

## ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England, Bristol	
<b>Teaching Institution</b>	University of the West of England, Bristol	
<b>Delivery Location</b>	Frenchay Campus	
<b>Faculty responsible for programme</b>	Health and Applied Sciences	
<b>Department responsible for programme</b>	Department of Health and Social Sciences	
<b>Modular Scheme Title</b>	Undergraduate Modular Scheme	
<b>Professional Statutory or Regulatory Body Links</b>	Accredited by the British Psychological Society for the Graduate Basis for Chartership (GBC)	
<b>Highest Award Title</b>	BSc (Hons) Psychology with Criminology	
<b>Default Award Title</b>	N/A	
<b>Fall-back Award Title</b>	N/A	
<b>Interim Award Titles</b>	Cert. HE Psychology with Criminology Dip. HE Psychology with Criminology BSc Psychology with Criminology	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	Full-time; Part-time; Sandwich	
<b>Codes</b>	<b>UCAS: C8M9</b>	<b>JACS:</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Psychology	
<b>CAP Approval Date</b>		
<b>Valid from</b>		
<b>Valid until Date</b>		
<b>Version</b>		

### Part 2: Educational Aims of the Programme

The BSc (Hons) Psychology with Criminology degree at UWE Bristol is a three year/level full-time course accredited by the British Psychological Society (BPS) and confers the society's Graduate Basis for Chartership (GBC). The programme aims to produce ready and able graduates. Graduates who are active citizens, making a real contribution to their communities, workplaces and society. Graduates with the skills, knowledge, attitude and confidence to create, critique, and make a difference to the world beyond university. Graduates who are

## **Part 2: Educational Aims of the Programme**

prepared for lifelong learning, personal-development, excellence and success in whatever fields they choose to work and participate. The core curriculum of the programme, in particular, is designed with this objective in mind.

The design of the programme is built on the core BPS curriculum covering the theoretical principles of human thought, action and behaviour with a strong emphasis on academic knowledge application in real-world contexts. The aim is to challenge students to ensure that upon degree completion they are equipped with the knowledge, skills and confidence to attain the career to which they aspire. Students who complete the programme are trained in a wide range of advanced psychological methods, critical analysis and transferable skills that are essential for a career as a Chartered Psychologist or employment in a range of competitive industries

The BSc (Hons) Psychology with Criminology programme aims at Level 1 to provide students with a comprehensive introduction to the related disciplines of Psychology and Criminology. At Levels 2 and 3, the programme is designed to help students develop an in-depth and detailed understanding of Psychology whilst also studying aspects of Criminology to an advanced level.

The Programme is designed to meet the requirements for GBC outlined below:

- Ability to apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;
- Ability to integrate ideas and findings across the multiple perspectives in psychology and to recognise distinctive psychological approaches to relevant issues;
- Ability to identify and evaluate general patterns in behaviour, psychological functioning and experience;
- Ability to understand and investigate the role of brain function in all human behaviour and experience;
- Ability to generate and explore hypotheses and research questions;
- Ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies;
- Ability to analyse data using both quantitative and qualitative methods;
- Ability to present and evaluate research findings;
- Ability to employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology; and
- Ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.

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

The BSc (Hons) Psychology with Criminology degree is accredited by the British Psychological Society (BPS) and confers the society's Graduate Basis for Chartership (GBC). The programme is designed to promote a scientific understanding of mind, brain, behaviour, experience and the complex interaction between such. Students learn transferable skills that are essential for a career as a Chartered Psychologist or employment in a range of competitive industries. Students who complete the programme must demonstrate theoretical understanding and practical application of social, developmental and cognitive psychology, individual differences, biological psychology, conceptual and historical issues, and research methods and design (qualitative and quantitative).

