



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BSc (Hons) Criminology with Psychology

Standards, Quality and Partnerships
Department of Student and Academic Administration

July 2021

Copyright

The contents of this document are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the University of Portsmouth.

Course specification for BSc Criminology with Psychology

COURSE SPECIFICATION

Course Title	<i>Criminology with Psychology</i>
Final Award	<i>BSc (Hons)</i>
Exit Awards	<i>Certificate in Higher Education, Diploma in Higher Education.</i>
Course Code / UCAS code (if applicable)	<i>C2181S / U2181PYC</i>
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>3 years or 4 years with optional placement</i>
Cohort(s) to which this course specification applies	<i>October 2020 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Faculty of Humanities and Social Sciences</i>
School/Department/Subject Group	<i>School of Criminology and Criminal Justice (SCCJ)</i>
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-criminology-and-criminal-justice
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/bsc-hons-criminology-with-psychology
Professional and/or Statutory Regulatory Body accreditations	<i>N/A</i>
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>Level 6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

The Criminology with Psychology degree aims to:

- *To provide a challenging and stimulating study environment, based upon quality learning and teaching practices.*
- *To provide a framework allowing students to follow a flexible and coherent programme of study.*
- *To enable students to study two academic disciplines and develop specialist interests and knowledge in the two subject areas.*
- *To enable students to exercise choice in their studies, drawing upon the expert knowledge and research of academics teaching in the departments, following a Major/Minor or Joint Honours Programme.*
- *To provide an opportunity for students to create and understand links between the two different subject areas.*
- *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 both subject areas, acknowledging issues relating to diversity, social justice and human rights.*
- *To foster knowledge of 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.*

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	<i>Core aspects of criminological theory and criminal justice processes, including a range of contributing 'sub' disciplines</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design</i>
A2	<i>Specialist areas of criminology and criminal justice, some at the cutting edge of criminological research and social policy development</i>	<i>Lectures, seminars, group work,</i>	<i>Essays, reports, portfolios, presentations,</i>

Course specification for *BSc Criminology with Psychology*

		<i>workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities</i>	<i>dissertation/major project, seminar preparation and engagement, poster design</i>
A3	<i>A range of criminological research paradigms and methods</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Particularly research methods modules focus on explaining and training students regarding various paradigms and methods</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Throughout their study for the above artefacts students will have to engage and integrate research paradigms and methods as part of their understanding of the sources</i>
A4	<i>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</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Students take a variety of modules on all levels engaging with these topics from different perspectives and are encouraged</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Multiple assessments from relevant modules require students to engage with these topics in varying ways</i>

		<i>to engage with different sources found on Moodle in order to acquire more in-depth awareness and knowledge</i>	
A5	<i>The changing nature of the 'criminal justice state'</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design</i>
A6	<i>The development of academic skills, reading and research, the writing of academic essays and undertaking independent research, including a dissertation</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Particularly research methods modules train students in independent research design and conduct and personal supervision and tutoring prepare and guide them towards realising their final project</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Assessment becomes gradually more analytic and evaluative, leading students towards developing the skills and knowledge required for undertaking independent research and writing up their dissertation successfully</i>
A7	<i>Quantitative and qualitative research methods</i>	<i>Lectures, seminars, group work, workshops, use</i>	<i>Essays, reports, portfolios, presentations, dissertation/major</i>

		<p><i>of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Students receive research methods training throughout the course and can also seek support from the learning support team and their dissertation supervisors</i></p>	<p><i>project, seminar preparation and engagement, poster design</i></p>
A8	<p><i>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</i></p>	<p><i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Multiple modules focus on issues such as poverty and its relation to crime and social justice, gender and crime, hate crime, youth offending and youth justice</i></p>	<p><i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design</i></p>
A9	<p><i>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.</i></p>	<p><i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations,</i></p>	<p><i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. The</i></p>

		<i>study abroad and placement opportunities. Learning support tutors provide further tailored support</i>	<i>variety of assessment guarantees that students are trained to consider different audiences</i>
--	--	---	---

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	<i>Generate and explore creative and original ideas</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Particularly for the poster design and their dissertation, students are encouraged to develop their own ideas.</i>
B2	<i>Apply multiple and competing perspectives to criminological issues and debates</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. The variety of academic staff that is involved in teaching coming from diverse disciplinary and cultural backgrounds ensures that multiple</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Especially at L5 and 6, students are expected to provide more in-depth research and analyse relevant debates</i>

		<i>perspectives are communicated to students. A variety of readings in the reading list also guarantees that students are able to engage with a variety of views</i>	
B3	<i>Gather, retrieve and synthesise information from a range of sources, recognising the validity and reliability of some sources over others</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Students are encouraged to engage in teaching and prepare for the seminar discussions that aim to further consolidate their knowledge. Students are also advised on appropriate sources to use and those that should be avoided as less reliable</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. The requirement for citations and referencing in the vast majority of assessment and relevant feedback, further educate students in the use of reliable and valid sources</i>
B4	<i>Think analytically and critically about the multi-disciplinary nature of criminological publications</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Students at L5 and mainly L6 are</i>

		<p><i>opportunities. Students are encouraged to interact with a variety of sources online as part of their resources and discuss these sources in seminars for example</i></p>	<p><i>expected to critically engage with the various sources provided and discovered and find the appropriate, good quality sources that are relevant and can best support their assessment responses</i></p>
B5	<p><i>Select appropriate theories in developing research methodologies to support projects, dissertations and other written work</i></p>	<p><i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Throughout their various learning experiences, students are familiarised with different methods and theories and are advised to consider those for their written work accordingly</i></p>	<p><i>Dissertation/major project, poster design. For these assessments students are expected to consider their research topic and develop relevant research method suggestions and processes</i></p>
B6	<p><i>Evaluate evidence from a range of sources and make informed judgements</i></p>	<p><i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. The variety of</i></p>	<p><i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Evaluation and informed analysis is expected of most assessments</i></p>

