

Part 2: Educational Aims of the Programme

they choose to work and participate. The core curriculum of the programme, in particular, is designed with this objective in mind. The programme at UWE is distinctive for supplying students with placement opportunities across the criminal justice field, with research lead teaching clearly embedded into the course as well as practitioner/professional based guest lectures.

The BA (Hons) Criminology with Psychology programme aims at Level 1 to provide students with a comprehensive introduction to the core disciplines of Criminology and Psychology, whereas at Levels 2 and 3 the programme is designed to help students develop an in-depth and detailed understanding of Criminology with additional, appropriate, Psychology content. The Criminology with Psychology programme aims to highlight how multi-disciplinary (i.e., incorporating sociology, psychology, media studies and social policy) and applied (i.e., the impact that criminology has on criminal justice policy, practice and discourse) the subject area is and therefore how it directly links to employment opportunities.

In particular the programme aims to:

- Provide a foundation in criminological knowledge that is relevant to a career in the criminal justice system.
- Develop an understanding of the relationships between criminological theory and its application to a range of experience and behavior – including of offenders, victims, and agents of criminal justice.
- Clearly demonstrate how Criminology and Psychology apply to and interact with the real world, through a series of teaching innovations (TEL) and practical/practice based initiatives (placements, work based learning and invited speakers).
- Impart a broad range of skills, discipline specific, cognitive and general transferable skills, which provide the student with a sound basis for further study.
- Present multiple perspectives in criminology in a way that fosters critical comparison and evaluation
- Provide for students a generally enriching and interesting educational environment and experience; promote critical, creative and analytical thinking; and assist students to realise their potential.
- Acknowledge and accommodate the wide diversity of student needs and interests through the provision of a flexible programme, which enables students to choose between a variety of modules, and which fosters their individual development
- Encourage scholarship and to foster the virtues of objectivity, reflection, judgement, critical study, and independent learning (individual and collaborative).
- Provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.

TEL Strategy and Criminology with Psychology

The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful. In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote contact and thus increase flexibility and accessibility for students. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<http://ro.uwe.ac.uk/>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and assessment of a portfolio of work.

Employability Strategy and Criminology with Psychology

The Criminology with Psychology programme at UWE is applied and real world orientated which means that employability is a central strand of the programme's teaching and learning. This focus means that the Criminology with Psychology programme works to assist students in becoming graduates ready and able to realize their full potential, to make a positive contribution to society and their chosen field of employment or further study and to play their full part in the development of a sustainable global society and knowledge economy.

Research informed teaching Strategy and Criminology with Psychology

Research is integrated into teaching throughout this programme. Sessions are informed by activities of relevant staff research, and the departmental research strengths are reflected in the design of the curriculum (i.e., In Introduction to Criminal Justice [Y1] we have staff giving lectures based around their

Part 2: Educational Aims of the Programme

past as well as ongoing research and how it links to the Criminal Justice System). Students are able to engage with research active staff through diverse means which may include, for example, supervision of final year projects, volunteer research placements, support in attendance at relevant undergraduate conferences. Extra-curricula activities organised outside formal teaching sessions support the strengthening of associations between departmental research activity and student learning.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The Criminology with Psychology degree is designed to promote a contemporary, multi-faceted and applied approach to the study of Criminology with Psychology. Criminology focuses on definitions and understandings of crime as well as criminal justice from a range of perspectives (victims, offenders, the state and institutions). Criminology, especially the criminology taught at UWE, focuses on theoretical learning as well as the application of this knowledge to real world situations. Students will learn transferable skills throughout their degree and will experience a range of learning (online/offline), teaching (lectures, seminars, workshops and TEL) and assessment (essays, exams, case studies, presentations) techniques. Consequentially, a Criminology with Psychology degree opens graduates up to a range of graduate level opportunities in the criminal justice system and related charitable sectors.

Part 3: Learning Outcomes of the Programme

The BA (Hons) Criminology with Psychology offers a variety of opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. All subject specific Learning Outcomes related to the Criminology Major and the Psychology Minor and mappings to associated modules can be found in the BA (Hons) Criminology and BSc (Hons) Psychology programme specifications.