### **Part 3: Learning Outcomes of the Programme (Psychology)**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

#### **A. Knowledge and Understanding (subject specific)**

1. The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology
2. The major theoretical perspectives within Psychology
3. The roles and key functions of the recognised Psychology professions
4. Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct
5. The interfaces and interactions between Psychology and other cognate disciplines including sociology, biology, psychiatry
6. Contemporary debates, current ideas, and new developments in Psychology and related disciplines
7. The application of Psychological theory and concepts to specific real world situations and problems

#### **B. Intellectual Skills (generic) – Ability to:**

1. Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications
2. Reason scientifically, understand the role of evidence and make critical judgements
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 (subject specific) – Ability to:**

1. Integrate ideas and findings across multiple perspectives in psychology
2. Recognise distinctive psychological approaches to relevant problems
3. Identify and evaluate general patterns in behaviour, psychological functioning and experience
4. Understand and investigate the role of brain function in all human behaviour and experience
5. Generate and explore hypotheses and research questions
6. Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies
7. Analyse data using both quantitative and qualitative methods
8. Use a variety of psychological tools, including specialist software and laboratory equipment and psychometric instruments
9. Initiate, design, conduct and present and report on an extensive piece of independent empirical research
10. Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project

## Part 3: Learning Outcomes of the Programme (Psychology)

### **D. Transferable Skills and other attributes (generic) – Ability to:**

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 relevant software such as data analysis packages
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

	Module No: USPJLS-30-1	Module No: USPJL7-30-1	Module No: USPJLA-30-2	Module No: USPSTX-30-2	Module No: USPSTY-30-2	Module No: USPSTS-30-3	Module No: USPSTT-45-3
<b>Learning Outcomes:</b> <i>Included are only Compulsory BPS modules</i>							
<b>A) Knowledge and understanding of:</b>							
1. The core domains and sub discipline...	X			X	X		
2. The major theoretical perspectives within Psychology	X			X	X		
3. The roles ...of the...Psychology professions	X						
4. Research design... methods and data analysis		X	X				X
5. The interfaces...between Psychology and other...	X			X	X		
6. Contemporary debates, current ideas, and...	X			X	X		
7. The application of Psychological theory and concepts		X	X				X
<b>(B) Intellectual Skills</b>							
1. Adopt multiple perspectives and critically analyse...	X	X	X	X	X	X	X
2. Reason scientifically...makes critical judgements...	X	X	X	X	X	X	X
3. Recognise and evaluate...and plan strategies...		X	X				X
4. Synthesise information...show creativity...	X	X	X	X	X	X	X
5. Show insight in applying...concepts to real-world...							
6. Appreciate...statistical and qualitative data		X	X				X
<b>(C) Subject/Professional/Practical Skills</b>							
1. Apply and integrate multiple perspectives...	X	X	X	X	X	X	X
2. Recognise...psychological approaches to problems...		X	X				
3. Identify and evaluate general patterns in behaviour...	X	X	X	X	X	X	X
4. Understand and investigate the role of brain function.	X	X	X	X	X	X	X
5. Pose, operationalise and critique research questions		X	X	X	X	X	X
6. Carry out empirical studies involving...		X	X				X
7. Analyse data using both quantitative and qualitative...		X	X				X
8. Use a variety of psychological tools, including...		X	X		X	X	
9. Initiate...conduct...independent empirical research							X
10. Show awareness of ethical principles...	X	X	X				X

### Part 3: Learning Outcomes of the Programme (Psychology)

<b>(D) Transferable skills and other attributes</b>						
1. Communicate...by written, oral and visual...	X	X	X	X	X	X
2. Comprehend and use numerical...data...		X	X	X	X	X
3. Be computer literate and confident in using...	X	X	X	X	X	X
4. Search for, retrieve and organise information...	X	X	X	X	X	X
5. Solve problems by clarifying questions...	X	X	X	X	X	X
6. Make evidence-based informed...judgements...	X	X	X	X	X	X
7. Engage in effective teamwork...		X	X			
8. Undertake self-directed study and project...						X
9. Take charge of their own learning, and reflect...	X	X				X