		<i>learning opportunities and teaching staff brings students in contact with a range of sources and they are expected to make informed decisions in evaluating the evidence offered by their tutors and reading list sources</i>	<i>where students engage with a variety of academic and non-academic sources and collect data themselves or as part of ongoing projects</i>
B7	<i>Develop and sustain reasoned arguments to a range of audiences</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Students are trained in the development of different formats of communication, from essays and professional reports, to court reports and poster presentations</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. The variety of assessment ensures that students have to consider a variety of audiences</i>
B8	<i>Identify and focus on topical and pertinent issues, placing debates in their wider social and political contexts</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities.</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design – expected to use relevant, up to date sources and</i>

		<p><i>Teaching is informed by the most topical and recent debates and is constantly updated along with the relevant reading list in order to ensure the students are kept up to date. Placement opportunities are also ideal for familiarising students with such topics</i></p>	<p><i>analytic/critical thinking, especially during their final year</i></p>
B9	<p><i>Use evidence-based reasoning to reflect on practical, theoretical and ethical issues involved in criminology research</i></p>	<p><i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Teaching is informed by academic theory, but also practitioner views from guest lecturers. Research Ethics is also a core part of undergraduate teaching</i></p>	<p><i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. The variety of assessment methods ensures that students engage with theoretical as well as practical and ethical considerations throughout their studies</i></p>

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	<p><i>Communicate criminological ideas in both written and oral formats, including reports, portfolios and presentations</i></p>	<p><i>Lectures, seminars, group work,</i></p>	<p><i>Essays, reports, portfolios, presentations,</i></p>

		<p><i>workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Students receive a variety of training in different types of expression as discussed above</i></p>	<p>dissertation/major project, seminar preparation and engagement, poster design</p>
C2	<p><i>Problem solve and develop reasoned argument</i></p>	<p><i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities</i></p>	<p><i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Variety of assessment also guarantees analytical thinking based on well-supported argumentation as well as problem solving due to the various social problems that are inherent in criminological study and research that need to be responded to as part of the assessment</i></p>
C3	<p><i>Retrieve and organise information effectively from a range of reliable and valid sources</i></p>	<p><i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad</i></p>	<p><i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design</i></p>

		<i>and placement opportunities</i>	
C4	<i>Work effectively under pressure and exercise effective time management skills</i>	<i>Seminars, group work, supervision, presentations, study abroad and placement opportunities. Attendance and preparation for the sessions are crucial elements of the teaching process and students are expected to exercise effective time management in this sense</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. The system of deadlines and associated penalties for late submission ensures student planning of time and academic tasks, encouraging personal responsibility for own learning</i>
C5	<i>Work effectively in a team, being sensitive to environmental and interpersonal aspects</i>	<i>Seminars, group work, workshops, presentations, study abroad and placement opportunities. Seminar teaching for example often involves direct interaction of different personalities and students learn to find a balance within their group</i>	<i>Presentations, photo, seminar preparation and engagement. A variety of assessment involve team-work thus ensuring students are given the opportunity to work in different teams and learn the processes and challenges this entails. Formative assessment also involves assessing personal and team performance for these projects</i>

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	<i>Contribute orally to group discussions and debates about a complex subject, involving the management of tasks and problem solving skills</i>	<i>Seminars, group work, workshops</i>	<i>Presentations, seminar preparation and engagement</i>
D2	<i>Make a presentation focussing on a complex subject, using presentational skills and different forms of media to communicate and illustrate complex points</i>	<i>Lectures, seminars, group work, workshops, Moodle sites. Students are taught how to develop presentations of different types. Learning support tutors also provide more tailored help for students</i>	<i>Presentations, seminar preparation and engagement</i>
D3	<i>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</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, placement opportunities</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design</i>
D4	<i>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</i>	<i>Seminars, group work, workshops, use of reading lists, Moodle sites, supervision, placement opportunities. For example, placement opportunities would train students to communicate in a professional, practice oriented</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, poster design. Variety of assessment guarantees different communication skills</i>

		<i>manner, whereas more academic interaction would educate them in developing different types of documents such as essays</i>	
D5	<i>Present information from a range of sources for different purposes and audiences</i>	<i>Seminars, group work, workshops, use of reading lists, Moodle sites, supervision, placement opportunities, study abroad</i>	<i>Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Variety of assessment guarantees consideration of different audiences</i>
D6	<i>Recognise, explore and describe a problem, agree standards and outcomes for its solutions, involving team working and problem solving skills</i>	<i>Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, placement opportunities</i>	<i>Presentations, seminar preparation and engagement, major project</i>

Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides specific learning support tutors for academic skills, including writing and statistics. Personal tutors provide academic and pastoral guidance throughout the course. A placement or study abroad tutor will guide students through these activities. Guest lecturers are employed widely across many units, so students benefit greatly from being taught by current practitioners and experts in the field.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement for Criminology](#)
- [Quality Assurance Agency Subject Benchmark Statement for Psychology](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

Copyright

The contents of this Course Specification are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the University of Portsmouth.

Document details

Author	APRIL SMITH
Date of production and version number	21/07/18 V1
Date of update and version number	22/07/21 V2
Minimum student registration numbers	