

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) Criminology & Forensic Psychology*

<b>Date first produced</b>	04/10/2017
<b>Date last revised</b>	04/03/2024
<b>Date of implementation of current version</b>	01/09/2023
<b>Version number</b>	6
<b>Faculty</b>	Faculty of Business and Social Sciences
<b>School</b>	School of Law, Social and Behavioural Sciences
<b>Department</b>	Department of Psychology
<b>Delivery Institution</b>	Kingston University London

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Criminology & Forensic Psychology
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert HE Criminology & Forensic Psychology PgCert Criminology & Forensic Psychology Ordinary degree Criminology & Forensic Psychology
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	LF80

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Criminology & Forensic Psychology with Foundation Year
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Honours
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University London
<b>Location:</b>	Penrhyn Road Campus
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full-time
<b>Available as:</b>	
<b>Minimum period of registration:</b>	Part-time - 6 Full-time - 3
<b>Maximum period of registration:</b>	Part-time - 12 Full-time - 6
<b>Entry Requirements:</b>	The minimum entry qualifications for the programme are:  From A levels:           120 UCAS points

	<p>BTEC National: Distinction, Merit, Merit (DMM) from a social science related BTEC Extended Diploma.</p> <p>Access Diploma: Pass. Plus: GCSE Maths and English grade A* - C (or comparable numeric score under the newly reformed GCSE gradings).</p> <p>Consideration will be given to recognized prior learning based on professional experience or other certified learning.</p> <p>A minimum IELTS score of 6.5 overall, with no element below 5.5., TOEFL score of 90 with at least 22 in Reading, 21 in Listening, 23 in Speaking and 21 in Writing.</p> <p>Disclosure and Barring Services (DBS) clearance may be required for participation in some modules. This will be applied for at the start of the relevant modules rather than at the beginning of the course programme.</p>
<b>Programme Accredited by:</b>	n/a
<b>QAA Subject Benchmark Statements:</b>	Criminology; Psychology
<b>Approved Variants:</b>	None.
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	n/a
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

Understanding the causes and consequences of crime, finding ways to prevent and mitigate the harms associated with crime, establishing the means of managing and rehabilitating offenders are among the concerns of criminologists and forensic psychologists. This programme enables students to study crime and criminal justice from the perspectives of these two cognate academic disciplines to develop a fully informed understanding of the social, psychological and personal contexts of crime and victimisation and of the policy responses to crime and deviance.

In the first year of the course (Level 4) students are introduced to key concepts in criminological theory and forensic psychology; and to the institutions, processes and legal foundations of the criminal justice system in England and Wales. Students learn core social research skills that enable them to engage with the empirical natures of criminology and psychology; and prepare them for their own research work as they advance through the course. In the second year (Level 5) students build on core competencies to develop their knowledge and understanding through the study of policing and punishment as essential dimensions of the criminal justice system, and the study of mental health as a factor in the aetiology of antisocial and criminal behaviour. Alongside these core foci students begin to develop their own profile of interests through the selection of specialist modules in particular research areas of the disciplines. Specialist modules reflect the research interests and expertise of staff and include modules from cognate areas in the broader Social Sciences thereby introducing students to the diverse nature of the study of crime and justice in socio-political context. In the third year (Level 6) students deepen their understanding complex nature of crime and responses to it. They consider crime as a transnational phenomenon and explore theoretical and practical approaches to investigative methods used in tackling crime. Students then have options for pursuing their own interests in depth through specialist modules, including the option to undertake a sustained piece of independent project work in a dissertation. Additionally, in developing and applying reflective learning skills students acquire the confidence to experience the significance of their own values, biography and social identity in the shaping of the academic understandings of crime and victimisation.

Throughout, the course emphasises the importance of students acquiring a socially grounded approach towards crime and justice via opportunities to undertake community-based fieldwork, visits and engaging in classes and events led by practitioner guest speakers. Students are encouraged to experience work with practitioners, advocates or campaigners through volunteering, and at Level 6 they may undertake an applied work/volunteering-based learning module for credit. At the heart of the programme is a recognition that the study of criminology and forensic psychology incorporates a range of key skills including complex problem-solving, project management, reaching design and information retrieval, as well as negotiation and communication skills, all of which are crucial to future graduate employability.