### Part 3: Learning Outcomes of the Programme (Criminology)

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

#### A. Knowledge and Understanding (subject specific)

1. Major concepts and theoretical perspectives within social sciences - especially in relation to crime, victimisation, and responses to crime
2. Nature of and relationship between various forms of social diversity and social divisions – especially in relation to crime, victimisation, and criminal justice
3. Social nature of the relationship between individuals and groups and social processes underpinning social change and social stability
4. History, key institutions, cultural norms, and human rights issues of criminal justice system
5. How crime and victimisation are socially constructed (by media, public opinion and state agencies)
6. Relationship between theory, evidence, practice and methods in criminological research
7. Value of comparative analysis, in both historical and contemporary contexts
8. Nature and appropriate use of research strategies and methods in relation to social investigation and criminological issues
9. Distinctive character of disciplines of criminology (sociology, psychology, media studies and social policy) in relation to other forms of understanding
10. Application of criminological theory to real-world situations and problems, both in class (lectures, seminars, workshops and assessments) and outside of class (placement, TEL, work based learning)

#### B. Intellectual Skills (generic)

1. Appreciate the complexity and diversity of criminological theory and understand the strengths and weaknesses of the different theories.
2. Apply theoretical perspectives in criminology to the study of recent trends in criminal justice and law enforcement.
3. Understand, develop and apply research skills as well as methods in criminology
4. Understand the advantages and limitations of a variety of criminal justice policies as well as practices.
5. Explore the historical development and institutional dynamics of modern institutions of law and criminal justice and their likely future trajectories.
6. Appreciate how crime and criminal justice is politically and culturally constructed in different historical contexts.
7. Demonstrate their knowledge and understanding of a wide range of criminological topics in essay form.
8. Make an informed contribution to group discussions of criminological issues.
9. Gather, retrieve and synthesise information.
10. Evaluate theoretical perspectives as they apply to criminological issues.
11. Orally and visually present information in support of an argument or thesis.

#### C. Subject/Professional/Practical Skills (subject specific)

1. Identify criminological problems, understand the nature of criminological questions and investigate them.

### Part 3: Learning Outcomes of the Programme (Criminology)

2. Demonstrate competence in utilizing criminological theory and concepts to understand crime, victimization, representations of crime, and responses to crime.
3. Identify human rights issues in responses to crime and delinquency
4. Recognize distinctive criminological approaches to particular problems.
5. Analyze, assess methodologically, and communicate information and empirical research findings in relation to criminological (and psychological) phenomena
6. Identify and evaluate criminological patterns of thought, behavior, and experience
7. Examine relevance of criminological work with regard to issues of social, public and civic policy
8. Pose, operationalise and critique research questions.
9. Identify and utilize a range of different research strategies and tools, and conduct empirical studies involving a variety of methods – including observation, questionnaires, interviews, case studies, data analysis (quantitative and qualitative), evaluation, etc
10. Show awareness of ethical principles and approval procedures and act in accordance with these.

#### D. Transferable Skills and other attributes (generic)

1. Written, oral and visual communication skills, including clear presentation of research procedures, academic debates, and their own arguments
2. Computer literacy and ITC skills – competence and confidence in using a variety of software
3. Ability to use numerical, statistical and other forms of data, particularly in the context of presenting and analyzing complex data sets.
4. Ability to work productively in a group and as part of a team – including ability to engage in academic debate in a professional and collegiate manner
5. Capacity to present and analyze data and evidence in an appropriate format for a variety of audiences
6. Ability to solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
7. Ability to formulate researchable problems within a general area of concern, and to evaluate evidence of various kinds, and draw appropriate conclusions.

Learning Outcomes: <i>Included are only Compulsory Criminology modules (Highlighted in Green)</i>	UZSNLD-30-1	UZSNLE-30-1	UZSNLF-30-1	UZSST9-15-1	UZRSTQ-15-1	UZQSTA-15-2	UZSSTR-15-2	UZSSMU-30-2	UZSNQA-30-3	USPSTS-30-3
	<b>A) Knowledge and understanding of:</b>									
Major concepts and theoretical perspectives within social sciences - especially in relation to crime, victimisation, and responses to crime	x	x		x	x	x	x	x	x	x
Nature of and relationship between various forms of social diversity and social divisions – especially in relation to crime, victimisation, and criminal justice	x	x	x	x	x	x	x	x	x	x
Social nature of the relationship between individuals and groups and social processes underpinning social change and social stability	x	x	x	x	x	x	x	x	x	x
History, key institutions, cultural norms, and	x	x		x				x	x	









