Template C4

Programme Specification

Title of Course: *BSc (Hons) Psychology with Criminology*

Date first produced	10/04/2024
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Version number	5
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Criminology, Politics and Sociology
Delivery Institution	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

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Psychology with Criminology
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Cert HE Psychology with Criminology PgCert Psychology with Criminology Ordinary degree Psychology with Criminology
Course Code *For each pathway and mode of delivery*	UPPSY3CRI20 UFPSY3CRI20
UCAS code *For each pathway*	C9M8

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Psychology with Criminology with Professional Placement
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Cert HE Psychology with Criminology Ordinary degree Psychology with Criminology PgCert Psychology with Criminology
Course Code *For each pathway and mode of delivery*	N/A USPSY3CRI45
UCAS code *For each pathway*	C8M9

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University London
Location:	Penrhyn Road Campus
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	
Minimum period of registration:	Part-time - 6 Full-time - 3 With Professional Placement - 4
Maximum period of registration:	Part-time - 12 Full-time - 6 With Professional Placement - 8

Entry Requirements:	The minimum entry qualifications for the programme are: From A levels:112-128 UCAS tariff points (to include at least two A-levels or equivalent qualifications. Degree with foundation year 64. BTEC National: Lvl3 National: Distinction, Distinction, Merit (DMM). Candidates are normally required to hold five GCSE subjects at grade C/4 or above, including Mathematics and English Language. We welcome applications from International Applicants. Please view our standard entry requirements from your country All non-UK applicants must meet our English Language requirements. For this course it is Academic IELTS of 6.0 overall, with no element below 5.5 Entry is normally at Level 4 with A-level or equivalent qualifications . 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. Students working directly with children, adolescents or protected populations in any module must submit to and pass a DBS check. Without this, students are not allowed to interview, test or work with protected populations. Passing a DBS check, however, does not automatically allow students to work with children or other protected populations; the final decision is at the discretion of the course leader.
Programme Accredited by:	British Psychological Society (BPS)
QAA Subject Benchmark Statements:	British Psychological Society (BPS) PSRB requirements QAA Subject Benchmarks: Psychology 2023
Approved Variants:	In accordance with BPS Regulations, the project/dissertation module must be passed and cannot be compensated for any accredited award. An accredited award at UG Level is a 2:2 or above on any accredited route. Modules PS4001 and PS5001 cannot be trailed.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree	n/a

Apprenticeship standard:	
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

Psychology with Criminology is a fascinating, dynamic and challenging discipline that is both inspiring and relevant to today's life in society. The Psychology with Criminology programme covers all the core areas of psychology required by the British Psychological Society (BPS) while providing a more varied and encompassing curriculum in psychology and criminology involving issues and topics both current and historical, offering challenging opportunities for students to learn about applications of psychology and criminology throughout their course. By studying Criminology, alongside the deep insight into the human mind and behaviour that Psychology provides, students will develop a critical understanding of why crimes arise and how they impact individuals and society.

The course is designed to develop a strong theoretical and applied knowledge base in Psychology with Criminology while also aiming to develop some of the most employer-valued skills in an increasingly competitive job market. These work skills include teamwork, communication, time and task management skills, data analysis, problem solving, and critical evaluation. As a Kingston University course, we are also committed to ensuring that our graduates emerge with the future skills identified in our Town House Strategy, which include innovation, problem-solving, and creative thinking.

The course aims:
- to produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist;
- to include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- to develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data;
- to present multiple perspectives in a way that fosters critical evaluation and reflection;
- to develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues;
- to lead to an understanding of real life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real world questions
- to provide opportunities for the acquisition of generic skills in written and oral communication, independent learning, teamwork, information technology, and numeracy;
- to offer students a broadly based undergraduate course which will provide good career opportunities
- to cover all of the core areas of psychology, as defined by the BPS, and achieve GBC;
- to offer students the foundation to continue to study for professionally controlled postgraduate qualifications.
- to introduce students to criminology as an academic field of study
- to enable students to make connections between theories of crime and crime control
- to provide students with an introduction to the institutions, processes and legal foundations of the criminal justice system in England and Wales
- to enable students to understand theories of punishment and evaluate the role and purpose of punishment in modern societies
- to introduce students to the history, culture and techniques of policing

- to provide students with the knowledge, understanding and skills to critically engage with debates about transnational crime, international policing, and human rights.

B. Intended Learning Outcomes

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 'Sector Recognised Standards in England' (OFS 2022).