In addition to the structure and content set out above, our Criminology and Forensic Psychology programme recognizes the values of learning and knowledge exchange that comes through engaging in work and community placements, and through study in different cultural and educational contexts. Students therefore have an option to study abroad year as part of the accredited programme, replacing Level 5 options with recognized modules offered at one or two of Kingston University's international partner institutions (including institutions based in the USA, Australia, New Zealand and Europe). Alternatively, students may choose to extend their programme to include an additional study abroad year in between Level 5 and 6, undertaking modules offered by partner institutions to broaden knowledge and experience. Students registered on the sandwich route undertake a year-long work placement

at the end of Level 5 to which they apply their criminology and/or sociological knowledge. This enables students to explore career interests whilst deepening and embedding learning in real world contexts.

Upon graduation students will have gained the academic and practical experience to enable them to develop career paths in a range of areas connected directly and indirectly with criminal justice systems, as well as other 'people-orientated' professions.

The aims of the programme are to:

- Introduce students to the cognate fields of criminology and forensic psychology and promote an enthusiasm for knowledge and understanding within these disciplines.
- Enable students to develop a critical understanding of criminological and psychological theories of crime, crime control and punishment.
- Introduce students to the significance of the interdependence of theory and evidence and of the relevance of criminology and forensic psychology to real world problems.
- Foster critical understanding concerning the application of psychological research into developing and enhancing techniques relevant to forensic psychology.
- Ensure students have a sound knowledge of the institutions, processes and legal foundations of the criminal justice system in England and Wales.
- Introduce students to the history, culture and techniques of policing and investigative processes.
- Provide students with the knowledge, understanding and skills to critically engage with debates about the causes of crime and responses to crime.
- Promote scholarship by offering students opportunities to acquire skills and operational practice in the conduct of research projects.
- Enable students to develop a range of generic and transferable skills in written and oral communication, independent learning, teamwork, information technology, numeracy, project management, information retrieval, reasoning and evaluation of evidence.
- Raise students' awareness of ethical issues and their appropriate resolution in criminological and psychological research.
- Foster a sense of civic contribution and participation by offering students the opportunity to engage with and work alongside practitioners, policy makers, service users and providers.

## **B. Intended Learning Outcomes**

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Criminology and Psychology and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A5	Demonstrate a critical understanding of the construction and influence of representations of crime and victims, and of responses to crime and deviance, as found in official reports, the mass media and public opinion	B5	Demonstrate and apply to questions and problems a systematic knowledge of a range of social research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations.	C5	Collaborate constructively with others to achieve common goals.
A4	Demonstrate critical understanding of the local, national and international contexts and social-structural influences on crime, victimisation and responses to crime and deviance, recognising diversity and inequality.	B4	Evaluate the merits and diversity of objectives of competing responses to crime and deviance, including the protection of human rights.	C4	Efficiently use information and communications technology for the gathering and analysis of data and presentation of findings.
A3	Demonstrate a critical understanding of the principles of human rights and civil liberties which are applicable to the different stages of the criminal justice process, and to all official responses to crime and deviance.	B1	Identify, investigate, analyse and contextualise criminological and forensic psychological problems; formulate questions and design appropriate strategies to investigate them.	C3	Recognise the importance of explicitly acknowledging intellectual debts and data sources, as well as ethical requirements of research in terms of the critical, respectful and reflective engagements with sources and informants.
A1	Demonstrate a critical understanding of the scientific underpinnings, major theories and key concepts which are deployed in criminology and forensic psychology that seek to explain all aspects of crime, victimisation and	B2	Make ethical judgements about methods and published research according to recognized disciplinary guidelines in criminology and psychology; and apply ethical principles in personal study.	C2	Locate, gather, retrieve and synthesise qualitative and quantitative data and analyse, assess and communicate that data to sustain a reasoned argument.

	responses to crime and deviance in social, political and personal contexts.				
A2	Demonstrate a systematic knowledge and critical understanding of processes of, and influences on, psychological functioning; and recognise the inherent variability and diversity therein.	B3	Critically evaluate evidence and argument and be able to use these elements in the development of their own work.	C1	Describe, summarize, interpret and present information, data and evidence in an appropriate format for a variety of audiences.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

This programme is offered in full-time and part-time modes, and leads to the award of BSc Hons Criminology & Forensic Psychology. The full-time programme is also offered with an optional 'sandwich' route which enables students to undertake a work placement in between Level 5 and 6. Students are supported in finding and securing a placement by KU Talent as well as by course academic staff. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides. For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification.