### Part 3: Learning Outcomes of the Programme (Criminology)

collection skills – including surveys, experiments, case studies, sampling techniques, qualitative and quantitative methods, interview designs and strategies, evaluative techniques, etc						
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### Part 4: Student Learning and Student Support

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

##### Transition to Higher Education (Induction and Support Structures)

- To help in the transition into the programme, students have the opportunity to attend a series of induction events at the start of level 1, which includes an introduction to the programme, module structure, teaching strategies, the virtual learning environment (VLE) platform, learning outcomes, support systems (e.g. Drop-ins, PAL) and their personal tutor. Additionally students have an opportunity to explore the specialist psychology facilities along with the university learning environment.
- Students are allocated a personal tutor and become part of a tutor group (typically < 15 tutees). Students are supported during their time at UWE by a personal tutor, student advisors and module leaders. Guidance on year issues is overseen by the Programme Manager, who is supported by the Teaching Team and Associate Head of Department for Psychology. Students who elect to undertake a placement year, are allocated a placement tutor who will maintain contact, plan a visit where possible and provide support and liaise with work supervisors.

##### Framework for Learning (Scheduled, Independent and Placement Learning)

- At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/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 (may vary slightly depending on the module choices made). Scheduled learning may include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops. Independent learning may include 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 may include a practice placement or sandwich year placement.

##### Technology Enhanced Learning (TEL)

- The use of TEL is an integral feature at all levels of study in each module on the programme. 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

## Part 4: Student Learning and Student Support

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.

### Psychology Specific Teaching Facilities

- All students will have access to a peer-assisted learning programme (PAL) and are also able to attend the Espresso Maths facility in order to obtain further support regarding the statistical aspects. Students and staff enjoy excellent facilities, with well-equipped labs, teaching spaces, library and other learning resources underpinned by an effective IT infrastructure. Examples of labs and psychology rooms may include:
  - Psychology Undergraduate Lab
  - Psychophysiology & EEG Lab
  - Sports & Exercise Research Lab
  - Human Interaction Lab
  - Developmental Lab
  - Perception Lab
  - Driving Simulator
  - Counselling Suite
  - Project, Study & Training Rooms (x12)

### Employability and Application (Career Planning and Preparation)

- Key transferable skills are promoted across the programme and the key skills identified in the HEA Psychology Student Employability Profile are highlighted on the first page of the programme handbook and emphasised during the induction of new students to the programme. At induction, students receive input from Careers and Volunteering departments and clear messages are given about the importance of work experience, the competitive nature of opportunities for progression into professional Psychology and the potential advantages conferred by possession of a Psychology degree in the graduate job market. The main foci for identification and articulation of key transferable skills are in the modules listed below. These modules also form the backbone of the personal tutoring system on the programme. Personal tutors on all years have responsibility to maintain an overview of their tutees development.

### Student Psychology Society

- Students are encouraged to join the successful Psychology student society which promotes both social and educational/academic activities. A particular aim of the society is to promote more informal contact between students and staff. A further priority is to encourage members to join the British Psychological Society and to participate in local events organized by the Society.

### Support for Students with Disabilities/Additional Needs

- The central University counselling and support services provide assistance and guidance for students with special needs. The programme welcomes mature students and students with disabilities. When possible, and following individual consultation, adjustments are made to practical and field work to allow all student to achieve the learning outcomes of the programme.

## Description of any Distinctive Features

#### Part 4: Student Learning and Student Support

The BSc (Hons) Psychology with Criminology programme at UWE has a distinctive **applied focus**, with a focus on the application of psychology in real world settings, which 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 support for **student choice** is significantly distinctive. A module choice event is held early in the second semester to enable Level 2 students to make an informed and considered choice from the wide variety of optional modules available at Level 3. At this event students have the opportunity to talk to module leaders and to students currently studying the modules. A comprehensive module choice handbook is also provided. Students will also have regular opportunities to discuss their preferences and plans with their personal academic tutor. Additionally, at Level 3 students on the Social Sciences Project and Placement Module can choose any appropriate topic of study that suits their interests on consultation with their project supervisor.