A Knowledge and understanding of:

1. Criminology as a multidisciplinary subject emphasising its links to other cognate disciplines including psychology, politics, social policy, law, media studies, sociology, biology & psychiatry.
2. the core domains and sub disciplines within Psychology and how they link to criminology.
3. the major theoretical perspectives within both Criminology and Psychology, as well as their applications to specific real world situations and problems
4. the UK criminal justice system in both national and international context.
5. research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct.
6. the relationship between theory, evidence, practice and methods in legal and criminological research
7. the nature, origins and development of key institutions of criminology, law enforcement, criminal justice and psychology.
8. a knowledge of research findings, and an understanding of the application of theory to a range of domains of study in Criminology and Psychology.

B Intellectual Skills

1. Adopt multiple perspectives and critically analyse the relationships between them
2. Reason scientifically, understand the role of evidence and make critical judgements about arguments in criminology, psychology and through their interaction.
3. Recognise and evaluate problems and plan strategies for their solution.
4. Synthesise information from a range of different sources in ways which show originality and creativity in the student's work.
5. Show insight in applying complex theoretical concepts to real-world problems and situations
6. Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data.

C Subject/Professional/Practical Skills

1. Apply and integrate multiple perspectives on criminological and psychological issues.
2. Recognise distinctive criminological and psychological approaches to particular problems.
3. Pose, operationalise and critique research questions.
4. Carry out empirical studies involving a variety of methods, including experiments, observation, psychometric tests, questionnaires, interviews and field studies.
5. Analyse data using both quantitative and qualitative methods.
6. Initiate, design, conduct and report an extensive piece of independent empirical research
7. Show awareness of ethical principles and approval procedures and act in accordance with these.

Part 3: Learning Outcomes of the Programme

8. Form independent opinion through the reading and discussion of empirical, policy and theoretical material.
9. Appreciate the applicability of subject knowledge and skills to the world of work.

D Transferable skills and other attributes

1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.
2. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
3. Be computer literate and confident in using word processing, database and statistical software.
4. Search for, retrieve and organise information from the full range of printed and online sources.
5. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
6. Make evidence-based, informed critical judgements and evaluations
7. Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors in that influence behaviour in groups and teams.
8. Undertake self-directed study and project management, in order to meet desired objectives.
9. Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development.
10. Engage in academic debate in a professional manner

Criminology major Learning Outcomes:	UZSNLD-30-1	UZSNLE-30-1	UZQSTA-15-2	UZSSTR-15-2	UZSSMU-30-2	UZSNQA-30-3	USPSTS-30-3				
A) Knowledge and understanding of:											
Criminology as a multidisciplinary subject emphasising its links to other cognate disciplines including psychology, politics, social policy, law, media studies, sociology, biology & psychiatry.	x	x	x	x	x	x	x				
the core domains and sub disciplines within Psychology and how they link to criminology.	x	x	x	x	x	x	x				
the major theoretical perspectives within both Criminology and Psychology, as well as their applications to specific real world situations and problems	x	x	x	x	x	x	x				
the UK criminal justice system in both national and international context.	x	x			x	x					
research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct.	x	x	x	x	x	x	x				
the relationship between theory, evidence, practice and methods in legal and criminological research	x	x	x		x	x	x				
the nature, origins and development of key institutions of criminology, law enforcement, criminal justice and psychology.	x	x	x	x	x	x	x				
a knowledge of research findings, and an understanding of the application of theory to a range of domains of study in Criminology and Psychology.	x	x	x		x	x	x				
(B) Intellectual Skills											
Adopt multiple perspectives and critically analyse the relationships between them	x	x	x		x	x	x				
Reason scientifically, understand the role of evidence and make critical	x	x	x		x	x	x				

