Programme Specification

University of Cumbria

Programme Title and Name of Award	MSc Criminology, Risk and Safeguarding

Academic Level	7	**Total Credits**	180

Professional Body Accreditation / Qualification	Not Applicable

Date of Professional Body Accreditation	Not applicable	**Accreditation Period**	Not applicable

UCAS Code	Not applicable

HECoS Code	100484

Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/msc-criminology-risk-and-safeguarding/

Teaching Institution	University of Cumbria

Owning Institute	Business, Industry and Leadership

Programme delivered in conjunction with	Not Applicable

Principal Mode of Delivery	Blended Learning

Pattern of Delivery	Full-Time This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such cases, you will study modules alongside the full-time cohort(s) that are running at the time	
	Total weeks of study:	3 x 12 week semesters

	Delivery pattern:	See Programme Delivery Structure
	Standard semester dates:	Yes
Delivery Site(s)	Carlisle (Fusehill Street)	
Programme Length	Standard Registration Period: 1 calendar year (Full-time)	
	Maximum Registration period: 5 calendar years	
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).	
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.	
	PGDip Criminology, Risk and Safeguarding (120 credits)	
	PGCert Criminology, Risk and Safeguarding (60 credits)	
Period of Approval	August 2020 to July 2026	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:
https://www.cumbria.ac.uk/study/courses/postgraduate/msc-criminology-risk-and-safeguarding/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The MSc Criminology, Risk and Safeguarding is designed to build and expand on your existing learning and working experiences. This innovative programme offers flexible learning opportunities that will develop your academic and professional knowledge and skills with the aim of improving and enhancing your career opportunities and prospects. Recognising that as a postgraduate student you are an expert in identifying what you need and want to study, the programme design with a range of tailored modules offers you an opportunity to graduate with a distinct and unique master's degree that reflects your academic interests and career needs. This distinctive award integrates criminological and sociological theory with key contemporary societal challenges of safeguarding, vulnerabilities, risk, security and prevention. This programme blends theoretical standpoints with evidence-based practices. Whether you are a future or existing practitioner, this blend will equip you to respond to the complex multi-agency challenges faced by professionals within and associated with the criminal justice system. Through its links with third sector and statutory organisations and beyond, the programme team encourages future practitioners to link with relevant organisations whilst participating in the programme.

Your teaching team brings a wealth of research and practice expertise from academia and a range of criminal justice, policing, local authority, and voluntary and community sector settings. You will be learning in small lecture and seminar groups, which opens ample opportunity to share ideas and experiences, maximising your knowledge and exposure to varying teaching and pedagogical methods. Safeguarding responsibilities transcend professional disciplines. Colleagues in Education and Health contribute with their experience and expertise to make the learning truly multi-disciplinary.

The MSc Criminology, Risk and Safeguarding provides a clear pathway for a wide range of professionals to enhance and enrich expertise and knowledge growth through further study and research that informs local, regional and national practice. Whether your future career goals are with the police, the prison and probation service, local government, government departments or Non-Governmental /Charitable organisations or even the private sector, this master's degree offers a unique and distinctive post graduate framework for agencies who work in partnerships with each other and the communities they support.

The MSc Criminology, Risk and Safeguarding offers the opportunity to accumulate credits; you will receive a PGCert with 60 credits, a PGDip with 120 credits and an MSc with 180 credits.

In the Autumn Semester you will undertake the compulsory modules: Criminological Frameworks and Safeguarding, Risk and Vulnerability, plus Advanced Research Methods. These three modules are the key underpinning subject and research skills modules that provide the contextual background to ensure you are prepared for and able to move onto the rest of the programme with the required expertise, knowledge and proficiency. All the compulsory assessments allow you the opportunity to address your own area of interest within the context of the module subject area.

During the Spring Semester you will study compulsory modules: Global Dimensions, Security and Risk Management. You will also have the opportunity to study one of the optional modules: Rehabilitation, Policy and Practice OR Negotiated Learning.

