



COLLABORATIVE COURSE SPECIFICATION

BSc (Hons) Counter Terrorism, Intelligence and Cybercrime

**Academic Standards, Quality and Partnerships
Department of Student and Academic Administration**

July 2021

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COURSE SPECIFICATION

Course Title	<i>BSc (Hons) Counter Terrorism, Intelligence and Cybercrime</i>
Final Award	<i>BSc (Hons) Counter Terrorism, Intelligence and Cybercrime</i>
Exit Awards	<i>Dip HE Criminology and Cybercrime Cert HE Criminology and Cybercrime</i>
Course Code / UCAS code (if applicable)	<i>U3248PYC</i>
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>3.5 years</i>
Cohort(s) to which this course specification applies	<i>from September 2021 intake onwards</i>
Entry Requirements	<i>112-136 points from 3 A levels or equivalent.</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth and Edith Cowan University (Australia)</i>
Faculty	<i>Humanities and Social Sciences</i>
School/Department/Subject Group	<i>School of Criminology and Criminal Justice (SCCJ)</i>
School/Department/Subject Group webpage	<i>School of Criminology and Criminal Justice (SCCJ)</i>
Course webpage including entry criteria	<i>https://www.port.ac.uk/study/courses/bsc-hons-counter-terrorism-intelligence-cybercrime-dual-degree</i>
Professional and/or Statutory Regulatory Body accreditations	<i>None</i>
<u>Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</u>	<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

1. To provide a challenging and stimulating study environment, based upon quality learning and teaching practices.
2. To provide a framework allowing students to follow a coherent programme of study.
3. To enable students to study a multi-disciplinary subject and develop specialist interests in key areas of intelligence, counter-terrorism and cybercrime and assimilate a broad discipline of knowledge from many sources to various cybercrime, intelligence and protective security situations to overcome insecurity in society.
4. To enable students to exercise choice in their studies, drawing upon the expert knowledge and research of academics teaching in the department.
5. To provide an opportunity for students to create and understand links between the disciplines making up the field of intelligence, counter-terrorism and cybercrime and to think creatively to identify the needs of diverse stakeholders to generate innovative solutions to professional problems.
6. To provide students with the opportunity to develop key academic skills, enabling critical thinking and the ability to undertake independent research in order to investigate how different cultural attitudes and values impact the fields of counter terrorism, intelligence and cybercrime.
7. Use digital technologies to access, evaluate and communicate complex cybercrime threats, counter terrorism and security information from multiple and diverse sources.
8. To provide students with the knowledge, experience and employability skills required to maximise career and postgraduate study opportunities.
9. To provide a broad education presenting multiple perspectives on counter-terrorism, cybercrime, intelligence acknowledging issues relating to diversity, social justice and human rights.
10. To foster knowledge of counter-terrorism, intelligence and cybercrime in a multi-disciplinary context and critical engagement with its subject areas.
11. To provide an understanding of the role of empirical research in challenging existing theories and creating new theories.
12. To enable an understanding of real-life applications of theory to problems of security, crime causation and crime solutions, and the subsequent development of new policies, practices and legislation.

13. To facilitate students' understanding of and competence in a range of qualitative and quantitative research skills for exploring crime and its management.
14. To provide the opportunity to advance students' inter-cultural and academic skills, knowledge and experience, by adding a global dimension to their studies and thus enabling them to to develop knowledge and skills essential for roles in the global workforce.
15. To provide the opportunity to develop transferable skills required for future professional success and to demonstrate autonomy, accountability and judgement towards own learning and professional practice in supporting societal wellbeing.

