



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BSc (Hons) Criminology with Psychology

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COURSE SPECIFICATION

Course Title	Criminology with Psychology
Final Award	BSc (Hons)
Exit Awards	Certificate in Higher Education, Diploma in Higher Education.
Course Code / UCAS code (if applicable)	U2181PYC
Mode of study	Full time
Mode of delivery	Campus
Normal length of course	3 years or 4 years with optional placement
Cohort(s) to which this course specification applies	September 2023 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Faculty of Humanities and Social Sciences
School/Department/Subject Group	School of Criminology and Criminal Justice (SCCJ)
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	N/A
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 6

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

A3	A range of criminological research paradigms and methods	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	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
A4	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	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 to engage with different sources found on Moodle in order to acquire more in-depth awareness and knowledge	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
A5	The changing nature of the 'criminal justice state'	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design

A6	The development of academic skills, reading and research, the writing of academic essays and undertaking independent research, including a dissertation	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	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
A7	Quantitative and qualitative research methods	Lectures, seminars, group work, workshops, use 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	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design
A8	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	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities.	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design

		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	
A9	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.	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Learning support tutors provide further tailored support	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. The variety of assessment guarantees that students are trained to consider different audiences

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Generate and explore creative and original ideas	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities	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.
B2	Apply multiple and competing perspectives to criminological issues and debates	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. The	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Especially at L5 and 6, students are expected to

		variety of academic staff that is involved in teaching coming from diverse disciplinary and cultural backgrounds ensures that multiple 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	provide more in-depth research and analyse relevant debates
B3	Gather, retrieve and synthesise information from a range of sources, recognising the validity and reliability of some sources over others	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	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
B4	Think analytically and critically about the multi-disciplinary nature of criminological publications	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Students at L5 and mainly L6 are

		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	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
B5	Select appropriate theories in developing research methodologies to support projects, dissertations and other written work	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	Dissertation/major project, poster design. For these assessments, students are expected to consider their research topic and develop relevant research method suggestions and processes
B6	Evaluate evidence from a range of sources and make informed judgements	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. The variety of 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	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design. Evaluation and informed analysis are expected of most assessments where students engage with a variety of academic and non-academic sources and collect data themselves or as part of ongoing projects

		reading list sources	
B7	Develop and sustain reasoned arguments to a range of audiences	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	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
B8	Identify and focus on topical and pertinent issues, placing debates in their wider social and political contexts	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. 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	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design – expected to use relevant, up to date sources and analytic/critical thinking, especially during their final year
B9	Use evidence-based reasoning to reflect on practical, theoretical and ethical issues involved in criminology research	Lectures, seminars, group work, workshops, use of reading	Essays, reports, portfolios, presentations, dissertation/major

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Communicate criminological ideas in both written and oral formats, including reports, portfolios and presentations	Lectures, seminars, group work, 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	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design
C2	Problem solve and develop reasoned argument	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities	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
C3	Retrieve and organise information effectively from a range of reliable and valid sources	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design
C4	Work effectively under pressure and exercise effective time management skills	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	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
C5	Work effectively in a team, being sensitive to environmental and interpersonal aspects	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	Presentations, photos, seminar preparation and engagement. A variety of assessments 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
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D. Transferable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Contribute orally to group discussions and debates about a complex subject, involving the management of tasks and problem-solving skills	Seminars, group work, workshops	Presentations, seminar preparation and engagement
D2	Make a presentation focussing on a complex subject, using presentational skills and different forms of media to communicate and illustrate complex points	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	Presentations, seminar preparation and engagement
D3	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	Lectures, seminars, group work, workshops, use of reading lists, Moodle sites, supervision, placement opportunities	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, poster design
D4	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	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	Essays, reports, portfolios, presentations, dissertation/major project, poster design. Variety of assessment guarantees different communication skills

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

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 the following:

- The course is managed by a Course Leader.
- A Course Induction programme introduces the student to the University and their course.
- Each student has a nominated Personal Tutor, responsible for pastoral support and guidance. This role will then be taken over by the dissertation/major project supervisor once allocated. Placement and study abroad tutors guide students through those activities.
- Within SCCJ there are also Learning Development Tutors for both academic skills and research support, and Student Engagement Officers for further academic and pastoral needs.
- Guest lecturers are employed widely across many modules, so students benefit greatly from being taught by current practitioners and experts in the field and from industry.

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
- [The School of Criminology and Criminal Justices' Core Values](#)

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.

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Document details

Template Date	<i>March 2018</i>
Author	<i>Dion Glass</i>
Date of production and version number	<i>July 2018 v1</i>
Date of update and version number	<i>June 2023 v4</i>
Minimum student registration numbers	