The programme is also distinctive for **research-informed teaching** 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. 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-curricular activities organised outside formal teaching sessions support the strengthening of associations between departmental research activity and student learning

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 sandwich years, and support for career planning in Y3, as well as a focus on supporting students to learn employment relevant skills throughout the course.

Another characterising aspect of the programme is the strong commitment to the **use of TEL** to enhance teaching and support student learning as well as to increase accessibility for students.

Lastly but most critically a core programme feature is the ongoing dedication to **providing a positive student experience**. This is accomplished by creating regular and systematic opportunities for students to feedback in a range of fora and formats formally and informally about their experience of the programme, so that the programme team can meet the needs of our students.

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

## Part 5: Assessment

### 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. Further, these assessments are summarised in the Assessment Calendar provided via the UWE Portal, which also facilitates the appropriate scheduling of assessment loading. The Final Year optional 15 credit modules will typically have semester based delivery which will also allow assessments to be spread across both semesters for even loading.

Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognise differential approaches to learning. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students. The programme incorporates a range of innovative and novel assessments, many utilizing new technologies.

Technology Enhanced Learning (TEL) is integral to the subject matter within this programme. Many taught topics are technology rich and TEL is also used to supplement learning and to help student learn through assessment. The need for proficiency and an emphasis on technology aided skills has been identified by the BPS and stakeholders and this feedback was used to inform the assessment strategy.

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills and allow students to realise their true potential. The focus is on assessments that link directly to employability relevant skills as well as assessments for learning of discipline content. Assessments are designed to achieve the learning outcomes for each module and this is described on the module specification. The range and progression of assessment methods are shown below.



## Part 5: Assessment

	<i>Meth Neuro</i>		(40)							(60)
	<b>USPK7A-30-3</b> <i>Psy-pharm</i>	A (40)		B (18)		B (6)	B (36)			
	<b>USPK6Q-15-3</b> <i>Counsel TP</i>	A (75)								B (25)
	<b>USPK6Y-15-3</b> <i>Work Counsel</i>	A (75)								B (25)
	<b>USPK77-30-3</b> <i>PA MHealth</i>	A (50)								B (50)
	<b>USPK7B-30-3</b> <i>Psy Addict</i>	A (40)		B (30)			B (30)			
	<b>USPK6T-15-3</b> <i>Soc Justice</i>	A (50)	A (50)							
	<b>USPK75-30-3</b> <i>Human Sex</i>	A (15)	A (15)							B (70)
	<b>USPK74-30-3</b> <i>Gender Sex</i>	A (50)								B (50)
	<b>USPK6W-15-3</b> <i>Arts MHealth</i>			A (50)						B (50)
	<b>USPK6U-15-3</b> <i>Psy Arts</i>			A (50)						B (50)
	<b>USPK78-30-3</b> <i>Consciousness</i>		A (25)	A (25)			B (50)			
	<b>USPK67-15-3</b> <i>AnomalExMH</i>		A (50)							B (50)
	<b>USPK79-30-3</b> <i>Work Psych</i>	A (50)					B (50)			
	<b>USPK68-15-3</b> <i>Psy Appear</i>		A (70)				B (30)			
	<b>USPSU3-15-3</b> <i>Dev Self Society</i>									A (100)
	<b>USPK6S-15-3</b> <i>Health Psych</i>	A (40)								A (60)

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.



## 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		<u>Psychology Modules</u> <ul style="list-style-type: none"> <li>• <b>USPJLS-30-1</b> <i>Introduction to Psychology</i></li> <li>• <b>USPJL7-30-1</b> <i>Research Design &amp; Analysis 1</i></li> </ul> <u>Criminology Modules</u> <ul style="list-style-type: none"> <li>• <b>UZSNLD-30-1</b> <i>Introduction to Criminological Theory</i></li> <li>• <b>UZSNLE-30-1</b> <i>Introduction to Criminal Justice</i></li> </ul>	None	Cert HE Psychology with Criminology  <i>Credit Requirements</i> 120 credits of which not less than 100 credits are at level 1 or above

