

Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **N/A**

Highest award title: **MA Community Safety and Crime Prevention (DL)**

Default award title: **None**

Interim award title: **PG Certificate Community Safety and Crime Prevention DL
PG Diploma Community Safety and Crime Prevention DL**

Modular scheme title: **Faculty of the Built Environment Postgraduate Modular Scheme**

UCAS codes: **N/A**

QAA subject benchmarking group(s): **N/A**

Valid until: **N/A**

Valid from: **2005**

Authorised by: **PG Modular Scheme Director** Date:

Version code: **2**

Version year: **2005**

Section 2: Educational aims of the programme

The programme aims to:

1. enable students to acquire knowledge and skills in a multi-disciplinary field of social policy;
2. provide a programme of study which enables students to develop the capacity for independent and critical thought and to relate their own experience to professional work elsewhere, current research and academic literature;
3. develop transferable skills (eg investigation, communication, problem-solving and decision-making);
4. provide flexible study opportunities, using distance learning methods, for those who may be constrained by work, domestic, financial or other personal circumstances.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

<p>By the end of the programme, the student should be able:</p> <p>01 To demonstrate an understanding of various theories of crime/criminality, and to identify a range of appropriate crime prevention/community safety approaches.</p> <p>In general: 02 To critically analyse the links between the environmental, social, psychological, political, economic and cultural contexts within which community safety and crime prevention activity occurs</p>	<p>Teaching/learning methods and strategies</p> <p>All the CSCP modules are distance learning. Students are required to engage with the distance learning material, carry out the activities and undertake the reading specified. For all modules students are expected to undertake independent reading to supplement and consolidate what is being learnt, thus broadening and/or deepening individual knowledge and understanding of the subject.</p> <p>Assessment</p> <p>Testing of the knowledge base is through a combination of assessed coursework, and reflective log/journals</p>
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B: Intellectual skills