### BSc (Hons) Criminology & Forensic Psychology

Level 4							
BSc (Hons) Criminology & Forensic Psychology							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Crime, Law and Justice	CM4002	30	4	1 & 2			
Foundations in Criminological Theory	CM4001	30	4	1 & 2			
Introduction to Forensic Psychology	PS4005	30	4	1 & 2			
Introduction to Research Methods/r	SO4006	30	4	1 and 2		1	1
<b>Optional Modules</b>							



## Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. Students exiting the course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Criminology & Forensic Psychology.

<b>Level 5</b>							
<b>BSc (Hons) Criminology &amp; Forensic Psychology</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Forensic Mental Health and Criminal Behaviour	PS5010	30	5	1 & 2			
Policing and Punishment	CM5006	30	5	1 & 2			
<b>Optional Modules</b>							
Brain, Behaviour and Cognition	PS5003	30	5	1 & 2			
Crime on Screen	CM5019	15	5	1 and 2		1	1
Crime Prevention and Community Safety	CM5011	15	5	1 and 2		1	1
Culture and Harm in the Digital Age	CM5010	15	5	1 and 2		1	1
Diversity and Discrimination in the Criminal Justice System	CM5004	30	5	1 & 2			
FASS Work Placement Sandwich	PN5001	120	5	1 & 2			
Researching Law and Society	CM5008	30	5	1 and 2		1	1
Social, Individual and Developmental Psychology	PS5002	30	5	1 & 2			
Youth Crime	CM5020	15	5	1 and 2		1	1

## Progression to Level 6

\*Options are research led and may vary from year to year according to staff expertise and availability.

Progression to level 6 requires passing 120 credits.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Criminology and Forensic Psychology.

<b>Level 6</b>							
<b>BSc (Hons) Criminology &amp; Forensic Psychology</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
The Psychology of Investigations and Cyber-Behaviour	PS6016	30	6	1 & 2			
Transnational Crime	CM6027	30	6	1 & 2			
<b>Optional Modules</b>							
Applied Criminology/Sociology: Work and Volunteering	SO6027	30	6	1 and 2		1	1
Applied Criminology: Work and Volunteering	CM6018	30	6	1 & 2			
Criminology and the Law	CM6008	15	6	1 and 2		1	1
Criminology/sociology Dissertation	SO6029	30	6	1 & 2			
Genocide and Crimes against Humanity	PO6007	30	6	1 and 2		1	1
Migration in a Global Context	SO6036	15	6	1 and 2		1	1
Neuropsychology and Neuro-rehabilitation	PS6003	30	6	1 & 2			
Psychotherapeutic Psychology and Mental Health: from Theory to Practice	PS6014	30	6	1 & 2			
Risk and Crime	CM6019	30	6	1 & 2			
The Politics of Crime in the Black Atlantic	CM6011	30	6	1 & 2			

Level 6 requires the completion of

\*Options are research led and may vary from year to year according to staff expertise and availability.

Level 6 requires the completion of the compulsory modules and two option modules.

[BSc \(Hons\) Criminology & Forensic Psychology with Foundation Year](#)

#### **D. Principles of Teaching, Learning and Assessment**

Our students come from diverse academic and social backgrounds and their learning and skills development needs vary accordingly. To reflect this, the programme provides flexible and varied teaching, learning and assessment strategies in order to ensure that all students have as equal an opportunity as possible to acquire the necessary knowledge and skills to graduate in criminology and forensic psychology.

