

BSc (Hons) Criminology and Forensic Studies

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.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

BSc (Hons) Criminology and Forensic Studies

2. Course Code (and UCAS Code if applicable)

C2039F (LF34)

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

22/05/2014

8. Effective Session

2014-15

9. Author

Dr Paul Smith

10. Faculty

Humanities and Social Sciences

11. Department

Institute of Criminal Justice Studies

12. Educational Aims

- To provide a challenging, critical and stimulating study environment
- To provide a framework allowing students to follow a coherent programme of study within the field of criminology and forensic studies
- To enable students to study in a multi-disciplinary context and undertake critical engagement with specialist interests and knowledge of criminal investigation, forensic studies, offender behaviour, and intelligence
- To enable students to exercise choice in their studies that allows them to foster their knowledge of criminology, criminal investigations, and forensic studies
- To provide an opportunity for students to create and understand the links between disciplines making up the field of criminology and forensic studies

- To provide students with the opportunity to develop key skills in data/evidence collection and analysis
- To provide students with practical skills and knowledge in crime scene and forensic analysis, criminal investigations and behavioural analysis
- To provide students with the knowledge of relevant forensic legislation, the legal frameworks and human rights issues
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities
- To provide understanding of the role of empirical research in creating theories
- To enable an understanding of real life applications of theory to problems of crime causation, crime classification, forensic detection and crime solutions
- To facilitate students understanding of and competence in a range of qualitative and quantitative research methodologies for exploring crime and its identification and management
- To provide the opportunity to develop and pursue specialist knowledge and interests
- To provide opportunity to develop transferable skills required for future professional success including numerical, communicative and problem solving skills

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'.
- National Occupational Standards for Crime Scene Investigation and Forensic Science
- The Component Standards of the Chartered Society of Forensic Sciences

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 the criminal justice process including a range of contributing 'sub' disciplines (SB1, SB2, SB3, & SB4)
2. Specialist areas of forensic studies, crime scene examination, investigation, intelligence and analysis (SB1, SB2, SB3, SB4, SB8, SB9)
3. Theoretical and practical processes of investigations (SB1, SB4, SB5, SB6)
4. Basic principles of crime scene and forensic analysis (including key tools and methods of evidence collection, analysis and interpretation) (SB1, SB7, SB8, SB9)
5. A range of criminological research paradigms and methods (SB1, SB10)
6. The inherent variability of crime causation explanations and the way in which forensic methods are adding to the understanding of crime detection and classification and, more generally, causative theories of crime (SB1, SB5, SB6, SB8, SB9)
7. The range of crime causation theories and the way the criminal justice system respond to crime (SB1)
8. The changing nature of the 'criminal justice state' and the application of forensic investigation methods (SB5, SB6, SB7)
9. Quantitative and qualitative research methods (SB7)

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, seminars and forensic practicals (subject based and tutorial based), which includes research methods and study skills
- *Level 5*: continuing core lectures, supported by seminar groups, practical workshops tutorial support linked to seminar work focussing on career development 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 group work, 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 units using online Moodle tools.

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

1. Generate and explore creative and original ideas encouraging and developing the ability to problem solve (SB13-16)
2. Apply multiple and competing perspectives to criminological and forensic 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 and forensic 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, criminal justice and forensic related 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, seminars and/or forensic practicals (subject and tutorial based), which includes research methods and study skills, to develop students' abilities to discuss and debate confidently a range of related issues in small groups during seminars.
- *Level 5*: continuing core lectures, supported by seminar groups and/or forensic practicals, tutorial support linked to seminar work focussing on career and research management and development, specialist optional units and opportunities to develop employability skills through volunteer work and learning from experience. Small group work 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 regular 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 online Moodle tools.

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

1. Communicate criminological, forensic and criminal justice related 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, forensic and / or criminal justice related 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, seminars and/or forensic practicals (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 and/or forensic practicals, tutorial support linked to seminar work focussing on career and research development, 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 group work 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 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

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 units online Moodle tools.

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 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, seminars and/or forensic practicals (subject based and tutorial based), which includes research methods and study skills, to develop students' practical skills 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 and/or forensic practicals, tutorial support linked to seminar work focussing on career and research development, 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 group work 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 group work 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 units via online Moodle tools. 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 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 option at L5, if successfully completed, provide students with the first fourteen weeks of initial police training with certain police services in England and Wales. Likewise, we teach to the National Occupational Standards in forensic studies so the skills and knowledge acquired transcend to operational practice and provides students with the necessary practical and personal skills required to undertake relevant roles. 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**.

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.