Ordinarily, we recommend you take Rehabilitation, Policy and Practice, which enables you to explore the contested basis of rehabilitation and critically evaluate programmes and interventions as alternatives to incarceration, with reference to marginalised groups. However, you may have joined the programme with a clear idea of a project that you are keen to undertake for a work-related issue or topic where you have ready access to data you wish to explore further.

This is not a dissertation aimed at an academic audience but a negotiated learning project aimed at understanding and potentially improving a situation. The project outcome will demonstrate your analytical and evaluation skills, in an agreed oral, written or visual form appropriate to the problem

situation. These optional modules will allow you to further dovetail this master's degree to your own interests and/or professional practice, such as penal policy or the chance to negotiate a further study on specialist designated issue or project.

Please note options are subject to availability and student numbers. Optional module availability will be discussed during the Induction process and incorporated into a Learning Development Plan. You will be counselled and supported to manage your module choices accordingly.

The extended spring semester or semester 2E takes place during the summer months, commonly June, July, August. The opportunity to study during this period has been found particularly beneficial to students undertaking this type of programme.

Digital Victimisation and Dissertation/Practitioner Research are the final compulsory modules. The former will be run early Summer in a condensed format (eg. over 1 or 2 weeks) which will give you the opportunity to engage in in-depth group work, small formative research projects and extended seminars and workshops. This condensed mode of learning will provide you with the chance to experience an enriching community of learning and develop a broader pedagogical relationship with your fellow students and teaching team. Finally, your Dissertation or Practitioner research project will be completed over the rest of the Summer with regular support from your supervisor and opportunities to attend writing sessions and workshops.

The programme is an opportunity for those who have a keen interest in understanding crime in society and developing subject specific knowledge about risk and safeguarding from a variety of perspectives in practice. Applicants with professional practice experience may be admitted to the programme based on an interview and portfolio of evidence including current job role, employment history Curriculum Vitae (CV), continuing professional development (CPD) and training, evidence regarding your professional responsibilities and experiential learning. The programme has been designed to include both breadth and specialisation of core subject areas with the opportunity to enhance existing learning and as a continuing professional development opportunity for criminal justice practitioners.

In addition to learning from practitioners working in criminal justice organisations and agencies through guest lectures you will be encouraged to seek out and undertake voluntary work in statutory and voluntary organisations, community groups and agencies. Participation in such activities will enhance your learning, employability and employment opportunities. The University has established links with criminal justice system agencies and organisations allied to the sector with opportunities to put theory into practice via guest lectures and volunteering opportunities. If you are a continuing student of criminology, policing, law and social sciences you can build on and expand your existing understanding of the subject area and be introduced to new concepts and principles applied to developing areas of criminology and the wider context of agencies and organisations interfacing with the criminal justice system.

The structure of the programme contains some flexibility. The programme incorporates both compulsory and optional modules allowing choice in the selection of the optional modules subject to availability and student numbers. Optional module availability will be discussed during the Induction process and incorporated into a Learning Development Plan. You will be counselled and steered to manage your module choices accordingly. The final award is dependent on progress and the accumulation of module credits throughout the programme. As a full-time student, you will complete the programme in one year. Blended learning is a feature of all modules; this refers to the use of face-to-face lectures, seminars, workshops and online activities, and the use of carefully curated selection of third-party content. All online activities will serve to prepare you for and add value to the learning experience.

Using the Blackboard Virtual Learning Environment (VLE) forms part of the programme. You will use Blackboard throughout the programme to access resources and participate in on-line activities, discussions and sessions. The use of electronic systems, online and distance learning features to enhance and support modules is a key aspect of the programme and will allow you to engage with

each other and programme tutors outside of face-to-face learning contexts. Participation in such activities will enhance your learning, employability and employment opportunities. If you are already employed in relevant organisations and agencies you can use this experience as the basis for your continuing professional development (CPD) and knowledge enhancement within the framework of the programme.

The research element of the MSc Criminology, Risk and Safeguarding will enable practitioners to use work experience as a platform for research and reflection of your professional practice. The module Dissertation/Practitioner Research enables you, if you are already working in the sector to use that experience to undertake Practitioner Research. If you are not employed in the sector you can complete a traditional dissertation in place of Practitioner Research. To support you in terms of your career planning and progress through the programme you will be allocated a member of the academic team to act as your Personal Tutor (PT). They will support you to identify and meet your individual academic and professional learning needs and progress will be reviewed by you and your Personal Tutor during the personal tutorial meetings each semester.

