BSc (Hons) Crime and Criminology (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) Crime and Criminology

2. Course Code (and UCAS Code if applicable)
C2113P
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
N/A

7. Document Control Information
August 2017

8. Effective Session
2017-18

9. Author
Marc Jacobs

10. Faculty
Faculty of Humanities and Social Sciences

11. Department
Institute of Criminal Justice Studies

Curriculum

12. Educational Aims
- To provide a degree programme for those who have a general interest in academic debates around crime, criminology and criminal justice.
- To offer those who may aspire to work in professions associated with criminal justice to gain knowledge and transferable skills for that may improve their employability.
To provide practitioners who may already be employed in criminal justice to gain knowledge and transferable skills to enhance their career in the field
To provide a broad education presenting multiple perspectives on criminology and criminal justice and the supporting disciplines of law, sociology, psychology and crime management
To enable students to study the multi-disciplinary subject of criminology and develop further specialist interests and knowledge within the subject area.
To provide an opportunity for students to create and understand links between the disciplines making up the field of criminology
To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities
To foster knowledge of criminology in a multi-disciplinary context and critical engagement with its subject areas
To facilitate students' understanding of and competence in a range of qualitative and quantitative research skills for exploring crime and its management
To provide opportunities to develop transferable skills required for future professional success
To provide students with the opportunity to develop key skills

13. Reference Points
- University of Portsmouth Curricula 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) in Criminology

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 The multi-disciplinary nature of criminology as a discipline in understanding crime, its control and responses to it.
A.2 The different parts of the criminal justice system in England and Wales and how it operates and is organised.
A.3 Criminological theory
A.4 Specialist areas of criminology and criminal justice, some at the cutting edge of criminological research
A.5 Sub-disciplines of law, sociology, psychology and management
A.6 The social nature of the relationship between individuals, groups and social institutions in the area of criminal justice and social control
A.7 Academic rules and conventions with regard to preparing and producing essays of university standard.

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

B.1 Generate and explore creative and original ideas (SB11).
B.2 Appreciate the complexity of human behaviour, social institutions and events, and assessing the merits of competing explanations (SB11, SB12).
B.3 Apply multiple perspectives to criminological issues and debates (SB9, SB12).
B.4 Gather, retrieve and synthesise information (SB18, SB19).
B.5 Think analytically and critically about the multi-disciplinary nature of criminological publications (SB15, SB18).
B.6 Evaluate evidence and make informed judgements (SB15).
B.7 Develop a reasoned argument (SB16).
B.8 Identify and focus on topical and pertinent issues (SB11, SB12).
B.9 Use evidence-based reasoning to reflect on practical, theoretical and ethical issues involved in criminological research (SB9, SB14, SB15, and SB16).

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

C.1 Communicate criminological ideas (SB16, SB22)
C.2 Retrieve and organise information effectively (SB15)
C.3 Show awareness of the challenges involved in research in criminal justice (SB7, SB17, SB18, SB19, SB20, SB21)
C.4 Examine the relevance of criminological work to issues of criminal law and criminal justice policy (SB1, SB11, SB12)

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 different types of documents about complex subjects (SB17, SB20, SB22)
D.3 Plan and use different sources to search for and select information required for two different purposes (SB17, SB20)
D.4 Identify ethical issues arising from research and address them appropriately (SB21)

16. Learning and Teaching Strategies and Methods

The learning outcomes are delivered and achieved by the use of interactive online learning materials and related multi-media resources. These are supported by resources and tutorial support via Moodle, by direct email correspondence with academics together with optional attendance at annual Study Schools.

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17. Assessment Strategy

The learning outcomes are assessed through essays and projects along with a dissertation.

B1-B9 are assessed through essays, projects, and a dissertation.

C1-C4 are assessed through essays, projects, and a dissertation.

D1-D4 are assessed through essays, projects, 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; Crime, Disorder and Justice; Criminal Justice and Minority Groups; Internet Risk and Security; Private Policing and Punishment; Social Context of Policing.

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.
- The programme operates on a part-time basis, at a pace to suit students’ own domestic and work situations.
- Each level comprises a minimum of 120 credits, with 360 credits required for BSc (Hons).
- Students study 80 credits per year and complete in 4.5 years.
- Students may suspend individual units, at the discretion of the course team, where their personal or work circumstances require it. The maximum registration period is twice the course length.
- Units are all 20 with the exception of Police Law & Community and Dissertation which are both 40 credits.
- Students may exit with a CertHE, DipHE or Ordinary degree. The regulations must be consulted for a full description of exit awards.

19. Employability Statement

By its very nature, as a part-time distance learning programme, this programme attracts a number of students already working within the criminal justice system, in particular police officers and prison officers, and also those considering a future career within the criminal justice system. The motivation for many of the students undertaking the programme is to advance their careers within their chosen professions. Personal Development Planning is used at the different levels to allow students to reflect upon their progress and the development of their skills. Accordingly, a number of the units are “employability units”, as they focus on the roles of particular criminal justice agencies and the relevant policies and initiatives that dictate the responsibilities of those agencies and the legislative frameworks within which they operate. At level five, students are able to identify and choose an area of their own interest in order to develop a research proposal and, at level six, to undertake an independent piece of research in this area towards the completion of a research study or dissertation. ICJS has both formal and informal links with employers, through the provision of professional training programmes, accrediting professional training programmes and through

\(^1\) www.port.ac.uk/unitwebsearch
research undertaken by academics in specialist areas. Employability and career development of students is also enhanced through the opportunity for networking with other students in the sector.

**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.
- Each student is provided with a personal tutor, responsible for pastoral support and guidance.
- University support services include: careers, financial advice, housing, counselling etc.
- A dedicated Student Services Centre.
- 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.
- Students have access to a variety of Moodle sites related to the course in general as well as a Moodle site supporting each unit studied. These Moodle sites contain online learning resources including interactive tools, electronic resources and discussion boards.
- Written feedback is provided for all assessments.
- Additional telephone tutor 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.

21. Admissions Criteria

A. Academic Admissions Criteria

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. Direct entry 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.


**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.
• University Contact for day-to-day running of course.
• Partner Institution Academic Contact.
• Board of Studies with overall responsibilities for operation and content of course.
• Combined Honours Management Board.
• 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 Initial Professional Development Programme (Iprof).
• 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 Regulations^2).

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
N/A

B. Periodic Programme Review (or equivalent)
The Periodic Programme Review on 3rd June 2008 confirmed that the curriculum was fit for purpose and that 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 2015^3).

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

^2 www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/
^4 www.port.ac.uk/
^5 http://www.port.ac.uk/institute-of-criminal-justice-studies/