This field has been designed around KU Curriculum Design principles. The programme's learning and teaching strategy has a wide range of methods of teaching but there is an overarching aim of creating for students a sense of active and productive participation in an academic community committed to the understanding of crime related phenomena. This is achieved through teaching and learning strategies at the module and year level which enable:

- a clear path of progression for academic skill development and application in critical reading, writing, presentations, digital literacy, research, reasoning and independent study leading to an ability to produce new criminological and psychological knowledge.
- a sense of cohort identities to be developed and strengthened through fieldwork exercises in small teams, visits, group projects and tutor groups .
- real life applications of subject specialisms through building on experiences that students themselves bring , practitioner engagement in teaching, academic staff's own research informed teaching , scenario problem solving, and wherever possible, introducing greater authenticity into assessment briefs.
- active encouragement for students to engage with the development of aspects of their course as part of a learning community through student led reviews, advocacy engagement and leadership roles. Students are also encouraged to participate in the wider criminological and psychological disciplinary community by membership in the British Criminological Society and subscription to the British Psychological Society, and attendance at the regional student conferences.

### **Research Informed Teaching**

The majority of the course team are either academic research active or are involved in policy and evaluation related professional activities, through Knowledge Transfer Partnerships or other direct involvement with government or third sector organisations. These activities play a major part in informing the course design and curriculum content. Most of the teaching staff are also actively involved in the various Research Centres and/or Research Groups of the Faculty, or may be following interest areas of their own. Their activities take them into, amongst other areas, youth justice, prison education, managing sexual offenders, transgender victimisation, policing, investigative processes, deception, and intimate partner violence, life course and offending behaviour.

Staff also engage widely with the research and development of ideas in teaching and learning in Higher Education and into wider pedagogic issues which will then feed through to support student learning and engagement in the programme, both formal and extra-curricular.

### **The Personal Tutor Scheme**

The Personal Tutor Scheme has been designed to support students in the development of their academic skills by providing appropriate advice and guidance to students throughout their studies with the purpose of helping them become self-reliant and confident self-reflective learners. The individual relationship with a personal tutor throughout a student's undergraduate career is a key element in the monitoring of their progress across their courses and formative assessment is provided in the form of feedback during a timetable of scheduled and regular meetings. In addition, students are encouraged to attend individual meetings with their personal tutor to address any pastoral as well as academic concerns. In the first year personal tutors are particularly important in helping students make the transition

to higher education and the demands of more independent learning by encouraging self-reliance and boosting confidence. Personal tutor meetings combine study skills with subject specific content to clarify ideas discussed in the classroom. In private individual meetings students are encouraged to address any personal problems they may face with settling into the University. Good links exist between the Department and the wider support networks offered by Student Life. In the second and third year the personal tutor is there for students to guide them through their study programme choices, to work with them on making the best use of their feedback and to play an active role in planning their post-graduation future. Personal tutor meetings (and missed meetings) are logged on the University's OSIS system in order to keep a good record of students' engagement and identify early on if students are experiencing difficulties.

### **Support for Independent Learning**

Students' self-managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners. Each module makes use of Canvas (VLE), to provide a range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study. As a general principle guided activities are more closely structured at Level 4 to support students in making the transition to Higher Education learning. In addition to these module specific activities, at each level students on the course are provided with a co-curricula timetable of activities that draws across the provision within Student Engagement and Employability (SEE). These include, but are not limited to: careers skills workshops targeted to level (e.g. CV writing workshops for Level 4, interview skills and online test training at Level 6); personal development planning in the form of the SPARKS programme and service learning through the Kingston Hub and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with CASE.

### **Technology Enhanced Learning**

Canvas virtual learning environment provides excellent opportunities for designing and delivering a wide range of innovative technology enhanced learning tools to enable students to link their 'personal' digital worlds to 'public' academic worlds, often via their own mobile technologies. E-assessment is a standard feature in formative and self-assessments. Audio and video are both used for interactive classroom teaching.

### **Assessment**

The overall assessment regime for the course is designed to help students learn and to demonstrate that they have met the learning outcomes of the programme and of each level of study. A range of assessment strategies is used in the field in order to encourage a broad skill set and to accommodate students' different learning styles throughout the programme. Methods include: formal reports, essays, critical literature reviews, book reviews, portfolios, field work reports, presentations, unseen and time released exams and dissertation. The different assessment modes reflect and enhance the interdisciplinary inputs to the field programme. Care is taken by the course team to minimize summative assessment bunching or peak loading of formative assessments. All assessments in the programme are reviewed by the course team to ensure level parity and prevent overlap or duplication prior to being sent to External Examiners for information. All modules provide explicit formative opportunities, including self-evaluation, for practice and constructive 'feed forward' which are designed to help students reach their full potential in summative assessment. Indicative examples of this include seminar and workshop sessions working through practice questions, peer critiquing drafts, reviewing 'model' answers and past essays, self-assessed on line tests, and reading logs.