Additional Costs:

Students in the Dissertation/Practitioner Research module will have to pay the printing costs of an academic poster.

Aims of the Programme

The overall aims of the Programme are:

1. To provide an advanced specialised and scholarly education in criminology, risk and safeguarding

2. To develop, refine and apply principles of social science research, data collection, analysis and scholarship to new areas of research or approaches to practice especially in relation to risk and safeguarding.

3. To provide a challenging, motivating and scholarly environment to enhance academic and professional development beyond undergraduate study with a focus on criminology, risk and safeguarding

4. To develop critical analytical capabilities of complex issues, debates, policies and practices in the field of criminology, risk and safeguarding.

5. To facilitate the acquisition and understanding of complex and specialised knowledge and a critical awareness of issues in at the forefront of the academic discipline.

6. To demonstrate self-direction and originality and act autonomously in planning and implementing tasks at a professional level

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.

- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.

- Generate new ideas and support the achievement of desired outcomes

- Accept accountability for decision making including the use of supervision

- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

K1. An in-depth and advanced knowledge and understanding of the subject informed by current practice, scholarship and research. (M. 1.3 p.3)

K2. A critical awareness of current issues and developments in the subject area. (M. 1.3 p.3)

After 120 credits of study (PGDip) you will be able to demonstrate:

K3. An ability to identify appropriate methodologies for dealing with complex problems. (C. 8.2 p.17)

K4. A critical awareness of the intersectionality of power in relation to criminal justice agencies and responses to crime, law and order. (C. 8.2 p.17)

After 180 credits of study (MSc) you will be able to demonstrate:

K5. An ability to develop a critical discussion and analysis of power; for example, in relation to gender relations. (C. 8.2 p.17)

K6. A critical awareness of the history of ideas, the cultural context, the social and political theories that inform and influence the practice of criminology. (C. 8.2 p.17)

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

S1. A systematic understanding and critical awareness of topics which are informed by the forefront of the subject of criminology. (C. 8.2 p.17)

S2. An ability to clearly, concisely and professionally communicate your ideas, findings and conclusions orally or through a range of written media e.g. formal reports, posters, literature reviews. (M. 1.3 p.3)

After 120 credits of study (PGDip) you will be able to demonstrate:

S3. How to use a range of techniques and research methods applicable to advanced scholarship in the subject area. (M. 1.3 p.3)

S4. How to conduct research and undertake training in research methods linked to a particular subject or field of study. (M. 1.3 p.3)

After 180 credits of study (MSc) you will be able to demonstrate:

S5. An ability to develop critical discussion and analysis of complex concepts and work independently and with some originality. (C. 8.2 p.17)

S6. An ability to successfully complete a substantial empirical research project, systematic review or systematic case study, informed by wider current understandings in the subject. (C. 8.2 p.17)

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Benchmark Reference Statements:

(M) 'Characteristics Statement Master's Degree' September 2015 (QAA1317-Sept 2015)

(C) 'Criminology' October 2019 (3rd ed.) (QAA2454).

Other subject relevant benchmarks have also informed the development of the programme including Sociology (2019) (4th ed.) (QAA2503 – December 2019)

- QAA Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014)

Other internal reference points may include:

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Institutional Business Plans
- UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

This programme is valuable for prospective and existing careers with employers who provide statutory services, and voluntary/charitable and private services. The critical thinking, assessment and analytical skills you will develop in criminology, safeguarding and risk management are applicable to a range of practitioner and leadership roles within the criminal justice system. These skills are transferable across a wide range of professional settings in both the public, private, voluntary and community sectors with a range of safeguarding and risk management requirements and foci. The programme will allow you to shape and transform your extant practice and further develop integral skills and knowledge essential for roles within the criminal justice system whether in the statutory, private or charitable organisations. The programme modules offer extensive teaching and assessment activities allowing you to develop both a broad knowledge and in-depth safeguarding / risk management specialisms. As a graduate of this programme these specialisms will help you stand out as you progress through your career. Some of the key features of this programme are:

- The ability to tailor learning to your academic interests and future career plans within the parameters of the programme

- Our specialist and multidisciplinary teaching team
- The opportunity to learn with other students from a variety of backgrounds and employment
- The encouragement to develop research that responds to real world and organisational contexts
- Opportunities to get involved in extracurricular activities and volunteering
- Your personal tutor will be able to discuss your career options and ways to help develop your skills in preparation for your future career goals.