<p>By the end of the programme, the student should be able:</p> <p>01 To judge and evaluate the quality of evidence which is used to support theory and current problems and practice</p> <p>02 To demonstrate an understanding of methodologies applicable to their own research</p> <p>03 To appreciate the complexity of policy issues and the role of values in their definition and solution</p> <p>04 To bring a broad and ethically informed perspective to bear on issues relating to community safety</p> <p>05 To formulate, present, and debate complex ideas, and engage with contested concepts</p> <p>06 To reflect on their own educational progress, and professional practice</p> <p>07 To demonstrate originality in the use and application of research</p>	<p>Teaching/learning methods and strategies</p> <p>Skills 1, 3, and 4 are introduced in the two applied criminology modules, which are linked to the work carried out in the research module and, later, the dissertation. These skills are seen as the basis for the work carried out on the M level modules generally. Skill 2 is specifically developed in the research module and the dissertation, where students review the work of others as part of developing their own research proposal and then carrying it out. Students are also encouraged to evaluate the research methods used when reviewing the literature during many of the modules. Skill 5 is developed in many modules, but particularly in the first unit of the first module: Applied Criminology A. Skill 6 is emphasised throughout the modules, all of which require students to submit a log journal as part of the assessment.</p> <p>Assessment</p> <p>Many modules test the learner's ability to demonstrate these skills, but particular examples are: skill 1 is assessed in Applied Criminology A, Research for Policy and Practice and the Dissertation, while skill 2 is in the last two of these. Skill 6 is assessed in the module log/journals as indicated above.</p>
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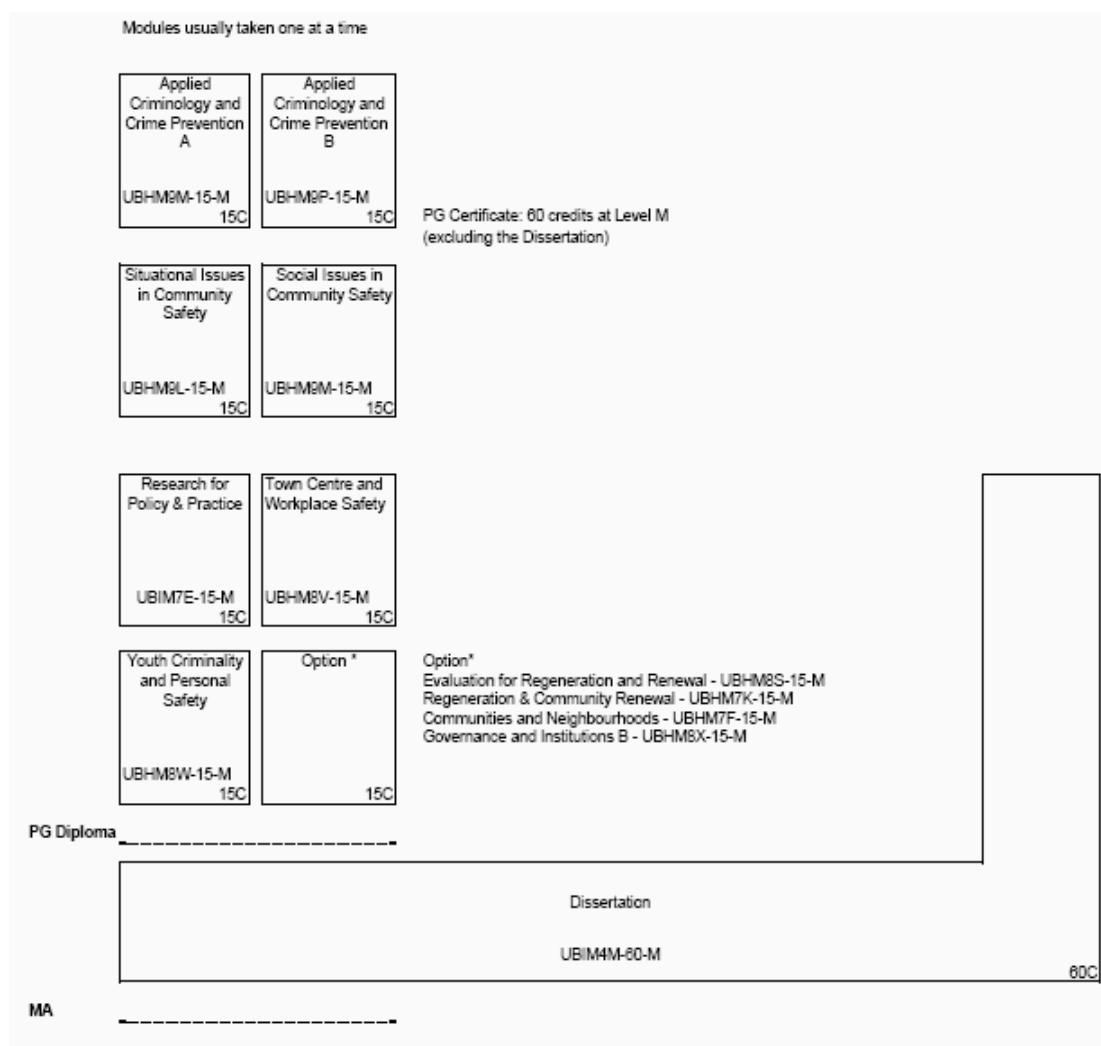
C: Subject, Professional and Practical Skills

<p>By the end of the programme, the student should be able:</p> <p>01 To demonstrate the acquisition of community safety and crime prevention skills, and identify circumstances where they would be appropriate.</p> <p>02 To evaluate the dynamics of collaborative working with professionals and the public, and participate in decision-making in complex and unpredictable situations.</p> <p>03 To analyse the links between the environmental social, economic and cultural context within which crime prevention policies are developed and strategies implemented and explain their institutional and administrative implications.</p> <p>04 To demonstrate ethical awareness, and to generate and implement policies of inclusivity and equal opportunity</p>	<p>Teaching/learning methods and strategies</p> <p>Skill 1 is acquired progressively throughout the programme. Skill 2 is particularly developed in the Social Issues in Community Safety module. Skill 3 is core to Applied Criminology B, and features to a greater or lesser extent in all other modules. Issues of inclusivity, ethical awareness and equal opportunity are high on the agenda of all modules within the programme, from both the policy and implementation aspect.</p> <p>Assessment</p> <p>Assessments in the particular modules listed above relate to the skills areas indicated.</p>
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D: Transferable skills and other attributes

