



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BSc (Hons) Criminology and Cybercrime

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COURSE SPECIFICATION

Course Title	BSc (Hons) Criminology and Cybercrime
Final Award	BSc (Hons) Criminology and Cybercrime
Exit Awards	Certificate in Higher Education, Diploma in Higher Education.
Course Code / UCAS code (if applicable)	U2714PYC
Mode of study	Full-time
Mode of delivery	Campus
Normal length of course	3 years or 4 years with placement
Cohort(s) to which this course specification applies	from 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	School of Criminology and Criminal Justice (SCCJ)
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/bsc-hons-criminology-and-cybercrime
Professional and/or Statutory Regulatory Body accreditations	None
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

- To provide a challenging and stimulating study environment founded upon quality learning and teaching practices.
- To provide a framework allowing students to follow a coherent programme of undergraduate study.
- To enable students to study a multi-disciplinary subject, and develop specialist interests in key areas of criminology, criminal justice and cybercrime, including the roles and professional practices of relevant criminal justice agencies, and other statutory and third sector agencies, investigation processes involving digital devices, and relevant techniques.
- To enable students to exercise choice in their studies, drawing upon the expert knowledge and research of academics teaching in the department.
- To provide an opportunity for students to create and understand links between the disciplines making up the fields of criminology, criminal justice and cybercrime.
- 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 and comparative global perspectives on criminology and cybercrime, acknowledging issues relating to diversity, social justice and human rights.
- To foster knowledge of criminology and cybercrime in a multi-disciplinary and global 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.
- To enable an understanding of real-life applications of theory to problems of crime causation and crime solutions, and the subsequent development of new policies, practices and legislation in a comparative international context.
- To facilitate students' understanding of, and competence in and evaluation of, a range of qualitative and quantitative research skills for exploring crime and its management.
- To provide the opportunity to pursue specialist knowledge and interests through student volunteering, work placements, study abroad and research.
- To provide the opportunity to develop transferable skills required for future professional success.

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 and specialist aspects of criminological theory and criminal justice processes as well as cybercrime, including a range of contributing 'sub' disciplines influencing research and social	Lectures, seminars, laboratory work, group work, workshops, use of reading lists, Moodle sites, presentations, visits to technology and criminology –related sites during consolidation week. Especially at L5 and 6 module content focuses on more advanced and challenging perspectives of criminology and	Essays, reports, portfolios, podcasts, presentations, video/photo collages, quizzes, dissertation/major project. Especially at L5 and 6 all assessments require bibliographic research and analytical, evaluative and critical skills.

	policy developments	cybercrime.	
A2	The development of academic skills, including a range of criminological and cybercrime-related research paradigms and methods.	Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites, supervision and personal tutoring. Particularly research methods modules focus on explaining and training students regarding various paradigms and methods.	Essays, reports, portfolios, presentations, video/photo collages, quizzes, podcasts, dissertation/major project, clinic project contribution. 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
A3	The changing nature of the 'criminal justice state' and then inherent variability of crime causation, explanation, responses and values- public, political and social- in relation to these.	Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites. Students take a variety of modules at all levels engaging with these topics from different perspectives and disciplines. Students are encouraged to engage with different sources found on Moodle in order to acquire more in-depth awareness and knowledge.	Essays, reports, portfolios, presentations, video/photo collages, podcasts, quizzes, dissertation/major project, seminar preparation and engagement, clinic project contribution. Multiple assessments from relevant modules require students to engage with these topics in varying ways.
A4	The relationship of diversity to social justice in relation to crime, victimisation and social responses to these phenomena.	Lectures, seminars, laboratory work, group work, workshops, use of reading lists, Moodle sites, personal tutoring and supervision, presentations, public engagement, 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. All supplemented by supporting sources on Moodle. All staff undergo equality and diversity training.	Essays, reports, portfolios, presentations, video/photo collages, quizzes, podcasts, dissertation/major project, seminar preparation and engagement, clinic project contribution. Multiple assessments focus on the issues referred to in this LO.