		Compulsory Modules	Optional Modules	Interim Awards
Year 2		<u>Psychology Modules</u> <ul style="list-style-type: none"> <li>• <b>USPJLA-30-2</b> <i>Research Design and Analysis 2</i></li> <li>• <b>USPSTX-30-2</b> <i>Identities in Psychology</i></li> <li>• <b>USPSTY-30-2</b> <i>Mind, Brain and Development</i></li> </ul>	30 credits from the following options  <u>Criminology Modules</u> <ul style="list-style-type: none"> <li>• <b>UZSNNC-30-2</b> <i>Criminal Psychology</i></li> <li>• <b>UZSNMX-30-2</b> <i>Youth Crime, Youth Justice</i></li> <li>• <b>UZSNR8-30-2</b> <i>Drugs, Crime &amp; Society</i></li> <li>• <b>UZSNU-30-2</b> <i>Transgression</i></li> </ul>	Dip HE Psychology with Criminology  <i>Credit Requirements</i> 240 credits of which not less than 100 credits are at level 2 or above

**Year Out:** Students opting for the Sandwich award are enrolled on the level 3 module Developing Self and Society (**USPSU3-15-3**). This optional year is designed to enable students to gain valuable work experience in an area of their choice. It will be particularly valuable for those seeking to follow a career in professional Psychology where significant relevant work experience is seen as a prerequisite for acceptance on professional doctoral-level training courses.

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	<ul style="list-style-type: none"> <li>• <b>USPSTS-30-3</b> <i>Social Sciences Project and Placement Module (30)</i></li> <li style="text-align: center;">OR</li> <li>• <b>USPSTT-45-3</b> <i>Social Sciences Project and Placement Module (45)</i></li> </ul>	<p>Either 60 or 45 credits from any combination of the following 15 and 30 credit options</p> <p><u>Psychology Modules</u></p> <ul style="list-style-type: none"> <li>• <b>USPK66-15-3</b> <i>Advanced Developmental Psychology</i></li> <li>• <b>USPK67-15-3</b> <i>Anomalous Experiences and Mental Health</i></li> <li>• <b>USPK68-15-3</b> <i>Psychology of Appearance and Embodiment</i></li> <li>• <b>USPK69-15-3</b> <i>Applied Developmental Psychology</i></li> <li>• <b>USPK6P-15-3</b> <i>Cognitive Neuropsychology</i></li> <li>• <b>USPK6Q-15-3</b> <i>Counselling and Psychotherapy Theory &amp; Research</i></li> <li>• <b>USPSU3-15-3</b> <i>Developing Self and Society</i></li> <li>• <b>USPK6S-15-3</b> <i>Health Psychology in Practice</i></li> <li>• <b>USPK6T-15-3</b> <i>Psychology &amp; Social Justice</i></li> <li>• <b>USPK6U-15-3</b> <i>Psychology and the Arts</i></li> <li>• <b>USPK6W-15-3</b> <i>The Arts and Mental Health</i></li> <li>• <b>USPK6Y-15-3</b> <i>Working with difference in counselling and psychotherapy</i></li> <li>• <b>USPK73-30-3</b> <i>Atypical Development</i></li> <li>• <b>USPK74-30-3</b> <i>Gender, Sexualities and Society</i></li> <li>• <b>USPK75-30-3</b> <i>Human Sexuality</i></li> <li>• <b>USPK76-30-3</b> <i>Methods in Neuroscience</i></li> <li>• <b>USPK77-30-3</b> <i>Psychological Approaches in Mental Health</i></li> <li>• <b>USPK78-30-3</b> <i>Consciousness</i></li> </ul>	<p><b>BSc Psychology with Criminology</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>300 credits of which not less than 280 credits 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><u>Target Award</u></p> <p><b>BSc (Hons) Psychology with Criminology</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above</p>