This programme develops postgraduate skills and attributes to assist you to achieve your employment and professional goals, documented in a personal development plan. The programme also provides a platform for existing professionals to develop and expand upon your knowledge and skills. Historically, over half of graduates go into professional graduate employment straight away. This programme seeks to build on existing links with regional employers to provide career progression opportunities requiring participation in post-graduate study.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy. We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating

Learning and Teaching

Learning, teaching and assessment across the programme seeks to incorporate the acquisition of knowledge, understanding and skills enhancing employment opportunities and continuing professional development for practitioners in organisations and community groups involved in the criminal justice sector. The programme has a diverse range of learning opportunities and assessment methods to enhance learning and understanding which meet your needs and the needs of employers within the sector. The programme uses research-informed teaching, drawing on industry-based knowledge and expertise. The academics who teach on the programme provide the right mix of theoretical depth, knowledge and experience professional application, and communication skills to explain complex and delicate topics in an engaging and accessible way.

The Learning, Teaching and Assessment Strategy (2017-22) at the University of Cumbria sets out the framework for contexts for learning and the MSc Criminology, Risk and Safeguarding incorporates key elements from the strategy within the programme including:

- Integrating theory and practice to enhance the learning experience and relevance to the student's future aspirations
- Academic teams working in partnership with you and professional organisations /services to develop and deliver master's programme beneficial to the region and wider society
- Ensuring the programme is relevant to the needs of workplaces with an emphasis on problem-solving and the interaction of theory and practice. This includes opportunities to undertake negotiated learning and level 7 research focused on real world criminology, risk management and safeguarding practice.
- Providing a campus based learning and social experience that is accessible and inclusive through flexible delivery and enhanced using appropriate learning technologies

Learning and Teaching Methods:

- On-line directed study tasks linked to the Blackboard (VLE) to provide a structured framework for learning and development
- Guided independent study to develop and practice research and study skills
- Workshops to develop, practice and receive peer and tutor feedback on developing knowledge and critical thinking supported by discussion and debate
- Reflection to develop academic skills, professional skills, research skills and transferable skills
- Module and Personal Tutor System for additional support
- Provide active learning and social learning opportunities
- Provide the principles of internationalisation and draws on global perspectives to contextualise learning
- The University offers IT rooms in which to work and access the key software; there are also laptops available for loan and use during sessions as and when required.

The programme will be delivered by a mixture of face to face learning and teaching experiences via the Blackboard Virtual Learning Environment (VLE) platform and will assist your participation in the learning process. This online participation to support modules is a key aspect of the programme and will allow you to engage with other students and programme tutors outside of formal face-to-face learning contexts. This learning technology promotes shared learning and achievement. Each module will facilitate the further development of literacy and IT skills, as well as the development of other key lifelong learning skills, and both you and your tutor will monitor and evaluate your development via personal academic tutor meetings and the use of formative assessment methods.

If you are already employed in a relevant organisation you can apply the knowledge and skills gained on the programme to contextualise and integrate learning in practice. You can therefore use this experience as the basis for your continuing professional development (CPD) and knowledge enhancement within the framework of the programme. If you are not yet employed in this area of practice, we will encourage you to approach a relevant organisation to develop a contextualised application to your level 7 research project. Such an entrepreneurial approach to research has the potential to enhance your employability.

Learning Teaching and Assessment (LTA) approaches will be continually evaluated and where appropriate improved utilising module evaluations, peer review, focus groups, enhancement and module development sessions. These will ensure an enhanced student learning experience and continuing professional development of the academic team to maintain a contemporary LTA best practice.