<p>By the end of the programme, the student should be able:</p> <p>01 To communicate and present complex material effectively</p> <p>02 To initiate and manage the research process, utilising appropriate methodologies</p> <p>03 To understand the issues involved in effective team-working</p> <p>04 To identify the stages involved in planning and implementing tasks at a professional level</p> <p>05 To self-direct and manage their own learning, exercising initiative and taking personal responsibility</p>	<p>Teaching/learning methods and strategies</p> <p>With regard to skill 1 the development of communication skills takes place in many of the written assignments for the modules where students are required to submit reports and proposals related to the module content. These exercises sometimes require the student to address a specified audience (eg a policy and resources committee or a funding body). Similarly, for skill 5, because students are studying at a distance, they are encouraged by staff, and supported by the materials to develop this approach to their study (again the log journals in all of the modules encourage this). Skill 2 is introduced in Applied Criminology B and is fully developed in Research for Policy and Practice and the dissertation. Skill 4 is addressed throughout the course with reference to particular community safety issues (for example in the Social Issues in Community Safety and Situational Issues in Community Safety modules).</p> <p>Assessment</p> <p>The written communication aspects of skill 1 are assessed in all modules. Skill 2 is assessed by Research for Policy and Practice and the dissertation, whilst skills 3 and 4 are assessed in Social Aspects of Community Safety, where one of the assignments is the development of guidance on effective partnership working. Skill 5 is tested directly through the log journals for all the modules.</p>
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Section 4: Programme structure



Core modules

Level M
UBHM9N-15-M: Applied Criminology and Crime Prevention A (15)
UBHM9P-15-M: Applied Criminology and Crime Prevention B (15)
UBIM4M-60-M: Dissertation (60)
UBIM7E-15-M: Research for Policy and Practice (15)
UBHM9L-15-M: Situational Issues in Community Safety (15)
UBHM9M-15-M: Social Issues in Community Safety (15)
UBHM8V-15-M: Town Centre and Workplace Safety (15)
UBHM8W-15-M: Youth Criminality and Personal Safety (15)

Optional modules

Students must select 15 credits from the following modules:
UBHM7F-15-M: Communities and Neighbourhoods B (15)
UBHM8S-15-M: Evaluation for Regeneration and Renewal (15)
UBHM8X-15-M: Governance and Institutions B (15)
UBHM7K-15-M: Regeneration and Community Renewal (15)

Target Award

MA Community Safety and Crime Prevention (DL)

180 credits at level M, comprising the PG Diploma plus the Dissertation

Default Award

None

Interim Awards

PG Diploma Community Safety and Crime Prevention DL

120 credits at level M comprising Research for Policy and Practice, plus 105 credits of core and optional modules as specified (excluding the Dissertation)

PG Certificate Community Safety and Crime Prevention DL

60 credits at level M (excluding the Dissertation)

Section 5: Entry requirements

The usual entry requirement for this programme is a 2.2 first degree or professional qualification in a related discipline. Applicants without a first degree, but who are over 24 years of age, with relevant experience will be considered. This consideration will usually involve duration of relevant experience, and the writing of an essay on a subject set by the Programme Leader.

Section 6: Assessment Regulations

This programme is assessed under the current version of the Modular Assessment Regulations.

Section 7: Student learning: distinctive features and support

The distance learning structure of this programme gives students the advantage of flexibility. Learning at a distance may be desirable or necessary for personal, employment or geographical reasons. Because it is recognised that some students will require a longer period for study than others, there is a choice of submission dates for the completion of each module. The rate of progression through the programme is negotiated with each student and submission dates confirmed at the start of each academic year. While the course material is based on the UK, the general lessons that emerge are relevant to experience abroad.

A PG Student Adviser provides additional support for students and is the 'first point of call' for procedural rather than content problems. Tutor and Programme Leader support is provided via correspondence, telephone and email.

There is a voluntary student network, whereby participating students are circulated with a contact list which also contains the professional interests of each student.

At least once a year there is a field trip that gives students the opportunity to compare work in their own area with that elsewhere (New York, Chicago, Stockholm, Paris and Bologna have been visited in recent years). These trips also encourage group interaction and integration, a particular benefit for students on a distance learning programme such as this.

Section 8: Reference points/benchmarks

There are no relevant QAA subject benchmarks.

The FBE teaching and learning policy applies to this programme, and is supported by faculty guidelines for distance learning.

The Cities Research Centre has a large programme of research into social exclusion and regeneration issues, which often relate to problems of crime and insecurity. The leaders of modules included in this programme are active researchers, who draw upon the subjects of their research, and on the experience of the research process in the preparation of distance learning materials and their teaching.