## **Skills**

The development of academic skills is woven throughout the course and assessed both formatively and summatively. In the first year there is an emphasis on developing basic research, information retrieval and study skills, and where necessary to provide additional support from CASE or other tailored support. At subsequent levels students strengthen their analytic, interpretative and communication skills and by graduation are able to demonstrate the problem-solving, evaluative and reflective skills intrinsic to the discipline and the attributes needed for self-managed, lifelong learning.

## **E. Support for Students and their Learning**

Students are supported by:

- A Module Leader for each module who takes responsibility for the teaching and learning experience of all those students registered and who monitors their progress, motivates their learning, monitors their performance and attendance, provides feedback and is responsible for their final grading.
- A course leader to oversee modules across the programme and to provide for the integration of student experience and cohort identity across the course.
- A Head of Department to help students understand the coherence of the programme structure, the regulations and to advise on requests for programme change and Study Abroad.
- Personal Tutors to provide academic guidance to students in the development of their academic skills by providing appropriate advice and guidance to students throughout their studies with the purpose of helping them become self-reliant and confident self-reflective learners. The one-to-one relationship with a personal tutor throughout a student's undergraduate career is a key element in the monitoring of their progress across their course. In the first year personal tutors are particularly important in helping students make the transition to higher education and the demands of more independent learning by encouraging self-reliance and boosting confidence. In the second and third year the personal tutor is there for students to guide them through their study programme choices, to work with them on making the best use of their feedback and to play an active role in planning their post-graduation future.
- Support Needs Tutor to ensure students with SoSNs are able to fully access the teaching and learning experience offered by the programme and linked directly to the university Dyslexic and Disability Office which deals with the assessment of all support needs.
- An academic misconduct tutor to monitor plagiarism and provide support for students who have been found to have infringed the regulations and have incurred penalties.
- A dedicated subject specialist Information Advisor in the University Learning Resource Centre.
- Technical support to advise students on IT and the use of software.
- A designated course administrator for the programme and the Department who provides a first port of call to all students who have queries or concerns about the scheduling and administration of their modules.
- An induction week at Level 4 for all new students and re-induction sessions for students entering Levels 5 and 6.
- Staff Student Consultative Committees (SSCC) which meet twice in each teaching block and are an important forum for student representatives to discuss openly and freely all issues concerning their experience of the design and delivery of their course. These are then reported back to the Departmental Board of Studies, where students are also in attendance, and also to the Faculty-wide SSCC where input from all fields is discussed and taken to the main Faculty Board of Studies. Students have

training and gain valuable experience of chairing and participating in formal committee meetings through this forum, which provides a key role in course developments and monitoring

- Canvas – a versatile on-line interactive intranet accessible on and off site, also available for mobile technologies, that provides a key resource for learning and teaching materials and for all module based communications between students and tutors
- CASE (Centre for Academic Skills and Employability) is a substantial Study Skills Centre that provides academic and employability skills support. It is a key referral point for students who have been identified by tutors as needing additional support with their academic skills. Students are also able to volunteer as Peer Assisted Learning (PAL) tutors in CASE.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- The Union of Kingston Students which provides a wide range of student services and works closely with academic staff in ensuring that students can access ambassador and representative training as well as volunteering opportunities
- KU Talent Careers and Employability Service - academics work closely with the service to ensure that presentations, workshops and training sessions are closely tailored to relevant employment sectors for criminologists and psychologists.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies

## **G. Employability and work-based learning**

The development of employability skills is embedded throughout the curriculum in this programme. It has been designed to equip students with the ability to relate the knowledge and skills that they have learned to the real world contexts in which they may work in future. These skills include:- a sound and critical knowledge of current policies and practices across a wide range of criminal justice organisations both in the UK and internationally; the ability to gather, retrieve and synthesise crime related data and information; quantitative and qualitative data management and analysis; the ability to work ethically and safely with confidential material and vulnerable subjects; the ability to manage and deliver small scale group and individual projects within time and resource constraints, the ability to work in a group and take a leadership role when appropriate, the ability to give and learn from informed peer evaluation; and the ability and experience to engage in reflective practice of frontline delivery of a range of criminal justice related goods and services.