Summative and Formative Assessment:

Formative assessment is an important and integral part of this programme of study and is a key element of each module providing valuable peer and student feedback to take forward, 'feed forward' to summative assessment tasks. This will allow you to engage with the developmental opportunities embedded within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or online activities such as presenting draft assignments, plans for your assessment or work in progress. Peer and self-assessment are also used to give students speedy feedback on formative tasks and builds confidence in handling assessments. This is particularly relevant for adult returners to higher education.

Formative assessment is integrated into each module and is seen as requisite in the development of the University Learning and Teaching Plan. Formative feedback is a developmental tool providing opportunities to obtain advice, comment and opinion at an early stage in the assessment process better enabling you to participate in and develop ideas and strategies. This will allow you to incrementally practice the requirements for summative assessment enabling you to assess your strengths and areas for improvement. Formative feedback takes several forms; class activities, practical research exercises, oral presentations, peer reviews, micro-teaching and on-line activities.

These also provide the opportunity for the discussion of ideas in a critical and constructive way with peers and tutors alike.

The range of assessments have been designed to provide a creative and balanced strategy across the programme. The assessments are challenging and engaging promoting the concept of 'assessment for learning' and developing independent and autonomous thinkers. Teaching and learning methods include: lectures, seminars, case studies, discussion, debate, small group work activities, presentations, micro-teaching, seminar papers, report writing, poster presentations, literature reviews, essays, portfolios, problem-based learning, and blended learning using the Blackboard Virtual Learning Environment (VLE) as a platform for communication, discussion, debate and collaborative working. The amount of assessment is linked to the specific module and programme learning outcomes with a practical workload for both students and staff along with timely feedback.

Further learning, teaching and assessment support includes:

- Learning Development Plan: developed with the student during the Induction week
- Enhancing employment opportunities (Career Development): Accessing Career Development
- Advice and support, creating a CV and employment application processes
- IT, Information Fluency and Digital Skills development: Using digital skills to access resources, databases and conducting research activities
- Presentations (individual): Developing presentations skills to enhance employability
- Discussion and debate: Developing debating skills
- Deadlines are designed to avoid bunching of assessments
- Guest speakers: Enhance understanding of practice in the criminal justice sector and allied agencies

Student Support

We provide responsive learner support that promotes your success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility which will prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential. As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and you will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction:

Postgraduate induction is timetabled for the week before commencement of the programme start date. Induction involves meeting the programme team, registration, library induction, information literacy, study skills and time management sessions. Introduction to the Blackboard (VLE) platform, on-line resources, e-books, databases and skills for master's level study. The induction timetable will include a series of bespoke sessions appropriate for Level 7 students such as; study, writing skills and time management sessions. The University provides access to an extensive range of supportive technology and software for students with specific learning needs and disabilities, to which you will be introduced.

Learning Development Plan:

On entry to the programme, you will be required to complete a Learning Development Plan. The plan, completed with the help of the Personal Tutor (PT), will detail the desired target award, the optional modules selected by you and the compulsory modules that are required to complete the target award. Module choices will be subject to availability and student numbers. The plan will

identify a recommended order of study for the selected modules and you will be counselled and steered to manage your module choices accordingly. You will review your Learning Development Plan with your Personal Tutor during the personal tutorial meetings each semester.

Personal Development Portfolio (PDP):

You will be provided with the opportunity to complete a PDP that is embedded throughout the programme and available both on Campus and accessible remotely through the University of Cumbria PebblePad system. The PDP charts progress throughout the programme identifying key skills that have been developed and practised that can be taken into employment or to evidence Continuing Professional Development (CPD).

Module Tutorials:

Individual and group tutorials are embedded throughout the programme. Additional tutorial support is available after timetabled lectures and seminars and by appointment via telephone, email and skype.

Graduate School:

Taught Masters students can attend the Graduate School Researcher Development Programme sessions and the summer school. If you would like to be included on the mailing list for such events, please contact the [University of Cumbria Graduate School](#).