Criminology major Learning Outcomes:	UZSNLD-30-1	UZSNLE-30-1	UZQSTA-15-2	UZSSTR-15-2	UZSSMU-30-2	UZSNQA-30-3	USPSTS-30-3			
judgements about arguments in criminology, psychology and through their interaction.										
Recognise and evaluate problems and plan strategies for their solution.	x	x	x	x	x	x	x			
Synthesise information from a range of different sources in ways which show originality and creativity in the student's work.	x	x	x		x	x	x			
Show insight in applying complex theoretical concepts to real-world problems and situations	x	x			x	x				
Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data	x	x			x	x				
(C) Subject/Professional/Practical Skills										
Apply and integrate multiple perspectives on criminological and psychological issues.	x	x	x	x	x	x	x			
Recognise distinctive criminological and psychological approaches to particular problems.	x	x	x	x	x	x	x			
Pose, operationalise and critique research questions.	x	x	x	x	x	x				
Carry out empirical studies involving a variety of methods, including experiments, observation, psychometric tests, questionnaires, interviews and field studies.	x	x			x	x	x			
Analyse data using both quantitative and qualitative methods.	x	x	x	x	x	x	x			
Initiate, design, conduct and report an extensive piece of independent empirical research	x	x	x	x	x	x	x			
Show awareness of ethical principles and approval procedures and act in accordance with these.	x	x	x	x	x	x	x			
Form independent opinion through the reading and discussion of empirical, policy and theoretical material.	x	x	x	x	x	x	x			

Criminology major Learning Outcomes:	UZSNLD-30-1	UZSNLE-30-1	UZQSTA-15-2	UZSSTR-15-2	UZSSMU-30-2	UZSNQA-30-3	USPSTS-30-3		
	and development								
Engage in academic debate in a professional manner	x	x	x	x	x	x	x	x	

Psychology minor Learning Outcomes:	USPJLS-30-1	USPJL7-30-1
	A) Knowledge and understanding of:	
Criminology as a multidisciplinary subject emphasising its links to other cognate disciplines including psychology, politics, social policy, law, media studies, sociology, biology & psychiatry.	x	x
the core domains and sub disciplines within Psychology and how they link to criminology.	x	x
the major theoretical perspectives within both Criminology and Psychology, as well as their applications to specific real world situations and problems	x	x
the UK criminal justice system in both national and international context.	x	x
research design, research methods and data analysis – including measurement	x	x

	USPJLS-30-1	USPJL7-30-1
Psychology minor Learning Outcomes:		
techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct.		
the relationship between theory, evidence, practice and methods in legal and criminological research	x	x
the nature, origins and development of key institutions of criminology, law enforcement, criminal justice and psychology.	x	x
a knowledge of research findings, and an understanding of the application of theory to a range of domains of study in Criminology and Psychology.	x	x
(B) Intellectual Skills		
Adopt multiple perspectives and critically analyse the relationships between them	x	x
Reason scientifically, understand the role of evidence and make critical judgements about arguments in criminology, psychology and through their interaction.	x	x
Recognise and evaluate problems and plan strategies for their solution.	x	x
Synthesise information from a range of different sources in ways which show originality and creativity in the student's work.	x	x
Show insight in applying complex theoretical concepts to real-world problems and situations	x	x
Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data	x	x
(C) Subject/Professional/Practical Skills		
Apply and integrate multiple perspectives on criminological and psychological issues.	x	x
Recognise distinctive criminological and psychological approaches to particular problems.	x	x
Pose, operationalise and critique research questions.	x	x
Carry out empirical studies involving a variety of methods, including experiments,	x	x

	USPJLS-30-1	USPJL7-30-1
Psychology minor Learning Outcomes:		
observation, psychometric tests, questionnaires, interviews and field studies.		
Analyse data using both quantitative and qualitative methods.	x	x
Initiate, design, conduct and report an extensive piece of independent empirical research	x	x
Show awareness of ethical principles and approval procedures and act in accordance with these.	x	x
Form independent opinion through the reading and discussion of empirical, policy and theoretical material.	x	x
Appreciate the applicability of subject knowledge and skills to the world of work.	x	x
(D) Transferable skills and other attributes		
Written, oral and visual communication skills, including clear presentation of research procedures, academic debates, and their own arguments	x	x
Computer literacy and ITC skills – competence and confidence in using a variety of software	x	x
Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.	x	x
Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.	x	x
Be computer literate and confident in using word processing, database and statistical software.	x	x
Search for, retrieve and organise information from the full range of printed and online sources.	x	x
Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.	x	x
Make evidence-based, informed critical judgments and evaluations	x	x
Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors in that	x	x