			<ul style="list-style-type: none"> <li>• <b>USPK79-30-3</b> <i>Psychology of Work, Business and Organizations</i></li> <li>• <b>USPK7A-30-3</b> <i>Psychopharmacology</i></li> <li>• <b>USPK7B-30-3</b> <i>Psychology of Addiction</i></li> <li>• <b>USPK7B-30-3</b> <i>Psychology of Addiction</i></li> </ul> <p>AND 30 credits of the following</p> <p><u>Criminology Modules</u></p> <ul style="list-style-type: none"> <li>• <b>UZNQG-15-3</b> <i>Victims and Victimology</i></li> <li>• <b>UZSNQK-30-2</b> <i>Comparative and Transnational Crime</i></li> <li>• <b>UZSNQV-15-3</b> <i>Terrorism</i></li> <li>• <b>UZSSJN-30-3</b> <i>Protest, policing and Public Order</i></li> <li>• <b>UZSNQP-30-3</b> <i>Childhood disorders, disordered childhood</i></li> <li>• <b>UZSSJQ-30-3</b> <i>Real and Virtual Worlds</i></li> <li>• <b>UZSNQN-30-3</b> <i>Representations of Crime and Deviance</i></li> <li>• <b>UZSNQU-30-3</b> <i>The Family, Community and Crime</i></li> </ul>	
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**Part Time:**

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

<b>Year 1</b>	<b>USPJLS-30-1</b> <i>Introduction to Psychology</i> <b>UZSNLD-30-1</b> <i>Introduction to Criminological Theory</i>	Cert HE Psychology with Criminology
<b>Year 2</b>	<b>USPJL7-30-1</b> <i>Research Design and Analysis 1</i> <b>UZSNLE-30-1</b> <i>Introduction to Criminal Justice</i>	
<b>Year 3</b>	<b>USPSTX-30-2</b> <i>Identities in Psychology</i> <b>USPSTY-30-2</b> <i>Mind, Brain and Development</i>	Dip HE Psychology with Criminology
<b>Year 4</b>	<b>USPJLA-30-2</b> <i>Research Design and Analysis 2</i> <b>and a 30 credit Criminology option</b>	
<b>Year 5</b>	Optional modules to a total of 60 credits from the full list of 15 and 30 credit Level 3 options	BSc Psychology with Criminology
<b>Year 6</b>	<b>USPSTS-30-3</b> <i>Social Sciences Project and Placement Module</i> One 30-credit option, or two 15 credit optional modules from the full list of 15 and 30 credit Level 3 options	BSc (Hons) Psychology with Criminology  GRADUATION

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply:

- For entry requirements see UWE [website \(http://courses.uwe.ac.uk/C800/#entry\)](http://courses.uwe.ac.uk/C800/#entry)

## Part 8: Reference Points and Benchmarks

The design of the BSc (Hons) Psychology with Criminology programme at all levels is based on the reference points and benchmarks set out by the British Psychological Society (BPS), the Quality Assurance Agency (QAA) for Higher Education (UK Quality Code for HE National Qualification Framework) and the University of the West of England (UWE) strategic framework.

At its core, the programme is built on the set BPS curriculum covering the theoretical principles human thought, action and behaviour with a strong emphasis of academic knowledge application in real-world contexts. Specifically these aspects are addressed in two 30 credit modules in level 1, three 30 credit modules in level 2 and an independent research project at level 3. The degree is accredited by the BPS and confers the society's Graduate Basis for Chartership (GBC).

In particular, the learning outcomes for the modules at level 3 are considered consistent with the QAA's descriptor for a higher education qualification at level 6: Bachelor's degree with honours. Graduates of the programme achieving an Honours classification will have developed a systematic understanding of a wide range of advanced psychological methods and transferable skills that are essential for a career as a Chartered Psychologist or employment in a range of competitive industries.

Moreover, the UWE strategic framework is embedded at all levels of study with particular reference to three modules at level 1 (a 30 credit and two 15 credit modules) and 30 credits of relevant work experience/placement at level 2. At level three students have the option to take subject modules tailored to introduce specific staff research expertise. Students on the programme have the option of a part-time study pathway or may choose a four-year "sandwich" option, which offers a valuable opportunity to extend work-based learning experience to a full year placement between Levels 2 and 3. At each level, students are assigned a Personal Tutor from the academic staff who provides tailored support and guidance throughout the year.

Quality Processes: 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, regular visits/reviews from the BPS and a series of strategic management meetings throughout the year to synthesize programme data/feedback and formulate/review action plans.

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](#).