Personal Tutoring

You will also be allocated a Personal Tutor who will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Your Personal Tutor will have an academic tailoring role supporting your journey through the programme of study so that your choice of modules and focus of the assessments is appropriate to your career aspirations and the learning outcomes of the award. Communication may take be face-to-face, phone or Skype as suits you and your PT plus group and individual tutorials are also embedded throughout the programmes.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current, and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading, and resource lists will be made available to you electronically using the University's [online reading and resource list system.](#)

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it is important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and

support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you can further develop your personal, academic and professional skills by taking part in several initiatives coordinated and delivered by professional services advisers:

Preparing for Postgraduate Study

This free online pre-entry master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Progression to Doctoral Level Study:

The programme seeks also to be a platform for further progression and development to doctoral level study (Level 8) as set out in The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (The Quality Assurance Agency for Higher Education 2014).

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling several commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful

in that all important job interview. Contact careerahead@cumbria.ac.uk or visit
www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
7	CRIM7011	Criminological Frameworks	20	Compulsory	K1, K2, K4, K5, K6, S1, S2, S5
7	CRIM7012	Safeguarding, Risk and Vulnerability	20	Compulsory	K1, K2, K4, K5, S1, S2, S5
7	CRIM7013	Global Dimensions of Crime	20	Compulsory	K1, K2, K4, K5, S1, S2, S5
7	CRIM7014	Security and Risk Management	20	Compulsory	K1, K2, K3, K4, S2, S5
7	CRIM7015	Rehabilitation Policy and Practice	20	Optional	K1,K2, K3, K4, K5, S2, S3, S5
7	CRIM7016	Digital Victimisation	20	Compulsory	K2, K3, K4, K5, S2, S5
7	CRIM7017	Negotiated Learning	20	Optional	K1, K2, K3, K6, S1, S5
7	CRIM7018	Advanced Research Methods	20	Compulsory	K1, K2, K3, K6, S3 S4, S5, S6
7	CRIM7019	Dissertation/Practitioner Research	40	Compulsory	K1, K2, K3, K6, S2, S3, S4 S5, S6

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance. You will choose 1 out of 2 optional modules at the commencement of the programme.

Module Pass Mark 50% (Postgraduate)

A failed student will not be permitted to re-register on the same programme.

* **Key to Module Statuses**	
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended Spring Semester		
CRIM7011	Criminological Frameworks	Autumn	Set Exercise (100%)	December
CRIM7012	Safeguarding, Risk and Vulnerability	Autumn	Written Assignment (100%)	January
CRIM7013	Global Dimensions of Crime	Spring	Set Exercise (30%) Written Assignment (70%)	April May
CRIM7014	Security and Risk Management	Spring	Report (100%)	April
CRIM7015	Rehabilitation Policy and Practice	Spring	Written Assignment (100%)	May
CRIM7016	Digital Victimisation	Extended Spring	Report (100%)	June
CRIM7017	Negotiated Learning	Spring	Project Work (100%)	May
CRIM7018	Advanced Research Methods	Autumn	Portfolio (100%)	January
CRIM7019	Dissertation/Practitioner Research	Extended Spring	Dissertation (70%) Set Exercise (30%)	July/August
Students exiting with 60 credits from any combination of modules would receive a PGCert in Criminology, Risk and Safeguarding **Students exiting with 120 credits from any combination of modules would receive a PGDip in Criminology, Risk and Safeguarding**				

Students exiting at this point with 180 credits would receive a MSc Criminology, Risk and Safeguarding

Exceptions to Academic Regulations
There are no exceptions to the Academic Regulations for MSc Criminology, Risk and Safeguarding

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	- Module Evaluation - Programme Validation and Periodic Review - Annual Monitoring - Peer Review of Teaching - External Examiner Reports - Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	- Staff Student Forum - Module Evaluation Forms - Programme Evaluation: National Student Survey, UK Engagement Survey - Module/Programme/Personal tutorials - Meetings with External Examiners - External Examiner Reports

Date of Programme Specification Production:	January 2020
Date Programme Specification was last updated:	May 2020
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	Not Applicable
If yes, what % of the programme is the placement requirement?	Not Applicable

If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Not Applicable