in the field of counter fraud and criminal justice studies

- To provide an opportunity for students to create and understand links between the disciplines making up the field of counter fraud and criminal justice studies
- To provide students with the opportunity to develop key skills
- To provide students with the necessary skills for lifelong learning and flexibility in the context of changing labour markets
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities
- To foster knowledge of different types of fraud, offender motivation and anti-fraud strategies
- To enable students to begin to develop a more reflective and critical approach to their working environment
- To facilitate students understanding of and competence in a range of qualitative and quantitative research skills for exploring counter fraud strategies
- To enable students with ACFS/M, on the completion of Level 4, to secure the professional qualification of Certified

13. Reference Points

- University of Portsmouth Curriculum Framework Document 2012
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Framework for Higher Education Qualifications (FHEQ)
- National Qualifications Framework
- Subject Benchmark Statement (SBS) for Criminology
- Counter Fraud Professional Accreditation Board
- The advice of key agencies involved in countering fraud

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

A. Knowledge and Understanding of:

A.1 Academic rules and conventions with regard to referencing (SB22)

- A.2 The role of the student in their own organisation and of their own organisation in society where relevant (SB23)
- A.3 Core aspects of crime prevention theory and criminal justice process including a range of contributing 'sub' disciplines (SB1, SB6, SB10)
- A.4 Specialist areas of counter fraud strategies (SB12)
- A.5 Criminal justice and counter fraud organisations in England and Wales (SB6)
- A.6 The inherent variability of crime causation explanations and how these relate to fraudulent behaviour and the way in which the State and non-State agencies respond to them (SB1, SB3)
- A.7 The development and effectiveness of counter fraud strategies (SB1, SB2)
- A.8 The data analysis and intelligence gathering process (SB1)
- A.9 The principles of data protection (SB6)
- A.10 The extent and characteristics of fraud (SB9)
- A.11 Various relevant research methods (SB17, SB19, SB20, SB21)

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

- B.1 Analyse situations and information without guidance using a range of techniques appropriate to countering fraud (SB15, SB18)
- B.2 Identify and define complex problems without guidance and apply appropriate knowledge and skills to their solution (SB17, SB23)
- B.3 Critically evaluate evidence to support conclusions and recommendations (SB15, SB16, SB18)
- B.4 Understand, integrate and apply different theoretical positions relevant to countering fraud to problems in the production of essay and project work (SB11, SB12)
- B.5 Demonstrate how counter fraud, criminological and criminal justice research can inform the practice and development of counter fraud professionals (SB23)
- B.6 Use evidence-based reasoning to reflect on practical, theoretical and ethical issues involved in countering fraud (SB16)
- B.7 Identify significant sources and demonstrate critical awareness of the main research methods used to collect, analyse and interpret data (SB17, SB18, SB19, SB20, SB21).

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

- C.1 Operate in complex and unpredictable contexts requiring the selection of appropriate counter fraud strategies to address a range of problems (SB11, SB12, SB19)
- C.2 Act autonomously with minimal supervision or direction, within agreed guidelines (SB13)
- C.3 Plan, initiate and undertake research in the field of counter fraud and criminal justice studies identifying the most appropriate methodologies to achieve the research objectives (SB13, SB14, SB15, SB19, SB20)
- C.4 Demonstrate awareness of contemporary issues relating to counter fraud and how they may impact upon the role of the counter fraud professional (SB1, SB2, SB6)
- C.5 Articulate the relationship between theory and practice (SB1, SB3)
- C.6 Critically evaluate the counter fraud policies of an organisation (SB17, SB18)

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

- D.1 Read and synthesise information from two extended documents about a complex subject (SB18, SB15)
- D.2 Write academic essays (SB15, SB16, SB22)
- D.3 Write different types of documents about complex subjects (SB17, SB20, SB22)
- D.4 Plan and use different sources to search for and select information required for two different purposes (SB17, SB20)
- D.5 Undertake and present scholarly work (SB22)
- D.6 Identify ethical issues arising from research and address them appropriately (SB21)

16. Learning and Teaching Strategies and Methods

A 1-A 11 are delivered by interactive online learning materials (in Moodle), backed by telephone and e-mail support, twice-weekly online seminars within Moodle, together with optional attendance at annual Study School.

B1-B7 are delivered by online learning materials using online interactive texts, backed by telephone and e-mail support, twice-weekly online seminars within Moodle, together with optional attendance at annual Study School.

C1-C6 are delivered by distance learning using online interactive texts, backed by telephone and e-mail support, twice weekly online seminars within Moodle, together with optional attendance at annual Study School.#

D1-D6 are delivered by online learning materials using online interactive texts, backed by telephone and e-mail support, twice-weekly online seminars within Moodle, together with optional attendance at annual Study School.

17. Assessment Strategy

A1-A11 are assessed through a range of coursework, including essays, reports and a dissertation.

B1-B7 are assessed through a range of coursework, including essays, reports and a dissertation.

C1-C6 are assessed through essays and reports and a dissertation.

