COURSE SPECIFICATION
BSc (Hons) Criminology with Environmental Justice

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Course Title	Criminology with Environmental Justice
Final Award	BSc (Hons) Criminology with Environmental Justice
Exit Awards	Certificate in Higher Education, Diploma in Higher Education.
Course Code / UCAS code (if applicable)	U3197PYC
Mode of study	Full-time
Mode of delivery	Campus
Normal length of course	3 Years or 4 Years (with Optional Placement Year - work, or study year abroad)
Cohort(s) to which this course specification applies	From September 2022 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-with-environmental-justice
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 Environmental Justice 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 department
- 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 and comparative global perspectives on criminology and environmental justice, acknowledging issues relating to diversity, social and environmental justice and human and animal 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.
- 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 a range of qualitative and quantitative research skills for exploring crime, environmental crime, and its management.
- To provide the opportunity to pursue specialist knowledge and interests through volunteering, placements 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, criminal justice and environmental justice processes, including a range of sub disciplines, influencing research and social policy development	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist academic knowledge of criminological theory and criminal justice	A1 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes, dissertations and

		processes.	in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
A2	The development of academic skills, including a range of criminological, psychological and environmental research paradigms and research methods	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire academic knowledge of research paradigms and methods (both quantitative and qualitative). In particular, knowledge and understanding of research methods and paradigms are acquired through lectures, seminars, workshops and tutorials in the research methods and dissertation modules. Students are also supported by the Faculty Learning Development Tutor (Quantitative Research Skills) and the dissertation supervisor.	A2 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes , dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
A3	The changing nature of the criminal justice state and the inherent variability of environmental crime and harm crime causation, explanation, responses and values- public, political and social- in relation to these	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire academic	A3 is assessed through summative coursework, including essays, report writing, briefing notes,

		knowledge of the 'criminal justice state' and of competing environmental explanations of crime causation and responses to crime from the criminal justice arena.	portfolios, posters, projects, assessed group work, presentations, quizzes, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
A4	The relationship of diversity to social and environmental justice in relation to crime, harm and social responses to these phenomena	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire academic knowledge of the relationships between diversity and crime. Many modules emphasise the importance of diversity and social and environmental justice within the discipline and within the criminal justice system.	A4 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes , dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

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 and environmental issues and debates	Across the three levels, lectures, seminars, workshops and tutorials enable students to generate and	B1 is assessed through summative coursework, including essays, report writing, briefing notes,

		explore creative and original ideas. Students will apply multiple and competing perspectives from the disciplines, and from related disciplines in their work. Theoretical perspectives become advanced as the student progresses across the course. In particular, the research methods and dissertation modules allow for independent and original research to be produced.	portfolios, posters, projects, assessed group work, presentations, quizzes , dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
B2	Critically evaluate multidisciplinary evidence from a range of sources and make informed judgements on the validity and reliability of some sources over others	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire and develop cognitive skills relating to academic and non-academic sources of information. Students are encouraged to engage with peer reviewed academic journals at the cutting edge of criminological theory and research. Students are also supported by the Department's Learning Development Tutor and the personal tutor.	B2 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes , dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
B3	Use evidence-based reasoning to make informed judgements in developing and evaluating ethical research	Across the three levels, lectures,	B3 is assessed through

	methodologies to support projects, dissertations and other written work	seminars, workshops and tutorials enable students to acquire and develop cognitive skills relating to research methodologies. In particular, the research methods and dissertation modules allow for the acquisition and application of social scientific methodology to real world research.	summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes , dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
B4	Identify historical and contemporary issues relating to the wider social, environmental and political contexts in order to develop and sustain reasoned arguments to a range of audiences	Across the three levels, lectures, seminars, workshops and tutorials enable students to form logical arguments in their work which are appropriate for academic settings and graduate destinations.	B4 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes , dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Communicate criminological and environmental ideas via a range of formats	Across the three levels, lectures, seminars,	C1 is assessed through summative

		workshops and tutorials enable students to develop and strengthen their written and verbal communication skills. These communication skills are taught from level four onwards and the Department's Learning Development Tutor is also available to support students.	coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
C2	Retrieve and use information effectively from a range of sources in order to problem solve and develop reasoned argument	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their problem-solving skills, and to develop reasoned argument in their written and oral assessments using information from a range of sources.	C2 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
C3	Work effectively under pressure and exercise effective time management skills	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their time management	C3 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed

		skills in order to complete their preparatory work and assessments in time.	group work, presentations, quizzes, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
C4	Work effectively in a team, being sensitive to environmental and interpersonal aspects	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their interpersonal and team working skills in order to complete tasks effectively.	C4 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
C5	Conduct a substantial piece of criminological and environmental research, under appropriate supervision	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their research skills in order to successfully complete a dissertation in the final year of study.	C5 is assessed through summative coursework, including poster proposals and dissertations. Formative assessment is also used (oral feedback, draft chapters, and draft dissertations).

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	Across the three levels, lectures, seminars, workshops and tutorials enable students to contribute orally to group discussions and debates.	D1 is assessed through summative coursework, including assessed group work and presentations. Formative assessment is also used (oral feedback).
D2	Develop written communication skills by employing different types of written documents to convey knowledge and understanding of complex subjects and debates	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their written communication skills. Academic writing skills are taught from level four onwards. Writing skills are assessed through essays, reports, portfolios, briefing notes, and dissertations. The Department's Learning Development Tutor and the personal tutor are also available to support students.	D2 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, quizzes, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
D3	Present information from a range of sources (including different forms of media) for different purposes and to a range of audiences	Across the three levels, seminars enable students to present information through individual	D3 is assessed through summative coursework, including essays, report writing,

		and group presentations on a variety of subjects relating to criminological theory, criminal justice/environ-mental justice practices and procedures, and their independent research. This will also enable students to form logical arguments in their work which are appropriate for academic settings and graduate destinations.	briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
D4	Recognise, explore and describe a problem, agree standard and outcomes for its solutions, involving team working and problem solving	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their team working and problem-solving skills.	D4 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, quizzes, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
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	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their analytical and	D5 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed

		reflective skills. Summative and formative feedback is given on assessments throughout the course.	group work, presentations, quizzes, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

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
- QAA 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

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

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