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Programme Learning Outcomes						
	Knowledge and Understanding		**Intellectual Skills**		**Subject Practical Skills**	
	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	
A1	Demonstrate a critical understanding and knowledge of the major theories, approaches and key concepts in psychology	B1	Have comprehensive knowledge of Psychology with areas of in-depth specialisation	C1	Write an appropriate review of the literature, and present and evaluate research findings to a higher level of proficiency	
A2	Appreciate the role of research in the development of psychological thought applying psychology research competencies, and a wide range of research methodologies and statistics	B2	Integrate psychological ideas and findings across the multiple perspectives of Psychology and recognise distinct psychological approaches to relevant issues	C2	Carry out empirical studies involving a variety of methods of data collection (experiments, observation, psychometric tests, questionnaires, interviews) and analyse data using statistical methods	
A3	Have an extensive knowledge of the way in which psychology has an impact upon society and individuals	B3	Critically review evidence, including issues of reliability, validity and significance, and to investigate contradictory information	C3	Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments	
A4	Gain additional knowledge and understanding of the ethical considerations and their importance in psychological practice and research	B4	Analyse and transform new and/or abstract data and concepts towards a given purpose independently, and to design novel solutions	C4	Have detailed knowledge on the use of a variety of general and specific library resources to source appropriate information	
A5	Have additional knowledge of the historical and philosophical development of psychology as an academic discipline	B5	Develop and sustain an argument independently in written and oral formats	C5	Describe, summarize, interpret and present information, data and evidence in an appropriate format for a variety of audiences.	
A6	Demonstrate a critical understanding of the major theories and key concepts which are	B6	Identify and contextualise criminological problems, formulate	C6	Locate, retrieve, manage and analyse secondary data and	

	deployed throughout the social sciences that seek to explain all aspects of crime, victimisation responses to crime and deviance in social and personal context.		questions and design appropriate strategies to investigate them.		information and evidence using relevant software.
A7	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.	B7	Make ethical judgements about methods and published research		
A8	Demonstrate a critical understanding of the dimensions of social divisions and social diversity in relation to criminological topics	B8	Objectively analyse, assess and communicate empirical information about crime, victimisation, responses to crime and deviance, and representations of crime		
A9	Demonstrate critical understanding of the local, national and international contexts of crime, victimisation and responses to crime and deviance.	B9	Evaluate the merits and diversity of objectives of competing responses to crime and deviance, including the protection of human rights.		
A10	Demonstrate a critical understanding of the basic principles of social research as applicable to criminological topics; including what can be achieved by different quantitative and qualitative methodologies.	B10	Gather, retrieve and synthesise data and use it to sustain a reasoned argument		
A11	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				

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

Full details of each module will be provided in module descriptors and on the VLE.
Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. Students will be informed of the availability of option modules through the Online Module Selection process.
Core modules provide a comprehensive coverage of the key areas of psychology, with an additional specialism in criminology, in accordance with BPS and subject benchmarks. Optional modules allow students to specialise and further augment their understanding in the areas of their choice.
For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification.

BSc (Hons) Psychology with Criminology

Level 4							
BSc (Hons) Psychology with Criminology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Foundations in Criminological Theory	CM4001	30	4	1&2			
Foundations of Psychology	PS4002	30	4	1&2			
Historical and Philosophical Concepts in Psychology	PS4003	30	4	1&2			
Psychology Research Methods 1	PS4001	30	4	1&2			
Optional Modules							

Progression to Level 5

Progression to Level 5 requires students to have successfully passed 120 L4 credits including passes in PS4001.
 This course permits progression from level 4 to level 5 with 90 credits at level 4 or above so long as PS4001 has been passed. The outstanding 30 credits from level 4 (can be trailed into level 5 and must be passed before progression to level 6. The module PS4001 cannot be trailed.
Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Psychology with Criminology.

Level 5							
BSc (Hons) Psychology with Criminology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Brain, Behaviour and Cognition	PS5003	30	5	1&2			
Policing and Punishment	CM5006	30	5	1&2			
Policing and Punishment	CM5006	30	5	Year long		2	3
Psychology Research Methods 2	PS5001	30	5	1&2			
Social and Developmental Psychology	PS5012	30	5	Year long		2	3
Optional Modules							

Progression to Level 6

Progression to Level 6 requires students to have successfully passed 120 L5 credits including passes in PS5001.
This course permits progression from level 5 to level 6 with 90 credits at level 5 or above so long as PS5001 has been passed. The outstanding 30 credits from level 5 (can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate). The module P5001 cannot be trailed.
Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Psychology with Criminology.