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, Forensic Investigation, Security, Risk and Fraud, and Community Justice 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:
Crime Reconstruction and Offender Profiling
Safer Communities and Neighbourhood Policing
Dangerous Offenders and the Criminal Justice System
Hate Crime
Contemporary Terrorism and the Global Response

Forensic Investigation Pathway:

Level 5:
Criminal Investigation
Techniques of Scientific Investigation
Wildlife Crime Threats and Responses
Level 6:
Crime Reconstruction and Offender Profiling
Management of Investigations
Forensic Photography
Fire Investigation
Sexual Offences and Offender Behaviour
Cybercrime: Deviance, Crime and Terror
Forensic Psychology
Miscarriages of Justice

Community Justice 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
Questioning Criminology
Level 6:
Dangerous Offenders and the Criminal Justice System
Treatment and Rehabilitation of Offenders
Safer Communities and Neighbourhood Policing
Crime, Exclusion and Mental Health
Hate Crime
Professional Skills in Criminal Justice

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
Accredited Counter Fraud Specialist- Foundation level
Accredited Counter Fraud Technician – Foundation level

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.

17. Support for Student Learning

- The Course is managed by a Course Leader and a forensic studies team.
- 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 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.
- 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 PgCert Learning and Teaching in Higher Education.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- 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 a 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 Unit Assessment Boards;
- approve 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.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

N/A

B. Periodic Programme Review (or equivalent)

A Programme Periodic Review was held on 08.01.08. The Panel confirmed that the Programme was fit for purpose and that the annual monitoring and review processes were effective. The Panel identified five key strengths and made the two following advisable recommendations:

- a. To ensure a mechanism within the curriculum by which all students are required to demonstrate their understanding of contemporary diversity issues.
- b. To ensure that the published structures for seminars are delivered to students as published.

Both advisable recommendations were implemented from February 2008.

The date of the Faculty consideration was 29.01.08 and on 05.12.08 the ADA/Faculty Board were able to confirm that the advisable recommendations had been implemented.

C. Quality Assurance Agency

QAA Institutional Audit, December 2008, 'broad confidence' (for full report see [QAA Institutional Audit: University of Portsmouth 2008](#)).

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/departments/academic/icjs/) website.

Unit Assessment Map

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/ Option	Total %	Type of Artefact	Duration/ Length	Weighting %	Total %	Open/ Closed	Duration (hrs)	Weighting %
4	Skills for Criminologists	U23642	20	Sep-Dec	Core	100	Essay Reflective commentary	1500 words 1000 words	50 50				
4	Researching Criminology 1	U20989	20	Jan-Mar	Core	100	Portfolio	3000 words	100				
4	Introduction to Criminology	U20990	20	YR	Core	50	Essay	1000 words	50	50	Closed	1 hours	50
4	Introduction to Criminal Justice	U20992	20	YR	Core	40	Seminar performance	15 mins	40	60	Closed	1.5 hours	60
4	Introduction to Psychology	U20993	20	YR	Core	50	Poster and presentation of poster	1000 words	40	60	Closed	1.5 hours	60
4	Introduction to Crime Scene Examination and Forensic Science	U23831	20	YR	Core	50	Portfolio	1500 words	50	50	Closed	1 hour	
5	Researching Criminology 2	U23623	20	YR	Core	70	Research report Poster presentation of research proposal	1500 words	40 30	30	Closed	1 hour	30
5	Criminal Investigation	U21149	20	YR	Core	50	Report Portfolio	1500 words 1000 words	25 25	50	Closed	1 hour	50
5	Techniques of Scientific Investigation	U21150	20	YR	Core	60	Portfolio Witness statement	1500 words 1500 words	30 30	40	Closed	1 hour	40
5	Punishing Offenders	U20997	20	YR	Option	100	Essay Group presentation	2500 words	50 50				
5	Police, Law and Community	U20998	20	YR	Option	50	Written Exercise	completion of e workbooks	pass/fail	100	Closed	2 hours	100
5	Questioning Criminology	U20995	20	YR	Option	50	Seminar coursework	2500 words	50	50	Closed	1.5 hours	50
5	Crime, Media and Culture	U21000	20	YR	Option	100	Essay Media analysis Poster	1500 words 1000 words	40 30 30				
5	Victims of Crime: Key Players in CJ	U21001	20	Sep-Dec	Option	20 80	Group presentation Essay	20 mins 2500 words	20 80				
5	Policing a Diverse Society	U21013	20	Sep-Dec	Option	100	Report Poster presentation +	2000 words 500 words	70 30				

