

# PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

## SECTION A: DETAILS OF THE COURSE AND AWARD

<b>Programme Title</b>	<b>MSc Criminology Communities and Disorder</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution / Course Location</b>	<b>Buckinghamshire New University</b>
<b>Faculty</b>	<b>Society &amp; Health</b>
<b>School</b>	<b>Social Sciences &amp; Education</b>
<b>Name of Final Award</b>	<b>Master of Science, MSc</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 7: Master's degree</b>
<b>QAA Benchmark Statement(s)</b>	<b>Sociology (2007) Criminology (2014) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (August 2008)</b>
<b>UCAS Code</b>	<b>N/A</b>
<b>Course Code(s)</b>	<b>MJ1CCD2</b>
<b>Mode and Length of Study</b>	<b>2 years part-time attendance (24 months)</b>
<b>Number of Intakes</b>	<b>One intake normally September</b>
<b>Regime of Delivery</b>	<b>Attendance</b>
<b>Language of Study</b>	<b>English</b>
<b>Details of Accreditation</b>	<b>N/A</b>
<b>Month and Year valid from</b>	<b>01 September 2015</b>
<b>Month and year valid until</b>	<b>01 September 2021</b>
<b>Publication Date</b>	<b>01 September 2015</b>

### Potential Student Profile / Criteria for Admission:

*What the award is about and who the programme is aimed at:*

This programme is aimed at students who wish to study a Master's degree in the related fields of applied sociology, community, policing and of criminology and criminal justice and have the opportunity to take from a selection of research-informed, topical and interesting modules. Combining sociology with criminology will enable students to gain a broad but in depth knowledge and understanding of many contemporary social issues and to apply this broad outlook more specifically to social disorder and community issues, giving students the grounding they will need to choose from a wide variety of careers. This programme has been developed in accordance with the QAA for Higher Education's 'Framework for Higher Education Qualifications in England, Wales and Northern Ireland' (2014), meeting the requirements for a Master's degree. It also meets the benchmark

standards for sociology as specified by the QAA for Higher Education (2007) and those benchmark standards for criminology as specified by the QAA for Higher Education (2014).

Applicants would normally have achieved 2:2 degree or above in a criminology, criminal justice, social science or community related areas. However, consideration of a candidate without a 2:2 classification may be permissible if aspects of their profile demonstrate the ability to engage and succeed in post-graduate study. Alternatively, candidates with professional qualifications and a minimum of three years of directly relevant work experience would also be considered following a formal interview process. Selection of the applicants is to be undertaken by the University course team who will comment upon the ability of the candidate to meet the academic entry criteria for master's level study and to meet the academic demands of the programme. For international students: IELTS 6.5 overall, 6.5 in writing.

Students can apply for APL through the University's CATS process.

*Why students should choose this award:*

Students should choose this new and innovative programme if they wish to gain an advanced and research based social scientific knowledge and gain greater understanding of the many social issues which exist in our contemporary communities. It covers those issues which are specifically crime and social disorder related and widens the scope of the role of the community.

Students who previously have studied criminology and policing and other social sciences will be able to widen the depth of their undergraduate knowledge to include a specific community perspective. The application of knowledge to real and contemporary social and community issues is a key aspect of this programme, and so it will suit students who wish to follow career pathways in a wide variety of related (and unrelated) areas or to study further at Doctoral level.

Students looking to work in an applied community area will benefit from the community focus to gather real world skills. The programme offers an innovative and challenging array of assessments from evidence based workshops to traditional essays and case study analysis, which will allow a diverse range of students to develop their academic expertise and gain empirical research skills which will enhance both their personal development and their employability in a wide range of careers.

*Opportunities available for students after completion of the award:*

After completion of this award graduates will have a very wide range of opportunities available to them in their career and employment choices and pathways. Graduates from the course will have developed the knowledge and skills to choose careers particularly within fields related to criminology, community and policy as well as the public, private and third (voluntary) sectors. This includes employment throughout the Criminal Justice System, local authorities, civil police force and community orientated sectors.

Some typical examples of employment opportunities and careers of former graduates include a wide variety of roles within: the prison service (e.g. Project Worker/ manager), the probation service, civilian roles within the police service (e.g. Hate Crime Unit), victim services, youth and community services, substance misuse organisations, charities, local government, social housing, social science research (e.g. within the Home Office or for charities).

*Expected entry qualifications, knowledge and skills that the entrant will have on entry to the programme:*

The programme is aimed at students from a variety of educational backgrounds and experience, who have worked or volunteered in a relevant area or who have studied a criminology or social science course and wish to learn or retrain in these highly relevant contemporary disciplines, as well as graduates in a range of related areas. It is suitable for those working in the fields of criminal justice, community justice, youth justice, social work, policing, probation and forensic social work and

psychology who have the relevant and appropriate underpinning qualifications and wish to enhance their academic and professional development.

The programme is aimed at a broad base of students from a range of undergraduate disciplines, such as:

- Criminology and Criminal Justice Professionals
- Sociology graduates and allied professionals
- Social work and social workers
- Psychology and other community based professionals
- Police studies graduates and serving police officers
- Community Justice Practitioners
- Criminal Justice and Legal professionals

## **SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS**

### **Programme Aims**

The main educational aims of the programme are to:

- Enable students to develop a of high level conceptual and applied knowledge in criminology and allied social science disciplines
- Enable students to be able to work in partnership with others to develop questioning and reflexive post-graduates who are grounded in the fields of criminology and allied social science disciplines and confident in the application of theory and knowledge to the social world
- Offer opportunities for structured and independent learning and student led research that combine core knowledge and individual pathways, drawing on a range of appropriate learning, teaching and assessment methods to support specialist study of crime, communities and disorder
- Develop post-graduates who are able to engage with and critically appraise the value of real world research in the fields of criminology and allied social science disciplines, critically evaluating its relationship to the advancement of knowledge
- Work in partnership with students to produce confident post-graduates who can think reflexively, respond with sound judgement and original insights to complex, challenging and unpredictable situations relating to crime and disorder in communities
- Provide a range of opportunities for the development of academic and personal skills and support for emotional intelligence which will prepare students from varied educational and work backgrounds for employment, further study and continuing professional development in the areas of crime, communities and disorder

### **Programme Learning Outcomes**

#### *A. Knowledge and Understanding*

On successful completion of the programme a graduate will be able to:

1. Demonstrate a systematic and critically advanced knowledge of criminology and allied social science disciplines in relation to communities and disorder.
2. Demonstrate a critical and reflexive awareness of debates at the forefront of criminology and allied social science disciplines
3. Evaluate competing accounts of crime, criminalisation, dis/order, deviance, victimisation and the social construction and management of 'community'

4. Critically appraise the nature of the relationships between individuals, groups, social institutions, societies and supra-national agencies and the manifestation of power and intersectionality
5. Critically examine the processes that underpin social change, social harm, social dis/order and social stability
6. Synthesise and evaluate a range of social research methodologies and ethical principles in order to investigate and understand the complex and unpredictable nature of the social world
7. Demonstrate an in-depth knowledge and critical understanding of sources of appropriate data, making use of scholarly reviews and primary sources at the forefront of the discipline
8. Critically appraise the uncertainty, ambiguity, complexity and limits of a wide range of knowledge, debate and evidence and apply them to complex areas.

### *B. Intellectual/Cognitive Skills*

On successful completion of the programme a graduate will be able to:

1. Critically evaluate and interpret complex evidence, texts and competing explanations in relation to social scientific theory and research
2. Demonstrate a critical appreciation of the complexity and diversity of social and criminological phenomena
3. Synthesise appropriate information and evidence to develop original insights into societal issues in relation to crime and disorder.
4. Develop and deploy arguments that demonstrate advanced scholarship, drawing on complex theoretical and empirical evidence and relate to a criminological and sociological perspective.
5. Demonstrate a critical ability to work at a high level of scholarship in order to present reasoned argument, appropriate conclusions and original insights
6. Develop a reflexive approach and critical awareness of their own and others' values, biographies and cultures and the impact of these on their understanding

### *C. Practical Skills*

On successful completion of the programme a graduate will be able to:

1. Demonstrate comprehensive understanding of and interpret the findings of theoretical and empirical sociological and criminological research and evidence, including a systematic and critical assessment of the methodological frameworks used
2. Systematically construct appropriate sociologically and criminologically informed questions
3. Identify and systematically apply a range of appropriate problem-solving and evaluative research tools and established techniques of research
4. Demonstrate a critical awareness of the ethical implications of social research in a variety of applied research settings
5. Critically discuss and analyse sociological and criminological topics with appreciation of theory, evidence, alternative interpretations and relevance to current debates and professional practice

6. Systematically present work in a variety of appropriate sociological and criminological formats, including the use of Harvard Referencing
7. Identify and comment on the use and impact of sociological and criminological work with regard to social, public, civic and crime-related policy issues at the intersection of research and practice
8. Comprehensively reflect in critical and constructive ways on their own learning, and apply critically reasoned decision making in situations in a range of complexities.

*D. Key/Transferable Skills*

On successful completion of the programme a graduate will be able to:

1. Analyse complex written, oral and visual material drawing out key arguments and reasoned conclusions
2. Frame appropriate questions and develop evidenced based solutions to difficult social problems
3. Critically evaluate evidence of diverse kinds and draw reasoned conclusions
4. Demonstrate a variety of oral and written communication and presentation skills effectively in a variety of appropriate formats, which can be disseminated to specialist and non-specialist audiences
5. Use a range of productive and adaptable interpersonal and group work skills that demonstrate a professional and ethical approach
6. Make sound decisions in complex and unpredictable contexts
7. Demonstrate an impressive capacity for independent work, using own initiative, personal responsibility and appropriate judgement
8. Demonstrate appropriate skills for independent learning to enable continued professional development

**Table 1: Programme Skills Matrix – Assessment \***

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
Level 7										
LC701	☒	☒	☐	☐	☒	☒	☒	☒	☒	☒

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
LC702	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LC703	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LC704	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC705	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LC706	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS702	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PS705	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC734	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

### Generic Statements

The learning, teaching and assessment methods implemented to enable students to achieve the learning outcomes of the programme are linked to the QAA sociology and criminology subject benchmark statements as well as chapter B3 of the UK Quality Code for Higher Education (2012) 'Learning and Teaching'. The Quality Code provides nine indicators of sound practice which are at the heart of this programme's strategy.

Learning, teaching and assessment are integrated to enable students to achieve the learning outcomes of the programme.

Beyond the achievement of an academic award the programme team is committed to promoting a transformational learning experience with and for students that facilitates the development of knowledge and understanding, skills, personal attributes and capability associated with employability and citizenship. This teaching and assessment strategy is aligned to the University Learning and Teaching Strategy (2013). The strategy promotes self and social awareness, personal and professional development and the ability to work with challenging subject material.

The learning, teaching and assessment strategy is designed to suit a range of diverse but advanced and independent learners developing students' strengths as well as developing new skills and abilities necessary for both academic learning and success, as well as many transferable skills useful for a diverse range of graduate employment as well as for post-graduate study and progression.

The programme is designed to develop with students a relevant 'life-long learning' approach; through the recognition of students' own past and present experience; through modules that are designed to be relevant and applied as well as academically rigorous; through the personal and professional development elements of the programme and through the integral emphasis on employability throughout the programme.

The programme utilises a wide range of effective traditional and innovative approaches in teaching and assessment in order to best develop student learning and expertise. This draws on and is informed by discipline specific and pedagogic research, as well as best-practice within the university and across the sector.