Level 6							
BSc (Hons) Psychology with Criminology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Psychology Research Project	PS6000	30	6	1&2	PS5001	3	5
Optional Modules							
Advanced Developmental Psychology	PS6002	30	6	1&2		3	6

	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Criminology and the Law	CM6008	15	6	1		3	5
Critical Social Psychology: Memory, Narrative and Representation	PS6004	30	6	1&2		3	6
Genocide and Crimes against Humanity	PO6007	30	6	1&2			
Introduction to Forensic Psychology	PS6011	30	6	1&2			
Migration in a Global Context	SO6036	15	6	2		3	6
Neuropsychology and Neuro-rehabilitation	PS6003	30	6	1&2		3	6
Psychology of Art	PS6017	30	6	1 and 2		3	6
Psychotherapeutic Psychology and Mental Health: from Theory to Practice	PS6014	30	6	1&2			
Risk and Crime	CM6019	30	6	1 and 2		3	6
The Psychology of Health and Well Being	PS6005	30	6	1&2			
Transnational Crime	CM6027	30	6	1&2			

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules PS6000 (Psychology Research Project) and either PS6002, PS6003, PS6004, or PS6005 plus two additional 30 credit option modules. One of the additional 30 credit options must be an option module in psychology (PS prefix), and one must be from the criminology options (CM, SO or PO prefixes).
*Options are research led and may vary from year to year according to staff expertise and availability.
 Choice of option modules may determine the level 6 Research Project topic.

BSc (Hons) Psychology with Criminology with Professional Placement

Level 5							
BSc (Hons) Psychology with Criminology with Professional Placement							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
FASS Work Placement Sandwich	PN5001	120	5	1 and 2		0	0
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The teaching, learning and assessment strategies have been devised in accordance with the University's curriculum design principles and the inclusive curriculum framework, which focus on helping students to become independent learners and providing an interactive and supportive learning environment. In line with the University Future Skills focus the course team aims "to provide a variety of high-quality learning experiences designed to allow students to flourish, to promote the development of lifelong learners and produce graduates that are sought after for their employability and social responsibility attributes".

The overall teaching and learning strategy promotes greater levels of responsibility, discipline and resourcefulness as students' progress through the course. Students will be introduced to the structure and nature of the curriculum during induction. Induction at L4 and re-inductions at Ls 5 and 6 are common practice in the Department of Psychology. During induction, students learn about the programme, the teaching and learning in modules, assessment types, deadlines, opportunities, employability, and the Personal Tutor scheme. The teaching and learning strategy encompasses:

- Lectures
- Interactive lectures
- Group discussions
- Groupwork
- Workshops
- Tutorials (where appropriate)
- Student-directed reading
- Laboratory workshops
- VLE-based activities and discussion boards

Opportunities for smaller group interaction exist at all levels where the quality of the contact between student and the member of staff is enhanced to facilitate learning outcomes. At L4, the group of students will be divided into small groups for workshops that run in parallel between two modules, PS4002 Foundations of Psychology and PS4001 Research Methods 1. These workshops will enable students to work on contents of both modules, for example, practice the ability to use statistical software, analyse and report quantitative and qualitative data, discuss interactively topics learnt in the Foundations course, while exploring issues such as plagiarism, how to write a lab report. At L5, the laboratory workshops form part of Research Methods 2. This will enable students to explore more in-depth research designs involving multiple independent variables and more advanced inferential statistics. At L6, lectures/workshops will run alongside small group supervision sessions for the PS6000 Research Project. In these sessions, students will discuss issues pertaining to their final year and their project. Discussion topics include (for example) employability and psychology professionals in the real world, enhancing skills for the psychology market, fine tuning practical skills such as argument development, APA-style referencing, how to develop a thesis, issues in the ethical considerations of psychological research, and interpersonal and communication skills.

 The first-year experience is regarded as particularly important in terms of providing a strong foundation for the study of psychology as well as criminology. An understanding of key psychological theory, concepts, perspectives and methods are delivered over an integrated set of modules using a variety of teaching methods including laboratory workshops, lectures and group tutorials. Strong emphasis is placed on study skills throughout the year, in particular via the PS4002 Foundations of Psychology and PS4001 Psychology Research Methods 1, which have a specific embedded skills agenda. The future skills agenda is embedded within modules as we start to prepare students to develop a range of graduate attributes. PS4003 Historical and Conceptual Issues in Psychology provides the grounding required by the BPS on historical and conceptual issues in the field and CM4001 introduces

students to the Foundations of Criminological Theory. Additional support to students is available through Academic Skills Centres.