Psychology minor Learning Outcomes:	USPJLS-30-1	USPJL7-30-1
influence behaviour in groups and teams.		
Undertake self-directed study and project management, in order to meet desired objectives.	x	x
Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development	x	x
Engage in academic debate in a professional manner	x	x

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Criminology and Psychology programme teaching is a mix of scheduled, independent and placement learning. For the BA (Hons) Criminology this will include:

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: The programme includes a placement module at Y2 as well as opportunities for a study abroad and a research placement module in Y3.

A key focus of the programme is to ensure a positive student experience. This is fostered by integrated and consistent student support offered across all years of the programme. This menu of support includes:

- An Induction Programme for incoming first years to support orientation and study skills.
- Academic Personal Tutors across all three years of the programme.
- Student support mentors (i.e., interns and PALs) across all three years of the programme.
- Extensive specialist library as well as access to interrelated libraries with relevant material.
- On-line learning resources (Blackboard, library resources etc), internet, intranet and email access.
- Dedicated office hours for all staff

Part 4: Student Learning and Student Support

- Professionally trained support staff equipped to aid students with issues related to both academic progression and personal development.
- Early Assessment in Year 1 modules to encourage retention and progression
- A strong emphasis on developing analytical and critical skills.
- Graduation development planning

Description of any Distinctive Features

1. The Criminology with Psychology programme at UWE has a distinctive applied focus, with a focus on the application of theoretical and evidence-based knowledge on crime, offenders, victims and state responses to crime. This bridge between theoretical and applied knowledge in real world settings helps to foster in students a keen interest and engagement in the subject and primes them to think about the applicability of theory to context and the generalizability of research findings. The applied focus of the programme is demonstrated not only in the curriculum but also in the research outputs of staff of staff involved in the Centre for Understanding Social Practice as well as the Centre for Legal Research. Further, staff research is infused into the curriculum with the result that the programme is also distinctive for research-informed teaching with Staff research being embedded throughout the course in Core modules as well as option modules, particularly in Y1 and in the dissertation module in Y3. Also, the programme has evidence based, research lead and practice orientated teaching from stakeholders and related practitioners across all three years.
2. The programme is distinctive through its commitment to fostering ready and able graduates, who are well-equipped for the world of work; this is accomplished by a compulsory placement module in Y2 as well as by opportunities for studying abroad, and support for career planning in Y3, as well as a focus on supporting students to learn employment relevant skills throughout the course.
3. The Criminology with Psychology programme has a strong commitment to the use of TEL to enhance teaching and support student learning as well as to increase accessibility for students.
4. Central to the Criminology with Psychology programme is the ongoing dedication to providing a positive student experience. This is accomplished through a number of features, both subject specific and UWE wide, including ongoing cycles of student feedback, formal and informal, which enable staff to work proactively with students to ensure the best possible learning experience.
5. Students and staff enjoy excellent facilities with well equipped psychology labs, teaching spaces and other learning resources. Examples of psychology facilities include: Psychophysiology and EEG Lab; Human Interaction Lab; Counselling Suite; Developmental Lab.

The programme encompasses a range of **assessment methods** including; essays, posters, presentations, written examinations, etc.

These are detailed in the Programme Specific assessment maps (BA (Hons) Criminology & BSc (Hons) Psychology).

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

A range of assessment methods are employed to monitor student attainment of the full range of Learning Outcomes. Assessment incorporates the Department's assessment strategy and The QAA Code of Practice on Assessment of Students. The principles, procedures and processes of assessment for each module are described in each module handbook, which is provided to each student (online) at the start of the module. All 30 credit modules will have assessments spread across the academic year whereas the optional 15 credit will typically have semester based delivery as well as assessments.