							commentary							
5	Crimes of the Powerful	U21003	20	Sep-Dec	Option	100	Reflective logs Essay	1500 words 2000 words	50 50					
5	Substance Use and Misuse	U21004	20	Sep-Dec	Option	100	Concise entries x 3 Report	1500 words 1500 words	50 50					
5	Global, State and Corporate Security	U21005	20	Jan-Mar	Option	100	Bibliography Report	1000 words 2000 words	30 70					
5	Youth Crime, Youth Justice	U21007	20	Jan-Mar	Option	100	Essay	3000 words	100					
5	Wildlife crime: Threats and responses	U23803	20	Sep-Dec	Option	100	Poster presentation Essay	2500 words	50 50					
5	IWLP – 20 – CR – course structure purposes only	IWLP20	20	YR	Option	50	Coursework Oral presentation		25 25	50				50
5	Learning from Experience	U20767	20	YR	Option	100	Portfolio	3500 words						
5	Crime Reduction Partnerships and Community Safety	U21008	20	Jan-Mar	Option	100	Essay Report	1000 words 2500 words	25 75					
6	Dissertation/Major Project (Criminology)	U21255	40	YR	Core	100	Draft chapter Dissertation/Project	1,000 words 10,000 words (including reworked chapter)	100					
6	Crime Reconstruction and Offender Profiling	U21148	20	Sep-Dec	Core	100	Report	2500 words	50	50	Closed	1 hour	50	
6	Management of Criminal Investigations	U21153	20	Jan-Mar	Core	100	Report Poster presentation	2500 words	60 40					
6	Safer Communities and Neighbourhood Policing	U21010	20	Sep-Dec	Option	100	Report	4000 words	100					
6	Sexual Offences and Offender Behaviour	U23528	20	Jan-Mar	Option	100	Essay	3500 words	100					
6	Dangerous Offenders and Public Protection	U21011	20	Sep-Dec	Option	100	Essay Risk management presentation Reflective report	2000 words 500 words	50 25 25					
6	Fire Investigation	U23833	20	Sep-Dec	Option	100	Portfolio Presentation	2500 words 15 minutes	60 40					
6	Hate Crime	U21002	20	Sep-Dec	Option	100	Essay	3000 words	100					
6	Forensic Psychology	U21014	20	Jan-Mar	Option	50	Report	2500 words	50	50	Closed	1.5 hours	50	

6	Forensic Photography	U21152	20	Jan-Mar	Option	100	Workbook Practical Poster presentation	1500 words	40 30 30				
6	The Treatment and Rehabilitation of Offenders	U21015	20	Jan-Mar	Option	100	Essay Group presentation	2500 words 15 minutes	60 40				
6	Miscarriages of Justice	U21016	20	Jan-Mar	Option	100	Critical analysis/report Essay	1500 words 2500 words	50 50				
6	Crime, Exclusion and Mental Health	U22989	20	Jan-Mar	Option	100	Coursework Report	2000 words 2000 words	50 50				
6	Cybercrime: Deviance, Crime and Terror	U23807	20	Sep-Dec	Option	70	Essay	2500 words	70	30	In class test	.50 hours	30
6	Gender and Crime	U23804	20	Sep-Dec	Option		Report Essay	1500 words 2000 words	40 60				
6	Innocence Project	U23802	20	Sep-Dec	Option	100	Set exercise- appraisal Portfolio –evidence of two years of training	20 minutes	60 40				
6	Professional Skills In Criminal Justice	U23806	20	Sep-Dec	Option		Oral presentation Group Presentation Essay	1500 words	30 30 40				
6	Contemporary Terrorism and the Global Response	U23805	20	Jan-Mar	Option	100	Group Presentation Case study	2500 words 2500 words	50 50				
6	Learning from Experience	U20769	20	Either	Option	100	Portfolio	4000 words	100				
4	Accredited Counter Fraud Specialist- Foundation level	P23522	0	Jan-Mar	Option	65	Portfolio Mock interview	2000 words 60 minutes	40 25	35	closed	1.5 hours	35
4	Accredited Counter Fraud Technician – Foundation level	P23523	0	Jan-Mar	Option	50	Portfolio	1500 words	50	50	closed	1.5 hours	50
6	Criminal Justice Study Year	U23987	120	YR		100	Portfolio		100				

Unit Learning Outcomes Map¹

UNITS																																									
Level	Name	Code	Credit	Delivery	Core/Option	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9			
4	Skills for Criminologists	U23642	20	Sep-Dec	Core	✓		✓			✓				✓		✓	✓		✓				✓		✓	✓			✓	✓					✓	✓				
4	Researching Criminology 1	U20989	20	Jan-Mar	Core	✓	✓				✓	✓	✓		✓		✓	✓	✓	✓		✓	✓		✓	✓			✓		✓	✓									
4	Introduction to Criminology	U20990	20	YR	Core	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓												
4	Introduction to Psychology	U20993	20	YR	Core																																				
4	Introduction to Criminal Justice	U20992	20	YR	Core	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓														
4	Introduction to Crime Scene Examination and Forensic Science	U23831	20	YR	Core																																				
5	Researching Criminology 2	U20994	20	YR	Core	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓						✓		
5	Criminal Investigation	U21149	20	YR	Core	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓								
5	Techniques of Scientific Investigation	U21150	20	YR	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓						
6	Dissertation/Major Project (Criminology)	U21255	40	YR	Core	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓				✓	✓	✓	✓		
6	Crime Reconstruction and Offender Profiling	U21148	20	Sept-Dec	Core	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓				✓	✓									
6	Management of Criminal Investigations	U21153	20	Jan-Mar	Core		✓	✓	✓							✓	✓	✓							✓	✓	✓							✓							

¹ A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills