

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

| | |
|---|--|
| Programme Title | BSc (Hons) Psychology and Criminology BSc (Hons) Psychology and Criminology with Foundation Year |
| Awarding Body | Buckinghamshire New University |
| Teaching Institution / Delivery Location | Buckinghamshire New University / High Wycombe, UCAV & Uxbridge |
| Name of Final Award | Bachelor of Science with Honours, BSc (Hons) |
| NQF/FHEQ Level of Qualification | Level 6: Bachelor's degree with honours |
| QAA Benchmark Statement(s) | Psychology (2007) |
| UCAS Code | CM89 |
| Course Code(s) | BH1PAC1 (Full Time) BH1PAC2 (Part Time) BH1PAC4 (with Foundation Year) |
| Mode and Length of Study | 3 years Full time / 5 years Part time 4 years Full time with Foundation Year |
| Number of Intakes | 2: September & January |
| Regime of Delivery | Attendance |
| Language of Study | English |
| Details of Accreditation | This programme has been designed to meet the requirements of the British Psychological Society's Qualifying Examination. This programme is accredited as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided that the minimum standard of a Lower Second Class Honours is achieved. This is the first step towards becoming a Chartered Psychologist. |
| Publication Date | July 2014: Revised Nov 2017, January 2018, April 2018, July 2018, Sept 2018, Nov 2018, August 2019, Oct 2021 |

Potential Student Profile / Criteria for Admission:

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

The BSc (Hons) Psychology and Criminology is a psychology award which is designed to permit the students to combine studying the disciplines of psychology and criminology. It also permits students to study a choice of applied and theoretical areas of psychology and criminology. The criminology programme emphasises the diversity and ambiguity of the 'real world' by drawing upon a variety of contexts in which both crime and social life are discussed. The addition of criminology as a secondary discipline brings the sociological perspective on crime to core areas of psychology which, themselves, can be applied to understanding criminal behaviour.

The programme is for students wishing to study for a Psychology and Criminology award which is accredited by the British Psychological Society. All students who complete the programme will be

eligible for the Graduate Basis for Chartered membership (GBC) with the British Psychological Society, providing they achieve a minimum of a 2.2 degree classification or above (50% or above).

Entry criteria:

For BSc (Hons) Psychology and Criminology (3 years)

- School leavers with a minimum of 96 UCAS points.
- Mature students with a variety of educational backgrounds (e.g. Access) who are motivated to pursue a course in this field of psychology.
- Prospective students are expected to have attained a minimum of a C/4 grade in GCSE Mathematics and English.
- Students who have commenced their studies in another institution and wish to transfer in to this programme in year 2 or 3 will be considered under the provisions of the University's Credit Accumulation and Transfer Policy.
- Mature students who wish to apply for accreditation of prior experiential learning for specific modules will be considered under the provisions of the University's Credit Accumulation and Transfer Policy.

For BSc (Hons) Psychology and Criminology with Foundation Year (4 years)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

Why students should choose this award:

Students should choose this award if they wish to pursue a career in either of the disciplines of psychology and criminology, but also careers which combine the two disciplines and hence careers in criminal and forensic work (although not restricted to psychology roles) such as social work, Youth Justice, Child & Youth Protection, Advocacy, community development worker, housing officer, probation officer, social researcher, primary care mental health worker (forensic mental health). Additionally, students wishing to study at degree level and to develop a variety of transferable skills valued by employers that will enhance employability, including skills in communication, numeracy, teamwork, critical thinking, computing, independent learning and more, could also choose this award.

Opportunities available for students after completion of the award:

- The programme offers both a subject-specific and a generic knowledge base, skills and competences that will enable students to pursue a career in any of the applied psychology and criminology professions.
- It is also recognised that many Psychology and Criminology students may choose from a wide range of graduate career options, not all of which will entail the title 'psychologist' and not all of which will entail the title 'criminologist'. However students on this programme benefit from being able to move into a range of roles suitable for Criminology graduates or Psychology graduates. Specifically, given the 50/50 split between Psychology & Criminology, graduates are ideally suited for a career with Probation given the new Probation Qualifications Framework which requires a relevant honours degree with a minimum of 50% in Criminology, Police Studies, Community Justice or Criminal Justice. In addition to this ideal career possibility there are other opportunities in the public and 'not for profit' sector. Some of the key employers may be the Civil Service, Local Government, NGOs, the NHS, Probation Service (NPS and CRCs), Prison Service, Social Services, Housing Associations, social research, the education sector and legal

system. Consequently, the programme is designed to inspire and facilitate the development of a variety of desirably transferable skills that will enhance employability in any future career.

- The thorough grounding in research methods and empirical Psychology and research approaches in Criminology will also confer suitability for the pursuit of research-based post-graduate study in Psychology, Criminology or Forensic Psychology related course.
- Graduates who achieve a minimum standard of a Lower Second Class Honours will be eligible for Graduate Basis for Chartered Membership (GBC). This is the first step towards becoming a Chartered Psychologist.
- Graduates who achieve a 2.1 classification or higher in their degree are eligible to apply for Teacher Training.

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

Entrants would be expected to have a strong interest in the social and psychological factors that influence criminal behaviour. Experience of working or volunteering within some are of the Criminal Justice Service, or in local government would be an advantage, but is not essential. Good communication skills are important as students will be assessed in a number of ways including both written work and oral communication, and at times through the course will be expected to converse and work with external organisations. Entrants must be prepared to take responsibility for their learning, and be willing to work both individually and as part of a group and to participate fully in course activities. Basic ICT skills will be an advantage as students are required to use the virtual learning environment to access course materials, and to submit coursework assignments electronically.

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

Programme Aims

The main educational aims of the programme are to:

- Provide a scientific understanding of the brain, the body and the environment in order to understand emotion, affect and behaviour, and the complex interactions between them, in individuals, groups and society.
- Produce graduates with a solid foundation in criminological knowledge and skills in terms of theories, research methods and specific topics which runs concurrently with an understanding of the core of psychology
- Develop the ability to use this knowledge in an applied capacity.
- Develop the ability to use appropriate research methods in the acquisition and interpretation of empirical data.
- Develop the skills and knowledge required for entry to professional and/or academic postgraduate programmes of study in criminology or psychology.
- Develop the levels of skill and knowledge to equip the graduate for careers appropriate to human science graduates.
- Develop the generic key skills, knowledge and values that provide the foundations for life-long personal development.

Programme Learning Outcomesⁱ

A. Knowledge and Understanding

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

1. Systematically understand the scientific underpinnings of psychology and criminology as disciplines, their historical origins, development and limitation.
2. Recognise the inherent variability and diversity of psychological functioning, where our knowledge may be uncertain, ambiguous or limited and its significance in the disciplines of criminology and psychology.
3. Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological functioning, how they are conceptualised in the disciplines of criminology and psychology, and how they interrelate.
4. Devise and sustain arguments based on detailed knowledge of several specialised areas and / or applications of psychology and criminology, some of which are at the cutting edge of research in the disciplines.
5. Demonstrate an ability to deploy a range of research processes, methods and measurement techniques, including statistical analysis, applicable to criminological psychology and be aware of their limitations.
6. Demonstrate awareness of social diversity and inequality and of their implications for understanding crime and the criminal justice system

B. Intellectual/Cognitive Skills

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

1. Reason and evaluate scientifically, understand the role of evidence and make critical judgments about arguments in both psychology and criminology
2. Adopt multiple perspectives and systematically detect, analyse and evaluate meaningful patterns of behaviour and the relationships between them with particular reference to criminology and psychology.
3. Pose, frame, operationalise and critique research questions
4. Enquire and reason statistically and use a range of statistical methods with confidence.
5. Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological contribution, implications and limitations, communicating this in a language appropriate to the audience involved.

C. Practical Skills

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

1. Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS).
2. Demonstrate good communication skills, both oral and written.
3. Demonstrate problem solving and decision making skills.
4. Demonstrate ability to work both independently and as part of a team.
5. Demonstrate substantial competence in research skills through practical activities, including an awareness and application of ethical principles and approval procedures with regard to research projects in the context of the disciplines of psychology and criminology.

D. Key/Transferable Skills

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

1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means
2. Be computer literate and confident in using word processing, database and statistical software.
3. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
5. Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.

6. Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. Undertake self-directed study and project management, in order to meet desired objectives.

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 |
|-------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| FY026 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| FY027 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| FY028 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| FY023 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PS450 | <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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| PS451 | <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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| PS453 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| LC471 | <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 checked="" type="checkbox"/> |
| LC474 | <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"/> |
| LC453 | <input checked="" type="checkbox"/> | <input 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"/> |
| LC558 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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"/> |
| LC559 | <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"/> |
| PS552 | <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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| PS553 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| PS554 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PS555 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PS556 | <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"/> |
| PS651 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PS652 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PS653 | <input checked="" 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"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PS654 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

| 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 |
|-------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| PS662 | <input checked="" 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"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PS603 | <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 checked="" type="checkbox"/> |
| PS668 | <input checked="" type="checkbox"/> | <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"/> |
| LC652 | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| LC654 | <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 checked="" type="checkbox"/> |

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

At Level 4 teaching and learning methods are aimed at introducing students to the core areas of psychology within the British Psychological Society Curriculum and criminology and providing them with a foundation of knowledge and skills to build upon in levels 5 and 6. At level 4 a number of different methods will be utilised, including lectures, classroom-based activities, independent learning methods and practical sessions, where applicable. Lectures enable dissemination of knowledge to large numbers of students. They typically provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the issues. At this level seminars will provide a forum in which students can engage with the subject, clarify issues and begin to discuss the subject matter.

At Level 5 students are expected to acquire more in-depth knowledge and understanding of the subject. Knowledge will be disseminated through lectures, but at this level seminar sessions will be much more student-led, and students will be expected to prepare in advance for each seminar. Student-led seminars facilitate development of cooperative team-work between students and individual communication skills, both of which are highly sought-after transferable skills. External visits, e.g. to prisons and court, and external speakers will be used to provide students with direct experience of the subject area.

At Level 6 students will be encouraged to develop independent learning, analytical and critical evaluation skills and critical application of their knowledge, taking into account wider contexts. Student presentations at this level encourage students to critically examine the application of psychological theory to human behaviour. Students are encouraged to work as a group to coordinate presentations to a professional standard.

Students will engage in a variety of other activities, including analysis of key readings, exercises on systematic literature searching and summarising information from journal articles, group discussions, debates, videos and practical activities.

Workshops – laboratory and computing – Workshop activities particularly focus on the practical use of the statistics software package SPSS, which is used by social scientists for the analysis and presentation of quantitative data. In addition, students will be given the opportunity to use the

observation laboratory and to engage in the measurement of psycho-physiological responses using Biopac®.

The University has a **Virtual Learning Environment** called 'Blackboard', which is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. This is not offered as an alternative to classroom interaction between students and lecturers, rather it is seen as an additional resource in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Self-assessment* - quizzes
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture handouts, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.

A number of careers talks will be arranged for the students to attend outside of the normal timetabled hours. These will cover a range of opportunities for both voluntary work and/or full-time employment. Additionally, a number of speakers will be invited to discuss their engagement in professional courses such as Forensic, Clinical and Counselling Psychology (e.g. MSc students, Forensic Psychologists in Training etc.).

Assessment methods

Summative assessments are designed to test the achievement of the learning outcomes. Some modules include formative assessments. Whilst these do not give marks towards the final module grade, they offer students a valuable learning resource by way of feedback from the tutors, which can offer direction for improved performance on the summative assignments.

A range of summative assessment methods will be employed on this course, as follows:

- **Time-constrained assignment** will enable the students to demonstrate the breadth of knowledge gained on a module. It will familiarise the students with examination style questions with which they will be confronted, either in the same module or subsequent modules.
- **Poster presentation** will enable the students to demonstrate the skills to present a complex piece of research in a brief, concise and visual format. Students may be required to work independently or in groups to coordinate a presentation to a professional standard.
- **Oral Presentations** will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Seminar presentations** will enable students to demonstrate depth of knowledge, to demonstrate communication skills, both written and oral, to demonstrate their ability to work as a team, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Examinations** will allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. Most examinations are unseen; however, some modules utilise a 'seen' examination, where the questions are released to the students two weeks prior to the examination date. These foster a higher level of analysis and evaluation than is possible in an unseen situation.
- **Essay** 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, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.

- **Laboratory / Research Reports** will be required in some modules. It will enable students to demonstrate their ability to: define a research problem, critically review relevant academic literature, formulate relevant hypotheses, operationalise variables and design a study, analyse and interpret the forthcoming data, to discuss the findings in relation to the literature, evaluate the contribution of the study to the knowledge area, and write the report in a formal scientific style.
- **Empirical Dissertation** represents a major piece of independent research activity chosen by the student and undertaken in their third year. This will be undertaken with support from an academic supervisor and with regular meetings throughout the academic year. This work will have the structure commonly found in research reports and journal articles, and may potentially be publishable.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Work-Based / Placement Learning

There is no work based/ placement learning for this award. Volunteering opportunities occur frequently in organisations working in the discipline of this field of study which provide students with opportunities to gain direct experience. The team has built strong links with various local organisations that frequently provide opportunities to work with ex-offenders and victims of crime.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

| Course Title | | BSc (Hons) Psychology and Criminology | | | | | | | |
|----------------|--|---------------------------------------|---------------------|--|--------------|-------------------|--------------|-------------|-----------------|
| Course Code | | BH1PAC1 | | | | | | | |
| Mode of Study | | Attendance – Full time | | | | | | | |
| Credit Value | | UK | 360 | ECTS | | | 180 | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| Level 4 | | | | | | | | | |
| PS450 | Introduction to Developmental and Social Psychology | 4 | 1 | C | 15 | | 100 | | 1 |
| PS451 | Introduction to Biological Psychology and Cognitive Psychology | 4 | 1 | C | 15 | 100 | | | 2 |
| PS453 | Psychological Research Methods | 4 | 1 | C | 30 | 70 | 30 | | Both |

| Course Title | BSc (Hons) Psychology and Criminology | | | | | | | | |
|---------------------------|--|----------------|---------------------|--|--------------|-------------------|--------------|-------------|-----------------|
| Course Code | BH1PAC1 | | | | | | | | |
| Mode of Study | Attendance – Full time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| LC474 | Introduction to Criminology: The Concept of Crime | 4 | 1 | C | 15 | | 100 | | 1 |
| LC471 | Introduction to Criminology: The History of Punishment | 4 | 1 | C | 15 | | | 100 | 2 |
| LC453 | Criminal Law & Justice | 4 | 1 | C | 30 | | 100 | | Both |
| Level 5 | | | | | | | | | |
| LC559 | Contemporary Criminology | 5 | 2 | C | 15 | 100 | | | 2 |
| LC558 | Issues in Criminology | 5 | 2 | C | 15 | | 100 | | 1 |
| PS556 | Cognitive Processes in Psychology | 5 | 2 | C | 15 | 100 | | | 1/2 |
| PS552 | Developmental Psychology | 5 | 2 | C | 15 | 50 | 50 | | 2 |
| PS553 | BioPsychology | 5 | 2 | C | 15 | 50 | | 50 | 1/2 |
| PS554 | Quantitative Research Methods in Psychology | 5 | 2 | C | 30 | 25 | 50 | 25 | Both |
| PS555 | Qualitative Research Methods in Psychology | 5 | 2 | C | 15 | | 100 | | 1 |
| Level 6 | | | | | | | | | |
| PS654 | Empirical Dissertation | 6 | 3 | C | 30 | | 100 | | Both |
| PS652 | Victimology | 6 | 3 | C | 15 | 50 | 25 | 25 | 1 |
| PS653 | Interpersonal Violence | 6 | 3 | C | 15 | | 60 | 40 | 2 |
| PS662 | Historical and Conceptual Issues in Psychology | 6 | 3 | C | 15 | | 60 | 40 | 2 |
| PS603 | Critical Social Psychology | 5 | 3 | C | 15 | 60 | | 40 | 1 |
| PS668 | Issues in Personality and Individual Differences | 6 | 3 | C | 15 | 50 | 50 | | 1 |
| Semester 2: 1 option from | | | | | | | | | |
| PS651 | Investigative and Forensic Psychology | 6 | 3 | O | 15 | | 50 | 50 | 2 |

| Course Title | BSc (Hons) Psychology and Criminology | | | | | | | | |
|----------------------|---|----------------|---------------------|--|--------------|-------------------|--------------|-------------|-----------------|
| Course Code | BH1PAC1 | | | | | | | | |
| Mode of Study | Attendance – Full time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| LC652 | Cyber Crime | 6 | 3 | O | 15 | | 100 | | 2 |
| LC654 | Disability, Mental health and the Criminal Justice System | 6 | 3 | O | 15 | | 100 | | 2 |

| Course Title | BSc (Hons) Psychology and Criminology with Foundation Year | | | | | | | | |
|------------------------|--|----------------|---------------------|--|--------------|-------------------|--------------|-------------|-----------------|
| Course Code | BH1PAC4 | | | | | | | | |
| Mode of Study | Attendance – Full time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| Foundation Year | | | | | | | | | |
| FY026 | Preparing for Success Knowledge and Creativity | 0 | 1 | C | n/a | | 100 | | 1/2 |
| FY027 | Preparing for Success Self-development and Responsibility | 0 | 1 | C | n/a | | 60 | 40 | 1/2 |
| FY028 | Inquiry Based Learning | 0 | 1 | C | n/a | | 100 | | 1/2 |
| FY023 | Foundations of Psychology | 0 | 1 | C | n/a | | 100 | | 1/2 |
| Level 4 | | | | | | | | | |
| PS450 | Introduction to Developmental and Social Psychology | 4 | 2 | C | 15 | | 100 | | 1 |
| PS451 | Introduction to Biological Psychology and Cognitive Psychology | 4 | 2 | C | 15 | 100 | | | 2 |

| Course Title | BSc (Hons) Psychology and Criminology with Foundation Year | | | | | | | | |
|---------------------------|--|----------------|---------------------|--|--------------|-------------------|--------------|-------------|-----------------|
| Course Code | BH1PAC4 | | | | | | | | |
| Mode of Study | Attendance – Full time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| PS453 | Psychological Research Methods | 4 | 2 | C | 30 | 70 | 30 | | Both |
| LC474 | Introduction to Criminology: The Concept of Crime | 4 | 2 | C | 15 | | 100 | | 1 |
| LC471 | Introduction to Criminology: The History of Punishment | 4 | 2 | C | 15 | | | 100 | 2 |
| LC453 | Criminal Law & Justice | 4 | 2 | C | 30 | | 100 | | Both |
| Level 5 | | | | | | | | | |
| LC559 | Contemporary Criminology | 5 | 3 | C | 15 | 100 | | | 2 |
| LC558 | Issues in Criminology | 5 | 3 | C | 15 | | 100 | | 1 |
| PS556 | Cognitive Processes in Psychology | 5 | 3 | C | 15 | 100 | | | 1/2 |
| PS552 | Developmental Psychology | 5 | 3 | C | 15 | 50 | 50 | | 2 |
| PS553 | BioPsychology | 5 | 3 | C | 15 | 50 | | 50 | 1/2 |
| PS554 | Quantitative Research Methods in Psychology | 5 | 3 | C | 30 | 25 | 50 | 25 | Both |
| PS555 | Qualitative Research Methods in Psychology | 5 | 3 | C | 15 | | 100 | | 1 |
| Level 6 | | | | | | | | | |
| PS654 | Empirical Dissertation | 6 | 4 | C | 30 | | 100 | | Both |
| PS652 | Victimology | 6 | 4 | C | 15 | 50 | 25 | 25 | 1 |
| PS653 | Interpersonal Violence | 6 | 4 | C | 15 | | 60 | 40 | 2 |
| PS662 | Historical and Conceptual Issues in Psychology | 6 | 4 | C | 15 | | 60 | 40 | 2 |
| PS603 | Critical Social Psychology | 6 | 4 | C | 15 | 60 | | 40 | 1 |
| PS668 | Issues in Personality and Individual Differences | 6 | 4 | C | 15 | 50 | 50 | | 1 |
| Semester 2: 1 option from | | | | | | | | | |

| Course Title | BSc (Hons) Psychology and Criminology with Foundation Year | | | | | | | | |
|----------------------|--|----------------|---------------------|--|--------------|-------------------|--------------|-------------|-----------------|
| Course Code | BH1PAC4 | | | | | | | | |
| Mode of Study | Attendance – Full time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| PS651 | Investigative and Forensic Psychology | 6 | 4 | O | 15 | | 50 | 50 | 2 |
| LC652 | Cyber Crime | 6 | 4 | O | 15 | | 100 | | 2 |
| LC654 | Disability, Mental Health and the Criminal Justice System | 6 | 4 | O | 15 | | 100 | | 2 |

| Course Title | BSc (Hons) Psychology and Criminology | | | | | | | | |
|-------------------------|--|----------------|---------------------|--|--------------|-------------------|--------------|-------------|-----------------|
| Course Code | BH1PAC2 | | | | | | | | |
| Mode of Study | Attendance – Part time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| Level 4 – Year 1 | | | | | | | | | |
| LC474 | Introduction to Criminology: The Concept of Crime | 4 | 1 | C | 15 | | 100 | | 1 |
| LC471 | Introduction to Criminology: The History of Punishment | 4 | 1 | C | 15 | | | 100 | 2 |
| PS453 | Psychological Research Methods | 4 | 1 | C | 30 | 70 | 30 | | Both |
| Level 4 – Year 2 | | | | | | | | | |
| PS450 | Introduction to Developmental and Social Psychology | 4 | 2 | C | 15 | | 100 | | 1 |
| PS451 | Introduction to Biological Psychology and Cognitive Psychology | 4 | 2 | C | 15 | 100 | | | 2 |

| Course Title | BSc (Hons) Psychology and Criminology | | | | | | | | |
|---------------------------|---|-----------------------|----------------------------|--|---------------------|--------------------------|---------------------|--------------------|------------------------|
| Course Code | BH1PAC2 | | | | | | | | |
| Mode of Study | Attendance – Part time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| LC453 | Criminal Law & Justice | 4 | 2 | C | 30 | | 100 | | Both |
| Level 5 – Year 3 | | | | | | | | | |
| LC558 | Issues in Criminology | 5 | 3 | C | 15 | | 100 | | 1 |
| LC559 | Contemporary Criminology | 5 | 3 | C | 15 | 100 | | | 2 |
| PS554 | Quantitative Research Methods in Psychology | 5 | 3 | C | 30 | 25 | 50 | 25 | Both |
| Level 5 – Year 4 | | | | | | | | | |
| PS553 | BioPsychology | 5 | 4 | C | 15 | 50 | | 50 | 1/2 |
| PS556 | Cognitive Processes in Psychology | 5 | 4 | C | 15 | 100 | | | 1/2 |
| PS555 | Qualitative Research Methods in Psychology | 5 | 4 | C | 15 | | 100 | | 1 |
| PS552 | Developmental Psychology | 5 | 4 | C | 15 | 50 | 50 | | 2 |
| Level 6 – Year 5 | | | | | | | | | |
| PS652 | Victimology | 6 | 5 | C | 15 | 50 | 25 | 25 | 1 |
| PS662 | Historical and Conceptual Issues in Psychology | 6 | 5 | C | 15 | | 60 | 40 | 2 |
| PS668 | Issues in Personality and Individual Differences | 6 | 5 | C | 15 | 50 | 50 | | 1 |
| Semester 2: 1 option from | | | | | | | | | |
| PS651 | Investigative and Forensic Psychology | 6 | 5 | O | 15 | | 50 | 50 | 2 |
| LC652 | Cyber Crime | 6 | 5 | O | 15 | | 100 | | 2 |
| LC654 | Disability, Mental health and the Criminal Justice System | 6 | 5 | O | 15 | | 100 | | 2 |
| Level 6 – Year 6 | | | | | | | | | |
| PS654 | Empirical Dissertation | 6 | 5 | C | 30 | | 100 | | Both |
| PS653 | Interpersonal Violence | 6 | 5 | C | 15 | | 60 | 40 | 2 |

| Course Title | BSc (Hons) Psychology and Criminology | | | | | | | | |
|----------------------|---------------------------------------|-----------------------|----------------------------|--|---------------------|--------------------------|---------------------|--------------------|------------------------|
| Course Code | BH1PAC2 | | | | | | | | |
| Mode of Study | Attendance – Part time | | | | | | | | |
| Credit Value | UK | 360 | ECTS | | | 180 | | | |
| 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 % | |
| PS603 | Critical Social Psychology | 6 | 5 | C | 15 | 60 | | 40 | 1 |

Table 3: Mapping of Programme Outcomes to Modules

| Programme Outcome | Level 4 (Code) | Level 5 (Code) | Level 6 (Code) | Level 7 (Code) | Level 8 (Code) |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| A. Knowledge and Understanding | | | | | |
| A1 | All | All | All | | |
| A2 | All | All | All | | |
| A3 | All | All | All | | |
| A4 | All | All | All | | |
| A5 | PS453 | PS554 / 555 | PS554 / 555 | | |
| A6 | PS450/LC474/ LC471 | LC558/559 | PS652/653/LC 652/654 | | |
| B. Intellectual / Cognitive Skills | | | | | |
| B1 | All | All | All | | |
| B2 | All | All | All | | |
| B3 | All | All | All | | |
| B4 | PS453 | PS554 / 555 | PS654 | | |
| B5 | PS453 | PS554 / 555 | PS654 | | |
| C. Practical Skills | | | | | |
| C1 | PS453 | All | All | | |
| C2 | PS453 | PS554 / 555 | PS654 | | |
| C3 | All | All | All | | |
| C4 | All | All | All | | |
| C5 | All | All | All | | |
| D. Key / Transferable Skills | | | | | |
| D1 | All | All | All | | |

| Programme Outcome | Level 4 (Code) | Level 5 (Code) | Level 6 (Code) | Level 7 (Code) | Level 8 (Code) |
|-------------------|----------------|----------------|----------------|----------------|----------------|
| D2 | All | All | All | | |
| D3 | PS453 | PS554 | PS654 | | |
| D4 | All | All | All | | |
| D5 | All | All | All | | |
| D6 | All | 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 | Placement / Study Abroad | Total |
|----------------|--|--------------------------|--------------------------|-------------|
| Year One | 336 | 864 | | 1200 |
| Year Two | 324 | 876 | | 1200 |
| Year Three | 284 | 916 | | 1200 |
| Total | 944 | 2656 | | 3600 |

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

The following modules may not be condoned:

- PS554 Quantitative Research may not be condoned. The British Psychological Society places an obligation on universities and students to conduct research ethically. A primary measure of the ability to conduct ethical research is passing the research methods training at level 5.
- PS654 Empirical Dissertation: The British Psychological Society places an obligation on universities and students to conduct research ethically. A primary measure of the ability to conduct ethical research is passing the empirical dissertation.

No exit award is available for students who withdraw at the end of the foundation year.

This programme will be covered by the following University regulations: *Academic Assessment Regulations*

© 2014 Buckinghamshire New University

APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Bachelor of Science (Ordinary degree)

Exit Award Programme Learning Outcomes

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Evaluate the appropriateness of different psychological and criminological approaches to solving problems
- Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

- PS450 Intro to Developmental & Social
- PS451 Intro to Biological and Cognitive
- PS453 Psychological Research Methods
- LC474 Introduction to Criminology: The Concept of Crime
- LC471 Introduction to Criminology: The History of Punishment
- LC453 Criminal Law & Justice

Diploma of Higher Education

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques within the disciplines of Psychology and Criminology effectively

A **Diploma of Higher Education (DipHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 240 Credits comprising 120 credits at Level 4 **and** 120 Credits at Level 5. All modules at Level 4 and the following modules at Level 5 will count towards achievement of this award:

- LC558 Issues in Criminology
- LC559 Contemporary Criminology
- PS552 Developmental Psychology
- PS553 Biopsychology
- PS554 Quantitative Research Methods
- PS555 Qualitative Research Methods
- PS556 Cognitive Processes in Psychology

Ordinary degree

On successful completion of a **Bachelor of Science (Ordinary degree)**, a graduate will be able to:

- Apply, under guidance, methods and techniques within Psychology and Criminology that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

An **Ordinary degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits comprising 120 credits at Level 4, 120 Credits at Level 5, **and** 60 Credits at Level 6. All modules at Levels 4 and 5 and the following modules at Level 6 will count towards achievement of this award:

- PS603 Critical Social Psychology (*Core*)
- PS662 Historical & Conceptual Issues in Psychology (*Core*)
- PS652 Victimology (*Core*)
- PS653 Interpersonal Violence (*Core*)
- PS668 Issues in Personality & Individual Differences (*Core*)
 - Plus 1 option from Semester 2
- LC652 Cybercrime (*Optional*)
- PS651 Investigative & Forensic Psychology (*Optional*)
- LC654 Disability, Mental Health in the Criminal Justice System (*Optional*)

ⁱ The Programme Learning Outcomes have been drawn or adapted from the Quality Assurance Agency Subject Benchmark Statements for Psychology dated 2007 and the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland dated August 2008.