Effective learning is achieved by employing a range of assessment approaches across the suite of

Part 4: Student Learning and Student Support

modules that recognize differential approaches to learning. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students. These assessments include:

- Essays
- Annotated bibliographies
- Web-based assignments
- Portfolios
- Oral, written and visual presentations
- Observational Reports
- Book reviews
- Tasks undertaken under examination conditions (closed or open-book)

Assessments are not intended simply to 'objectify' or measure student understanding, but also to facilitate student knowledge and understanding. Written coursework assignments are designed to ensure that students critically explore and evaluate key issues and ideas ('deep' rather than 'surface' learning), and opportunity is provided for them to negotiate their own written assignments in accordance with their own interests.

Students become progressively independent and reflective as they move through ascending levels of the programme.

Teamwork is monitored and evaluated especially by means of group presentations.

Self-management and self-motivation is required through the enforcement of deadlines for all coursework assessments, and in the independence required to manage self-selected essay and project assignments.

The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures (student representatives, module feedback questionnaires and focus groups), standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, and a series of strategic management meetings throughout the year to synthesize programme data/feedback and formulate/review action plans.

Assessment Map


		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UZSNLD-30-1	A (50)			B (25)			B (25)			
	UZSNLE-30-1	A (50)						B (25)	B (25)		
Optional Modules Level 2	UZSNNC-30-2						A (30)	B (70)			
	UZSSMU-30-2	A (100)									
	UZSNMX-30-2						A (50)	B (50)			
	UZSNR8-30- UZSNUU-30-2				A (30)			B (70) A (50)		B (50)	

Optional Modules Level 3	UZSNQG-15-3	A (50)							B (50)			
	UZSNQK-30-2	A (50)							B (50)			
	UZSNQV-15-3	A (50)							B (50)			
	UZSSJN-30-3		A (50)						B (25)	B (25)		
	UZSSJQ-30-3	A (50)								B (50)		
	UZSNQN-30-3	A (50)					B (13)	B (37)				
	UZSNQP-30-3	A (30)							B (70)			
	UZSNQA-30-3	A (50)							B (50)			

		Type of Assessment*										
		Multiple choice exam	Unseen written exam	Seen written exam	Presentation	Learning log	Essay	Practical Report / Project Report	Research participation	Reflective Journal	Portfolio	Research Proposal
Compulsory Modules Level 1	USPJLS-30-1 <i>Intro to Psych</i>	A (40)					B (20)	B (40)				
	USPJL7-30-1 <i>RDA1</i>	A (30)						B (35)			B (35)	
Optional Modules Level 2	USPSTX-30-2 <i>Identities In Psy</i>		A (50)								B (50)	
	USPSTY-30-2 <i>Mind Brain Dev</i>		A (30)		A (30)			B (30)			B (10)	
Optional Modules Level 3	USPK66-15-3 <i>Adv Dev</i>		A (60)								B (40)	
	USPK67-15-3 <i>Applied Dev</i>			A (100)								
	USPK73-30-3 <i>Atyp Dev</i>			A (50)							B (50)	
	USPK6P-15-3 <i>Cog Neuro</i>		A (60)								B (40)	
	USPK76-30-3 <i>Meth Neuro</i>			A (40)							B (60)	
	USPK7A-30-3 <i>Psy-pharm</i>		A (40)								B (60)	
	USPK6Q-15-3 <i>Counsel TP</i>		A (90)							B (10)		
	USPK6Y-15-3 <i>Work Consel</i>		A (90)							B (10)		
	USPK77-30-3 <i>PA MHealth</i>			A (50)							B (50)	
	USPK7B-30-3 <i>Psy Addict</i>		A (40)								B (60)	