At level 5 there is a greater emphasis upon self-directed learning and critical understanding and students are expected to refine their skills in literature sourcing and referencing and develop their capacity to collect and analyse primary data. This is facilitated via laboratory workshops, on-line materials and tutorial support. Students move from a more descriptive understanding of psychology to its analysis and application across a range of topic areas. We continue to develop students' graduate attributes at level 5 on their future skills journey through our teaching, learning and assessment.

At level 6 the emphasis is placed upon deepening students' critical understanding of psychology with criminology and the development of research proficiencies. Modules at this level cover both new areas and extend and develop previous topics and practical skills.

The strategies and the accompanying assessment procedures of individual modules are designed to achieve the general aims and objectives of the degree. These involve, among other things, students gaining a broad knowledge and sound understanding of the programme's topic areas, promoting their capacity to read, investigate and research and encouraging their skills in developing informed and well-supported arguments. In turn, the research modules are directed to promoting a range of practical skills, research competencies and numeracy.

The Research Project component of the course will involve a level of independent study on the part of the student which will be supported through supervision by a member of the academic team. This supervision will take the form of small group tutorials which will aim to provide structure and advice to students when they are planning, carrying out, analysing and writing-up their Research Project. These tutorials will be tailored to meet the research needs of students at each point of their project. The Research Project module runs across the entire year. Data collection cannot begin until after ethical approval is given. The Research Project provides students with the opportunity to pursue specific areas of psychology in more detail and allows students space to further develop and apply their graduate attributes.

The role of the Research Project supervisor is manifold, but primarily to guide the student throughout a successful completion of their Research Project. In addition to this supervision at L6, the supervisor takes on a role as Personal Tutor. Students continue to maintain contact with their previous personal tutor (from L4/L5). The personal tutor scheme is described more fully under the support for students and their learning section below.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (VLE) will provide
students with access to a range of materials for each module. These materials will typically include lecture slides, activities, links to useful web-resources, assessment information and formative quizzes. Use of the collaborative tools offered by the VLE (e.g., discussion boards) will be encouraged to facilitate team-working and interactive problem-solving skills, and to prepare for and follow up taught sessions. Online interaction with staff and other students will be expected for successful completion of certain modules. The VLE can be used from any networked PC in the University as well as from most PC's connected to the Internet.

A range of assessment approaches are employed across the programme. Our assessment strategy sets out core principles to ensure that students are provided with the right balance of challenge and support to achieve their best work. A variety of assessment methods facilitate students with differing learning styles to achieve the learning outcomes. The assessment procedures are reviewed by the course team and also by the Faculty across disciplines and clear mechanisms are in place to ensure we have a fair and transparent system of assessment. In addition, our Psychology assessments and assessment strategies are reviewed by the BPS in their accreditation reviews. The assessment strategy ensures that students are exposed to a range of assessment procedures which encourage different forms of learning and ensure that assessment burdens are fair and equitable across modules. To further support students, assessment in the course includes early low-stakes assessment, the use of formative assessment, feedback and feed-forward.

Examples of assessments employed in the Psychology with Criminology programme include unseen exams, laboratory reports, poster presentations, group and individual presentations, laboratory and skills worksheets, logbooks, group projects, peer assessment, essays, multiple choice tests, short answer tests, research proposals and a Research Project. The types of assessment used are related to the learning outcomes of each module. For example, some modules (as part of their remit) introduce key ideas and information. These aspects might be most appropriately assessed through the use of multiple-choice tests and short answers; conversely, critical understanding of specific topics may be better suited to assessment via a research proposal or an essay. Formative and summative assessments are explicit in the module descriptors.

E. Support for Students and their Learning

Students are supported by:

- Course Leader/ Head of Department
- Level tutors
- Module Leaders
- A personal tutor
- A final year project supervisor
- Workshop/Laboratory tutors (when applicable, for relevant modules)
- Technical support to advise students on IT and the use of IT facilities and software appropriate to the degree (sometimes in collaboration with members of staff for specific use of equipment)
- An induction week at the beginning of L4, and tailored re-inductions at Ls 5 and 6
- Student Voice Committee
- The Student Union
- An online interactive virtual learning environment (accessible both on-site and remotely)
- A designated Psychology information advisor/librarian and specialised Psychology library resources
- Help Desk
- A range of university student support services, such as Academic Skills Support; Careers and Employability support; Placement Support (where applicable), advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support
- Psychology facilities (including a range of laboratories, equipment and software)