### **Staff and Staff Expertise: Staff Role in Enabling Learning, Teaching and Assessment**

The learning, teaching and assessment methods that are profiled through this programme are driven by a premise and commitment that our staff will be appropriately qualified and developed, competent, capable role models, and who are supported in their role. Further, our staff will work with students, partners, 'experts by experience' and relevant professionals and statutory bodies as appropriate to articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

Staff use their varied and relevant expertise throughout this programme to enhance student learning both in formal learning and teaching environments and in pastoral care and signposting to student support services. Staff are committed to using every opportunity to feed their research activity and other relevant training and expertise into student learning experiences. The relatively small staff team and their ethos of accessibility ensure that students' are easily able to work with staff in extra-curricular tutorials when such support is required.

### **Equal Opportunities for Learning**

Both within and beyond the formal learning, teaching and assessment methods, this post graduate degree programme, as is generic to all of those within the suite of CJSS programmes, is committed to promoting equal opportunities for students from diverse backgrounds and with varying different needs and requirements. In compliance with equalities legislation, (e.g. the Equalities Act, 2010) and university regulations, the strategies for learning, teaching and assessment in this programme (and all of those programmes within the CJSS) aim to provide all students with protected characteristics, equal opportunities to learn and study. For example, the learning, teaching and assessment strategy (along with the provision of support services available) takes into account provision for students with 'declared disabilities' so that disabled students and non-disabled students are offered learning opportunities that are equally accessible to them and which are designed to be inclusive wherever possible and by means of reasonable individual adjustments wherever necessary.

This programme provides a developmental approach for students at advanced level.

### **Learning and teaching strategy and methods: Level 7 study**

Level 7 modules in year one are core to the programme, thus enabling students to have a solid grounding and become immersed in subject material that forms the foundation of their chosen award and learning experience. Modules are delivered through a blended learning approach, using interactive seminars, small group discussions, workshops, lectures, peer learning, enquiry based learning including student prepared presentations and are supported by the adaptive release of e-learning material through the VLE.

Guidance in the acquisition of advanced and complex information is initially provided and emphasised in core programme materials with signposts to learning support services, e.g. LDU and Library; including for the use of search engines and e-journals and books. Seminars provide the opportunity

for students to discuss their learning needs with academic staff. There is an emphasis on the development of research language literacy and numeracy and enquiry skills as students develop proficiency in qualitative or quantitative research methodology and theories relevant to their subject. There is emphasis on self-directed learning with an aim for students to learn the skill of being self-directed through recommended reading and independent research as they journey through their programme. Formative feedback is integral to students' understanding of their strengths and their future development: this is provided through a variety of methods e.g. in seminar discussions or through written and verbal feedback. More informal peer review is also used giving students opportunities to share their work with colleagues, which will contribute to relationship building in the group.

The development of analytical and evaluative skills is promoted through participatory seminar based methods and through blogs and the VLE, the research methods modules PS702, PS705 and the assessments therein. At this stage students further develop their knowledge and understanding of research, epistemology, research methodology and practical research methods through the core research methods module. The methods of learning include explorations of theories, as well as engaging in practical and simulated experiences for developing their competence in planning a project, developing their knowledge and application of ethical issues and gathering and analysing data in modules LC703/LC704. Workshops will hone their skills in both qualitative and quantitative research methods in readiness for undertaking their dissertation at level 7.

Skills of problem solving and decision-making are refined through enquiry based learning by use of case scenarios and studies, with examples drawn from the national and international media, think-tanks, and research organisations such as the Joseph Rowntree Foundation as well as social policy developments.

Employability skills are developed throughout level 7 throughout the delivery of the level 7 modules, the case studies and community. These modules offer students the opportunity to engage in community based scenarios, work related opportunity where relevant and through that experience to reflect on, and enhance, their employability skills.

At level 7 students further develop their independent learning skills, study their chosen subjects in depth and enhance their capacity for analytical, critical and creative thinking. Whilst presenting key theories, policies and concepts through lectures which increasingly take a facilitative approach to enable students to critically analyse theory, arguments, data, policy and social influence which within the discipline areas, encouraging to students to interpret, synthesis and evaluate information from a wide range of sources. These skills are used to plan and undertake an extended empirical dissertation.

Students are facilitated through professional conversation and self-reflection to consider how modules level 7 can influence their future career choices/preferences. This could be realised by linking the dissertation module to the organisation in which the voluntary placement took place. In addition, guest speakers enhance the programme through their contributions from settings outside the University which is conducive to understanding how theory and evidence is applied to or arises from practice.

### **Student Voice**

Students are regularly invited to evaluate their learning through feedback at sessional and modular levels. Student representatives present students views at the Programme Committee and the Faculty Student Experience Committee. Bucks has a highly active Students Union who engage constructively with the programme team, for example, the Volunteering Co-ordinator works with students to encourage them to participate in local volunteering opportunities. Staff and students work within a Bucks 'learning agreement' promoting mutual dignity, courtesy and respect. The team members take steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience, including through the role of the personal tutor. Signposts to other Bucks Services is set out in the programme handbook and through verbal reminders.



Post graduate identity is an important aspect of further study and the university has plans to develop a post graduate fraternity. The students enrolled on this degree will have opportunities to engage with the other masters degrees running in the school, MSc Positive Psychology, MSc Child Protection and Adult Safeguarding and there is a possibility of a post graduate section to the established undergraduate dissertation symposium. In order to foster a post graduate identity, students on this programme will be encouraged to attend and present at professional conferences, join professional associations, and to consider how to disseminate the findings of their dissertation. There will also be opportunities for the second year students to provide ad hoc teaching sessions to the undergraduate curricular where skill set and subject area match.

### **Student support**

The programme team are mindful that occasionally topics covered are potentially sensitive and pre-warn students of such topics. The team are also mindful of Bucks services that students can be signposted to should they show signs of distress or require additional support.

Staff and students work within a Bucks 'learning agreement' promoting mutual dignity, courtesy and respect. The team members take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience, including through the role of the personal tutor. Signposts to other Bucks Services is set out in the programme handbook and through verbal reminders.

### **Assessment strategy and methods**

Holistically, the module learning outcomes complement the programme outcomes; these are, in turn, aligned to the QAA benchmarks for sociology and criminology at M level. Assessments are designed specifically to test the learning outcomes outlined in each module descriptor.

Students receive an assignment brief outlining the task including the assessment criteria. They receive written feedback on all assessments in the programme which gives them the opportunity to see how they have performed in each criterion of assessment. This feedback can then be used to improve future work.

Across the programme a varied, innovative and rigorous menu of assessment methods is provided, including:

- **Oral Presentations** will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Essays** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesise and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.
- **Exam** Preparation for deadlines and preparing accurate information at short notice.
- **Case Studies** are used to allow students to apply their knowledge and understanding of relevant theory and research to specific cases of a phenomenon and to study and analyse such cases in-depth.
- **Online interactive blog** (blended learning) develop and assess students' ability to communicate effectively online in a variety of formats. utilising the university's VLE and other appropriate Social Media platforms Typical assessments may include blogs, discussion boards, online questionnaires and posts where students convey and apply their academic understanding, creative and critical thinking around relevant topics.

- **Portfolios:** in some modules students are asked to create a portfolio which examines in depth a topic of interest to them. Material on the topic is gathered together and can take the form of journal articles, current affairs articles, wider media items as well as literature, art and other visual sources. Alongside these different sources there is a written account of the portfolio explaining and analysing why the sources have been included and linking the issues raised by the sources to wider theoretical work on the topic.
- **Dissertation:** this represents a major piece of independent research activity chosen by the student and undertaken with supervision in level 7. This is empirically based.
- **Research Proposal:** this prepares the student to examine the ethical and research design implication and strategies for the intended dissertation
- **Reports:** to provide preparation for work environment tasks

Throughout their learning journey students are prepared for the assignments in seminars and workshops. Assistance may also be sought from the Learning Development Unit (LDU) which supports students in terms of the development of their academic and report-writing skills, presentation skills, critical reflection, and analytical skills.

## SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title		MSc Criminology Communities and Disorder							
Course Code		MJ1CCD2							
Mode of Study		Part time							
Credit Value		UK	180		ECTS		90		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([Core] / [Optional])	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
LC701	Theorising Disorder in Contemporary Society	7	1	C	30		100%		1
LC702	Risk, Communities and Crime	7	1	C	30		100%		2
PS705	Advanced Quantitative Research Methods	7	1	C	15	20%	80%		1
PS702	Qualitative Research Methods and analysis	7	1	C	15		70%	30%	2
LC703	Case Studies: Working with Communities	7	2	C	15			100%	1
LC704	Communication, Interaction and the Criminal Justice System	7	2	O	15		100%		2
LC705	Communities Individuals and Disorder	7	2	O	15		100%		2
LC706	Dissertation	7	2	C	60		100%		SB
LC734	Public International Law	7	2	O	15	100%			2

### Programme Diagram

	S1	S2
Year 1	LC701	LC702
	PS705	PS702
Year 2	Core LC703	Options LC704 LC705 LC734
	LC706	LC706

**Table 3: Mapping of Programme Outcomes to Modules**

<b>Programme Outcome</b>	<b>Year 1 Level 7 (Code)</b>	<b>Year 2 Level 7 (Code)</b>
<b>A1</b>	LC701 LC702	LC703 LC704 LC734 LC706  LC 705
<b>A2</b>	LC701 LC702	LC703 LC704 LC734  LC706 LC705
<b>A3</b>	LC701 LC702	LC703  LC734  LC705
<b>A4</b>	LC701 LC702	LC703 LC704 LC705  LC734
<b>A5</b>	LC701 LC702	LC703  LC706
<b>A6</b>	PS702 PS705	LC703 LC704 LC706
<b>A7</b>	LC701 PS702 PS705	LC703 LC704 LC706  LC734
<b>A8</b>	All	All

<b>Programme Outcome</b>	<b>Year 1 Level 7 (Code)</b>	<b>Year 2 Level 7 (Code)</b>
<b>B1</b>	All	All
<b>B2</b>	LC701 LC702	LC703 LC704 LC705 LC706  LC734
<b>B3</b>	LC701	LC706  LC734
<b>B4</b>	All	All
<b>B5</b>	All	All
<b>B6</b>	LC702	LC703
<b>C1</b>	LC701 PS702 PS705	LC703 LC704 LC706  LC734
<b>C2</b>	LC701 LC702 LC703 PS702 PS705	LC704 LC705 LC706
<b>C3</b>	PS702 PS705	LC703 LC704 LC705 LC706  LC734
<b>C4</b>	All	All
<b>C5</b>	All	All

Programme Outcome	Year 1 Level 7 (Code)	Year 2 Level 7 (Code)
C6	All	All
C7	All	All
C8	All	LC706  LC734
D1	All	All
D2	PS702 PS705	LC706
D3	All	All
D4	All	All
D5	All	All
D6	All	All
D7	All	All
D8	All	All

## SECTION D: CONTACT HOURS

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

**Table 4: Breakdown of Contact Hours**

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Total
Year One	226	674	900
Year Two	270	630	900
<b>Total</b>	<b>450</b>	<b>1050</b>	<b>1,800</b>

\*These hours should be calculated based on the hours stated in the module descriptors.

## SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions: None

None of the modules can be condoned within the programme. The calculation of this award is 100% Level 7.

This programme will be covered by the following University regulations: *Regulations for postgraduate taught awards*

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