D1-D6 are assessed through essays and reports and a dissertation. The following units have an extensive work based element to them and involve the application of skills in a real or simulated environment: Introduction to Research Skills; Personal Development Profile; Project Management; Crime, Disorder and Justice; Anti-Fraud Strategies; Fraud: Legal Structures and Investigations; Fraud: Enforcing the Law; Criminal Justice and Minority Groups; Internet Risk and Security; Private Policing and Punishment. Some of these units also involve innovative assessment which requires the students to demonstrate employability relevant skills

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

- The programme is delivered through specially produced distance learning materials with embedded formative elements.
- One credit is equivalent to 10 notional learning hours.
- Units are all 20 credits, with the exception of 'Police, Law and Community' and the final year dissertation, which are each 40 credits.
- Students study 80 credits per year and complete in 4.5 years.
- Students who enter the programme with 40 level 5 credits of advanced standing gained via the Accredited Counter Fraud Specialist (ACFS) are RPLed against Introduction to Investigation (20 credits) and Introduction to Criminal Justice (20 credits) and can therefore complete the programme in 4 years.
- Careers information education and guidance is covered through web based information provided by the careers service.
- Employability and career development of students is also enhanced through the formal and informal links that ICJS maintains with a range of employers in the criminal justice sector and through the opportunity for networking with other students in the sector
- Students can exit the programme at a number of levels:
 - Level 4 (120 credits) Certificate of Higher Education in Counter Fraud and Criminal Justice Studies (Cert HE)
 - Level 5 (240 credits) Diploma of Higher Education in Counter Fraud and Criminal Justice Studies (Dip HE)

¹ www.port.ac.uk/unitwebsearch

- Level 6 (300 credits) BSc in Counter Fraud and Criminal Justice Studies (ordinary degree)
- Level 6 (360 credits) BSc (Hons) in Counter Fraud and Criminal Justice Studies
- Standard University rules apply. The regulations must be consulted for a full description of exit awards.

19. Employability Statement

Many students/candidates are employed before they are accepted on to the Counter Fraud and Criminal Justice Studies degree. These students/candidates work for various organisations such as National Health Service (NHS), Department of Work and Pensions (DWP), Her Majesty's Revenue and Customs, the Immigration Service and Abbey National. The majority of applicants have already undertaken a previous training programme (ACFS/M). Those students on completion of Level 4 are eligible for CCFS and Level 6 GCFS.

Employability is addressed in the ICJS curricula primarily through careers and research management units and work based learning units and assessments. Distance learning qualifications may lead to promotion or career enhancement for those already within employment.

ICJS has a range of links with local and national employers within the criminal justice sector which enhance our teaching, research and knowledge transfer activities. Our curriculum is also informed by the contributions of former criminal justice practitioners on our academic staff. Personal Development Planning is made available to all students through the personal tutor system including via online systems.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- 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, including e-books and e-journals.
- 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.
- Each student is provided with an interactive study pack with embedded formative elements and including recommendations for additional study and student support information.
- The study pack is backed by a system of telephone and e-mail support, and twice weekly online seminars which are subject specific.
- Written feedback is provided for all assessments.
- Additional study skills support is offered to any student who obtains a mark of 40% or less in any assessment.
- Students are encouraged to make use of their local library facilities through the SCONUL scheme.
- Annual study schools offer students opportunities for lectures, group discussions, workshops and study skills support.
- Each student is offered interactive support and access to electronic resources through online learning centres.

21. Admissions Criteria

A. Academic Admissions Criteria

Students are recruited via one of the following routes;

- The only requirement for all individuals will be academic judgement that the student will benefit from the programme and successfully complete it.
- This may be evidenced by one A2 level, vocational A level, NVQ level 3, professional qualifications or experience, or equivalent.
- (Approved advanced standing route) Completion of an approved Counter Fraud Professional Accreditation Board (CFPAB) Foundation Level syllabus with a CFPAB approved training provider (40 credits RPL) (Accredited Counter Fraud Specialist – ACFS, Accredited Counter Fraud Manager – ACFM).
- (On a case by case basis) Recent completion of CFPAB equivalent training courses in Law and Procedures, Surveillance and Investigative Interviewing (30 or 40 credits APL).
- (On an exceptional case by case basis) Suitably evidenced prior experiential learning in Law and Procedures, Surveillance and Investigative Interviewing (30 or 40 credits APL).
- Completion of NVQ Level 3 or 4 in Investigation.
- Direct entrance to Level 6 is possible for those who have gained the FdA in Police Studies or the FdA in Investigation and Evidence within the last 5 years.

We recognise experience-based learning through RPL: <http://www.port.ac.uk/institute-of-criminal-justice-studies/courses/recognition-of-prior-learning/>

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.

B. 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.

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

A. Mechanisms for Review and Evaluation

- 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.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.

- Head of Department, and Associate Heads.
- 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, e.g. 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 new to teaching required to undertake Teaching Induction Programme (TIPs).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample 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

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Holders of ACFS and ACFM qualifications on completion of Level 4 are entitled to the NCFPAB Advanced Level Award of 'Certified Counter Fraud Specialist'.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

Those completing Level 6 who possess ACFS/M are eligible for the award of 'Graduate Counter Fraud Specialist'.

B. Periodic Programme Review (or equivalent)

The review took place on 5th February 2015

The Periodic review confirmed:

Fitness of Purpose of Curriculum

Annual Monitoring and Review Processes 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](#)*³).

D. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [Institute of Criminal Justice Studies](#)⁵ websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ <http://www.port.ac.uk/institute-of-criminal-justice-studies/>