In the design and delivery of modules the programme is committed to ensuring that there are regular channels of communication with a wide range of external practitioners and service providers through guest lectures and workshop presentations, fieldtrips and placement links. Students have the opportunity to undertake a sandwich year at the end of Level 5, and/or a work based module in their final year where they can practice their

subject specific skills and develop a confident mind-set which will take them into graduate employment and professional life. Additionally, students are encouraged to undertake voluntary work to gain an understanding of different employment areas related to the course. In relation to forensic psychology there are opportunities to take part in a research assistant scheme where students gain work experience with academic staff in the Psychology Department both during the academic year as well as the summer.

The course team work closely with the University's careers and employability services (KU Talent) who offer employability skills support in modules and extra-curricula drop-ins to advise on student CV writing, graduate recruitment schemes, interview skills, etc. KU Talent organise a range of events such as 'Spotlight on Criminology' and 'Spotlight on Psychology' which helps students see the potential of their degree for a range of careers.

Graduates of this programme have taken up posts in a variety of criminal justice and advocacy organisations including: the Metropolitan Police, UKBA, National Offender Management Service, Youth Offending Teams, The Prison Reform Trust, Young Offenders Institutions- as well as a range of broader social occupations such as assistant psychologists, events organisers, human resources staff; and work in policy advisory units in the social and political sectors. Graduates from this programme also go on to postgraduate or professional training, for example clinical courses, teacher training, counselling courses and social work training. Opportunities for further study are available nationally and internationally.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work placements and volunteering are actively encouraged. Additionally students on the sandwich route undertake a full year's placement between their second and third year. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Although it is the responsibility of individual students to source and secure such placements, this is done with the advice and guidance of both personal tutors and module tutors. The proximity of Kingston to a wide range of social and criminal justice organisations is an important factor in generating access and availability. For students on the sandwich route, KU Talent provides guidance and opportunities for securing paid placements.

## **H. Other sources of information that you may wish to consult**

Subject benchmarks for Criminology

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-criminology.pdf?sfvrsn=8f2c881\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-criminology.pdf?sfvrsn=8f2c881_4)

British Criminology Society

<http://www.britsoccrim.org/>

Subject benchmarks for Psychology

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf?sfvrsn=6935c881\\_13](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf?sfvrsn=6935c881_13)

British Psychological Society <http://www.bps.org.uk/>

## **I. Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4			Level 5										Level 6													
	PS4005	SO4006	CM4002	CM4001	CM5010	CM5011	CM5020	CM5019	PS5003	CM5008	PS5002	CM5004	CM5006	PS5010	PN5001	PS6016	CM6011	CM6019	CM6027	SO6029	CM6018	SO6036	SO6027	PS6014	PS6003	CM6008	PO6007
Knowledge & Understanding	A5			S							S					S	S	S									
	A4		S	S							S		S			S	S	S									
	A3		S								S				S	S	S										
	A1	S	S	S					S	S	S	S	S	S		S	S	S	S	S	S			S	S		
	A2	S							S	S				S		S								S	S		
Intellectual Skills	E5	S	S														S		S	S							
	E4	S	S	S							S				S	S	S	S			S			S			
	E1	S	S	S					S	S	S	S	S	S		S	S	S	S	S	S			S	S		
	E2	S	S											S			S	S		S	S			S			
	E3	S	S	S					S	S	S	S	S	S	S	S	S	S	S	S	S			S	S		
Practical Skills	C5	S	S	S					S	S	S	S	S	S		S	S		S	S	S			S	S		
	C4	S	S	S					S	S	S	S	S	S		S	S	S	S	S	S			S	S		
	C3	S	S	S					S	S	S	S	S	S		S	S	S	S	S	S			S	S		
	C2	S									S						S		S	S							
	C1	S	S	S					S	S	S	S	S	S		S	S	S	S	S	S			S	S		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.