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 and apply multiple and competing perspectives to historic, emerging and existing criminological	seminars, group work, workshops, use of reading lists, Moodle sites, personal tutoring and supervision, involvement in clinic activities and projects, study abroad and placement opportunities.	Reports, portfolios, presentations, video/photo collages, poster design, dissertation/major project/major projects. Particularly for the poster design and their dissertation, students are encouraged to develop their

	and cybercrime-related issues and debates		own ideas.
B2	Critically evaluate multi-disciplinary evidence from a range of sources and make informed judgments on the validity and reliability of some sources over others	Lectures, seminars, laboratory work, group work, workshops, use of reading lists, Moodle sites, personal tutoring and supervision, presentations, public engagement, 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, quizzes, podcasts, dissertation/major project, seminar preparation and engagement, clinic project contribution. 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.
B3	Use evidence-based reasoning to make informed judgments in developing ethical research methodologies to support projects, dissertations and other written work.	Lectures, seminars, workshops, use of reading lists, Moodle sites, personal tutoring and supervision, presentations, public engagement, 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, clinic project contribution, poster design. For these assessment students are expected to consider their research topic and develop relevant research method suggestions and processes.
B4	Identify historical and contemporary issues relating to the wider social and political contexts in order to develop and sustain reasoned arguments to a range of audiences	Lectures, seminars, laboratory work, group work, workshops, use of reading lists, Moodle sites, personal tutoring and supervision, presentations, clinic public engagement activities, 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, clinic project contribution, poster design. Students are expected to engage with a variety of topics that involve socio-political analysis and are expected to do it using relevant, up to date sources and analytic/critical thinking, especially during their final year.

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Communicate criminological and cybercrime-related ideas via a range of formats	Lectures, seminars, laboratory work, 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, clinic project

		opportunities. Students receive a variety of training in different types of expression as discussed above.	contribution, poster design. Variety of assessment guarantees all different formats are dealt with.
C2	Retrieve and use information effectively from a range of sources to problem-solve and develop reasoned arguments	Lectures, seminars, laboratory work, group work, workshops, use of reading lists, Moodle sites, supervision, presentations, study abroad and placement opportunities. Involvement in clinics and placements are ideal examples of how students can be involved in problem solving processes.	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, clinic project contribution, 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	Work effectively under pressure and exercise effective time management skills	Seminars, laboratory work, 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, clinic project contribution, 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.
C4	Work effectively in a team, being sensitive to environmental and interpersonal aspects	Seminars, laboratory work, 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, photo collage/video mashup, seminar preparation and engagement, clinic project contribution. 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.
C5	Conduct a substantial piece of criminological and/or cybercrime-related research, under appropriate supervision	Lectures, use of reading lists, Moodle sites, supervision, placement opportunities	Poster design, dissertation/major project

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, photo collage/video mashup, seminar preparation and engagement, clinic project contribution
D2	Develop written communication skills by employing different types of written documents to convey knowledge and understanding of complex subjects and debates	Seminars, laboratory work, 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 manner, whereas more academic interaction would educate them in developing different types of documents such as essays.	Essays, reports, portfolios, presentations, dissertation/major project, clinic project contribution, poster design. Variety of assessment guarantees different communication skills.
D3	Present information from a range of sources (including different forms of media) for different purposes and to a range of audiences	seminars, laboratory work, 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, clinic project contribution, poster design. Variety of assessment guarantees consideration of different audiences, from professional to layperson.
D4	Recognise, explore and describe a problem, agree standards and outcomes for its solutions, involving team working and problem-solving skills	Lectures, seminars, laboratory work, group work, workshops, use of reading lists, Moodle sites, placement opportunities	presentations, seminar preparation and engagement, clinic project contribution, major project
D5	Demonstrate their own skills and make use of feedback to plan, organise and review own performance, using analytical and reflective skills in a career management context.	Seminars, analytical feedback provision, personal tutoring and supervision, teamwork reflection questionnaires, reading lists, learning support services	Essays, Reports, Presentations, Portfolios, clinic project engagement, seminar preparation and engagement, formative assessment regarding personal learning achievement.

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 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
Course specification for *BSc (Hons) Criminology and Cybercrime*

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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