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, intelligence and counter-terrorism including a range of contributing 'sub' disciplines influencing research and social policy developments	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 cybercrime, whereas modules	Essays, reports, portfolios, presentations, video/photo collages, exams, dissertation/maj or project. Especially at L5 and 6 all assessments require bibliographic research and analytical, evaluative and critical skills.

		undertaking in ECU focusing on counter terrorism perspectives.	
A2	The development of academic skills, including a range of cybercrime, counter-terrorism and/or intelligence - 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, exams, 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 explanations and responses.	Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites. 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	Essays, reports, portfolios, presentations, video/photo collages, Exams, 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.

		awareness and knowledge.	
A4	The relationship of diversity to social justice in relation to crime, victimisation, security 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.	Essays, reports, portfolios, presentations, video/photo collages, exams, dissertation/maj or 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 existing cybercrime, counter-terrorism and/or intelligence related issues and debates.	Seminars, group work, workshops, use of reading lists, VLE sites, personal tutoring and supervision, involvement in clinic activities and opportunity	Reports, portfolios, presentations, video/photo collages, poster design, dissertation/maj or project/major projects. Particularly for the poster

		to study in Australia.	design and their dissertation, students are encouraged to develop their 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, VLE 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, exams, 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 research methodologies to support projects, dissertations and other written work.	Lectures, seminars, workshops, use of reading lists, VLE sites, personal tutoring and supervision, as well as	Dissertation, clinic project contribution, poster design. For these assessments students are expected to consider their

		<p>presentations and public engagement both in in the UoP and ECU. Throughout their various learning experiences, students are familiarised with different methods and theories and are advised to consider those for their written work accordingly.</p>	<p>research topic and develop relevant research method suggestions and processes.</p>
B4	<p>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.</p>	<p>Lectures, seminars, laboratory work, group work, workshops, use of reading lists, VLE sites, personal tutoring and supervision, as well as presentations, and public engagement activities both in UoP and ECU. 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.</p>	<p>Essays, reports, portfolios, presentations, dissertation, 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 year in ECU and their final year.</p>

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Communicate cybercrime, counter-terrorism and/or intelligence-related ideas via a range of formats.	Lectures, seminars, laboratory work, group work, workshops, use of reading lists, VLE sites, supervision and presentations. Students receive a variety of training in different types of expression as discussed above.	Essays, reports, portfolios, presentations, dissertation, seminar preparation and engagement, clinic project contribution, poster design. Variety of assessments 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, VLE sites, supervision, involvement in clinic. Undertaking study abroad in ECU is an ideal example of how students can be involved in problem solving processes.	Essays, reports, portfolios, presentations, dissertation/maj or 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, 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 aspect.	Seminars, laboratory work, group work, workshops, presentations. Seminar teaching for example often involves direct interaction of different personalities and students learn to find a balance within their group, both in UoP and ECU.	Presentations, photo collage/video mashup, seminar preparation and engagement, clinic project contribution. 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.
C5	Conduct a substantial piece of cybercrime, counter-terrorism and/or intelligence related research, under appropriate supervision	Lectures, use of reading lists, VLE sites, supervision, placement opportunities	Poster design, dissertation

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, VLE sites, supervision, placement opportunities. For example, studying in Australia would train students to communicate in a professional, practice oriented manner, whereas more academic interaction would educate them in developing	Essays, reports, portfolios, presentations, dissertation/maj or project, clinic project contribution, poster design. Variety of assessments guarantees different communication skills.

		different types of documents such as essays.	
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, VLE sites, supervision, studying in Australia	Essays, reports, portfolios, presentations, dissertation/major project, seminar preparation and engagement, clinic project contribution, poster design. Variety of assessments guarantee 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, VLE sites, study in Australia.	Presentations, seminar preparation and engagement, clinic project contribution
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

At Edith Cowan University Student Hubs on both campuses are the University's main point of reference for all enquiries regarding academic progress and enrolment assistance, as well as for a range of support services.

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, the University of Portsmouth 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.
- Within ICJS there are also Learning Development Tutors for both academic skills and research skills support.

In addition to the Departmental, Course and Module sites on each institution's virtual learning environment (VLE), students will have access to materials offered by each University's Exchange and Study Abroad team to support their preparation for their year abroad.

ECU students will have access to Departmental, Course and Module Moodle sites, the Student Portal and online library resources during their one year in Portsmouth.

Portsmouth students will have access to teaching materials on Blackboard, Student Intranet and online library resources during their one year in Perth.

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

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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