In addition to the many sources of student support available to Psychology with Criminology students we also offer a comprehensive personal tutor scheme across levels 4-6. The role of the personal tutor is to provide appropriate academic advice and guidance to students, monitoring their progression from level to level, referring students to other University services as appropriate and to help students develop abilities which will allow them to be self-reliant and self-reflective. Personal tutors and tutees will meet throughout Levels 4 and 5 in timetabled sessions. At L4, the aims relate to supporting students to make the transition to HE learning comfortable, to develop good academic study skills and to enhance group interaction to develop cohort identity and collaborative skills. At L5, the aims are to support students to become increasingly independent as learners, and to start to explore with students' employability and opportunities. During the transition from L5 to L6, the primary PT will be the research supervisor for their dissertation and who will support the student during L6 continuing the conversation about employability and opportunities and fostering a sense of accomplishment amongst students. Students will also continue to be supported by their

L4/L5 personal tutor who will be available as a second personal tutor as a source of support and information.

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
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers
- The BSc Psychology with Criminology course is accredited by the British Psychological Society. The BPS monitors development of the programme, while ensuring its quality.

G. Employability and work-based learning

The BSc in Psychology with Criminology aims to produce sought after graduates in Psychology who embody Kingston University's Graduate Attributes and have a range of future skills for the workplace whether this be in Psychology or Criminology specific careers or the wide range of careers that value the many transferable skills achieved by a psychology graduate. Employability skills are embedded in modules and assessed throughout the course. Additionally, regular employability events, careers talks, visiting speakers from psychology relevant careers and information are available to students. Employability is designed into the programme in accordance with the university's future skills agenda as encompassed in the University Town House Strategy.

Throughout the curriculum, students will have opportunities to reflect on their journey through university, their future goals and plans, CV writing, presentation skills, collaboration and teamwork skills. Students are also encouraged to enhance their employability skills by partaking in extracurricular activities throughout their time at KU. This enhances both psychology specific and generic employability. Students are encouraged to seek relevant summer work or internships that will enable them to practise acquired skills and to develop their employability skills. The department strongly encourages and supports students who wish to take the Sandwich Placement Year route.

Graduate destination data has shown that our psychology with criminology students after graduation obtain employment in a wide variety of settings. They range from health and social occupations, to commercial, professional and managerial jobs. Many of our graduates choose to progress to further training and MSc courses. For example; graduates have entered clinical courses, teacher training, counselling courses, MSc Forensic Psychology and other postgraduate training.

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

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. 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.

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

Subject Benchmark Statement - Psychology (qaa.ac.uk)
British Psychological Society (BPS)
Kingston University course page
Subject benchmarks for Criminology
British Criminology Society

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												
		PS4002	CM4001	PS4001	PS4003	PS5012	CM5006	PS5001	PS5003	PN5001	PS6017	SO6036	CM6019	CM6008	PS6002	PS6004	PS6000	PO6007	CM6027	PS6014	PS6005	PS6011	PS6003
Knowledge & Understanding	A1	S		S					S		S	S			S	S				S	S	S	S
	A2	S		S	S			S	S				S		S					S			S
	A3	S																		S	S		
	A4	S		S				S					S										
	A5	S			S							S			S					S			
	A6		S			S					S		S				S			S			
	A7							S	S	S			S		S		S	S	S				S
	A8		S			S		S	S				S		S		S	S	S				S
	A9							S	S				S		S		S	S	S				S
	A10							S	S	S			S		S		S	S	S			S	S

Intellectual Skills	A11		S			S	S	S	S	S		S		S		S	S	S				S
	B1	S	S		S		S		S	S	S	S		S	S		S	S	S	S	S
	B2	S			S							S			S		S	S		S	S
	B3	S	S		S				S	S		S		S	S	S					
	B4		S					S	S	S		S		S	S	S				S	
	B5	S	S		S		S	S	S	S	S	S		S	S	S		S	S	S	S
	B6							S				S		S	S	S	S				
	B7							S				S		S	S	S	S	S			S
	B8							S				S		S	S	S	S	S			S
	B9							S				S		S	S	S	S	S		S	S
	B10						S	S				S		S		S	S	S			S
Practical Skills	C1	S	S			S	S			S			S	S	S			S	S		S
	C2		S		S		S			S				S	S						S
	C3	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
	C5							S			S		S		S				S		
	C6							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.