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	<ul style="list-style-type: none"> • UZSNLD-30-1 Introduction to Criminological Theory • UZSNLE-30-1 Introduction to Criminal Justice • USPJLS-30-1 Introduction to Psychology • USPJL7-30-1 Research Design & Analysis 	None	<p>Cert HE Criminology with Psychology</p> <p>Other requirements:</p> <p>120 credits of which not less than 100 credits are at Level 1 or above</p>
	Year 2	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UZSSMU-30-2 Prisons and Policing • UZSSTR-15-2 Developing Self and Society • UZQSTA-15-2 Nature and Use of Research 	<p>Optional Modules</p> <p>Please note that 30 credits of year 2 are selected from the list of option modules</p> <ul style="list-style-type: none"> • UZSNNC-30-2 Criminal Psychology • UZSNMX-30-2 Youth Crime, Youth Justice • UZSNR8-30-2 Drugs, Crime & Society • UZSNNU-30-2 Transgression <p>Students must take 30 credits of Level 2 (or above) Psychology modules:</p> <ul style="list-style-type: none"> • USPSTY-30-2 Mind, Brain and Development • USPSTX-30-2 Identities in Psychology 	<p>Interim Awards</p> <p>Dip HE Criminology with Psychology</p> <p>Other requirements:</p> <p>240 of which not less than 100 credits are at Level 2 or above and not less than 220 credits are at Level 1 or above</p>

	Year 3	<ul style="list-style-type: none"> • UZSNQA-30-3 Critical Criminology • USPSTS-30-3 Social Sciences Project and Placement Module 	<p>Please note that 30 credits of year 3 are selected from the list of option modules</p> <ul style="list-style-type: none"> • UZNQG-15-3 Victims and Victimology • UZSNQK-30-2 Comparative and Transnational Crime • UZSNQV-15-3 Terrorism • UZSSJN-30-3 Protest, policing and Public Order • UZSNQP-30-3 Childhood disorders, disordered childhood • UZSNQN-30-3 Representations of Crime and Deviance • UZSNQU-30-3 The Family, Community and Crime <p>Students must take 30 credits from the following list of psychology options:</p> <ul style="list-style-type: none"> • USPK66-15-3 Advanced Developmental Psychology • USPK67-15-3 Anomalous Experiences and Mental Health • USPK68-15-3 Appearance and Embodiment • USPK69-15-3 Applied Developmental Psychology • USPK6P-15-3 Cognitive Neuropsychology • USPK6Q-15-3 Counselling and Psychotherapy Theory & Research • USPK6R-15-3 Developing Self and Society • USPK6S-15-3 Health Psychology in Practice • USPK6T-15-3 Psychology & Social Justice • USPK6U-15-3 Psychology and the Arts • USPK6V-15-3 Psychology in the Community • USPK6W-15-3 The Arts and Mental Health • USPK6Y-15-3 Working with difference in counselling and psychotherapy 	<p>BA Criminology with Psychology 300 credits of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above</p> <p>Target/Highest: BA (Hons) Criminology with Psychology</p> <p>Credit requirements 360 credits of which not less than 100 are at Level 3 or above, not less than 200 credits are at Level 2 or above and not less than 340 credits are at Level 1 or above</p>
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			<p>30 Credit Options</p> <ul style="list-style-type: none"> • USP73-30-3 Atypical Development • USP74-30-3 Gender, Sexualities and Society • USP75-30-3 Human Sexuality • USP76-30-3 Methods in Neuroscience • USP77-30-3 Psychological Approaches in Mental Health • USP78-30-3 Consciousness • USP-30-3 Psychology of Work, Business and Organizations • USP7A-30-3 Psychopharmacology • USP7B-30-3 Psychology of Addiction 	

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
↓	Year 1.1	<ul style="list-style-type: none"> UZSNLD-30-1 Introduction to Criminological Theory UZSNLE-30-1 Introduction to Criminal Justice 	None	Cert HE Criminology
	Year 1.2	<ul style="list-style-type: none"> USPJL7-30-1 Research Design & Analysis 1 USPJLS-30-1 Introduction to Psychology 		Other requirements: 120 credits of which not less than 100 credits are at Level 1 or above
	Year 2.1	<ul style="list-style-type: none"> UZSSMU-30-2 Prisons and Policing UZSSTR-15-2 Developing Self and Society 	Please note that 30 credits of year 2 are selected from the list of option modules <ul style="list-style-type: none"> UZSNR8-30-2 Drugs, Crime & Society UZSNUU-30-2 Transgression UZSNNC-30-2 Criminal Psychology UZSNMX-30-2 Youth Crime, Youth Justice 	Dip HE Criminology
	Year 2.2	<ul style="list-style-type: none"> UZQSTA-15-2 Nature and Use of Research 	Students must take 30 credits of Level 2 (or above) Psychology modules from the approved list below: <ul style="list-style-type: none"> USPSTY-30-2 Mind, Brain and Development USPSTX-30-2 Identities in Psychology 	Other requirements 240 of which not less than 100 credits are at Level 2 or above and not less than 220 credits are at Level 1 or above

Year 3.1	<ul style="list-style-type: none"> • UZSNQA-30-3 Critical Criminology • USPSTS-30-3 Social Sciences Project and Placement Module 	<p>Please note that 30 credits of year 3 are selected from the list of option modules</p> <ul style="list-style-type: none"> • UZNQG-15-3 Victims and Victimology • UZSNQK-30-2 Comparative and Transnational Crime • UZSNQV-15-3 Terrorism • UZSSJN-30-3 Protest, policing and Public Order • UZSNQP-30-3 Childhood disorders, disordered childhood • UZSSJQ-30-3 Real and Virtual Worlds • UZSNQN-30-3 Representations of Crime and Deviance 	<p>BA Criminology with Psychology 300 credits of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above</p> <p>Target/Highest: BA (Hons) Criminology with Psychology</p> <p>Credit requirements 360 credits of which not less than 100 are at Level 3 or above, not less than 200 credits are at Level 2 or above and not less than 340 credits are at Level 1 or above</p>
		Please note that 30 credits of year 3	

	<p>are selected from the list of Psychology option modules</p> <ul style="list-style-type: none"> • USPK66-15-3 Advanced Developmental Psychology • USPK67-15-3 Anomalous Experiences and Mental Health • USPK68-15-3 Appearance and Embodiment • USPK69-15-3 Applied Developmental Psychology • USPK6P-15-3 Cognitive Neuropsychology • USPK6Q-15-3 Counselling and Psychotherapy Theory & Research • USPK6R-15-3 Developing Self and Society • USPK6S-15-3 Health Psychology in Practice • USPK6T-15-3 Psychology & Social Justice • USPK6U-15-3 Psychology and the Arts • USPK6V-15-3 Psychology in the Community • USPK6W-15-3 The Arts and Mental Health • USPK6Y-15-3 Working with difference in counselling and psychotherapy <p>30 Credit Options</p> <ul style="list-style-type: none"> • USPK73-30-3 Atypical Development • USPK74-30-3 Gender, Sexualities and Society • USPK75-30-3 Human Sexuality • USPK76-30-3 Methods in Neuroscience • USPK77-30-3 Psychological Approaches in Mental Health • USPK78-30-3 Consciousness • USP-30-3 Psychology of Work, Business and Organizations • USPK7A-30-3 Psychopharmacology • USPK7B-30-3 Psychology of Addiction 	
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GRADUATION

<p>Part 7: Entry Requirements</p>
<p>Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed on the course page:</p> <p style="text-align: center;">http://courses.uwe.ac.uk/M900/2014#entry</p> <p>Please follow this link to view the university's basic minimum entry requirements:</p>

Part 7: Entry Requirements

<http://www.uwe.ac.uk/study/entryReqs.shtml>

Part 8: Reference Points and Benchmarks

The QAA subject benchmark statements for Criminology, as well as the Psychology Benchmarks, have informed the design of the programme from the outset. The benchmarks, and the external examiner, were consulted during the planning process and at each stage of the design and development of the programme. They have influenced the selection of the educational aims and learning outcomes against which the teaching, learning and assessment processes have been specified.

University teaching and learning policies are embedded in the educational aims and learning outcomes of the programme. The University's commitment to promoting a diverse, integrated and flexible learning experience is reflected in the rich range of teaching, learning and assessment methods and strategies in evidence on the programme.

The research, scholarly and knowledge exchange activities and interests of staff have shaped the wide ranging sociological provision at all levels of the programme. In particular the influence is evidenced by the varied and stimulating choice of option modules at levels 2 and 3.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).