

Programme Specification



Programme Title and Name of Award	BSc (Hons) Criminology with Applied Psychology (with integrated foundation year)		
Academic Level	6	Total Credits	480
Professional Body Accreditation / Qualification	<p>Accredited by the British Psychological Society (BPS).</p> <p>Eligibility to apply for Graduate Basis for Chartership (GBC) with the BPS provided that students:</p> <ol style="list-style-type: none"> 1. pass all of the accreditation modules at Levels 5 and 6 including the dissertation module and 2. Graduate with a minimum of a lower second class (2.2) honours degree. 		
Date of Professional Body Accreditation	2016	Accreditation Period	Ongoing
UCAS Code	L613		
HECoS Code	100484 Criminology (50%) 100493 Applied Psychology (50%)		
Criteria for Admission to the Programme	<p>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. Please note that APL will not be permitted at Level 3 on this programme. Students who have studied an alternative Level 3 programme but have a confirmed fail in a core module on that programme with a mark in the range 35-39%, may be considered for transfer onto Level 4 of this programme. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme.</p> <p>https://www.cumbria.ac.uk/study/courses/foundation-courses/</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/criminology-with-applied-psychology-with-integrated-foundation-year/</p>		
Teaching Institution	University of Cumbria		

Owning Department	Business, Law, Policing & Social Sciences
Programme delivered in conjunction with	Department of Health, Psychology and Social Sciences
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. Level 3 is delivered on a full-time basis only.
Delivery Site(s)	Fusehill Street, Carlisle
Programme Length	Full time: 4 years (Minimum) / 8 years (Maximum)
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. BSc Criminology with Applied Psychology (420 credits) DipHE Criminology with Applied Psychology (360 credits) CertHE Criminology with Applied Psychology (240 credits) FdCert Social Science (120 credits)
Period of Approval	1 August 2020 to 31 July 2026

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

Why do individuals commit crime? What are the impacts of crime on a personal and community level? The BSc (Hons) in Criminology with Applied Psychology is your gateway to understanding the psychological aspects of offending. It uniquely brings together two interrelated study strands into a coherent programme of study.

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme. One of the key features of the Law and Social Science foundation year entry route is its wide applicability to a range of potential careers and/or opportunities for further study. The foundation year modules will serve to provide you with an excellent grounding in a range of law and social science subject areas including sociology, criminology, law, psychology, policing and investigation, consequently the activities and assessments have been designed to include varying levels of choice when it comes to the focus of the work you undertake, for example: in a number of modules you will have an opportunity to identify a population or contemporary issue of your choice as the focus of your research.

You will explore the nature and the relationship between crime, society and police taking modules in Families, Communities and the Criminal Justice System, Professional Practice in the Community and Contemporary Issues and the Media along with students from other programmes and departments. You will be investigating key contemporary issues relating to your subject area through the lens of the media and analysing the role and influence the media has on society's appreciation of these issues. Through investigating the work of community groups, you will gain an appreciation of the roles within and requirements of organisations, as well as developing key employability skills such as reflective practice in a work context. There is an opportunity within this module to further enhance key skills through undertaking volunteering with a community group of your choice linked to your degree area. You will also take a subject specific module that introduces you to Criminology as a discipline, legal systems, policing and investigative practice and intelligence gathering; along with two further university-wide modules that prepare students for study in Higher Education. The foundation year offers a good introduction to understanding a range of social and community settings in society and contemporary issues. You will develop problem-solving skills, knowledge and a grounding in essential academic skills whilst nurturing career aspirations.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and gradueness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

Progressing into the **BSc (Hons) Criminology with Applied Psychology**, the applied nature of the programme means that you will focus on how psychological and criminological approaches are used in the real world, to inform policy and practice and more generally to enhance your understanding of human behaviour in a constantly changing global world. This will include exploring the relationships between crime and social change, and the complexities of individual factors that affect human interactions and interpersonal processes.

The teaching team comes from a range of backgrounds, bringing with them a wealth of expertise from forensic psychology, research and work in the community, voluntary sector, policing and criminal justice settings. Tapping into this expertise, you will be given a range of opportunities to explore the professional application of theory in simulated situations based on real world scenarios.

This includes engaging in multi-agency risk management procedures and determining the approaches that are followed by different criminologically informed professions.

You will be learning in small lecture and seminar groups alongside your peers on the Criminology with Applied Psychology, Criminology and Criminology with Forensic Investigation programmes. This gives you the opportunity for sharing ideas and experiences, maximising your knowledge and exposure to varying teaching methods. You will learn in environments, which replicate the relevant workplace setting. Support for employability and volunteering is embedded within your programme to provide you with a realistic experience of your professional context. A focus on professional competency and readiness for work ensures that, on completion of your studies, you can operate confidently and effectively in your chosen career and be active in your personal and career development.

Because you will be splitting your attention between Criminology content and accredited modules in Applied Psychology, programme leaders will collaborate on a regular basis to ensure that there is communication between programmes and staff and will work together to enhance your learning experience. Both department and programme staff have an ongoing and collaborative working relationship with a wide variety of stakeholders including the British Psychological Society, Probation, Police, and a number of voluntary and commercial organisations.

What is distinct about studying for a Criminology degree at the University of Cumbria is an embedded programme focus on the Cumbrian region. Famous for its beautiful scenery, lakes and mountains, Cumbria is a very popular tourist destination with 23 million people visiting a year. And yet, although not on the scale of larger urban areas, it still experiences the whole range of crime and social harm, while the geographical terrain, isolated communities and rurality present a number of unique challenges to implementation of law enforcement policies, strategies and meeting victim's needs.

The natural beauty and idyllic nature of Cumbria often make crimes less visible and victims harder to reach. Yet domestic violence, sex and hate crimes all take place in this rural area. Cases of sexual exploitation and domestic abuse in tightly knit rural communities pose a criminological and psychological challenge, as do cases of modern-day slavery for agricultural and household purposes. You will also gain insight into other rural crimes, such as county lines violence, exploitation and drug dealing. You will use theoretical knowledge, research and practical skills gained on the programme, apply it to and explore psychological social, cultural and criminogenic issues that affect this area.

The controversial 'sport' of foxhunting, now illegal, has a long history in Cumbria. Hunting, both legal and illegal, remains a point of contention for rural communities, attracting protesters and saboteurs. Hunts are not the only events that have a complex history and impact on our region. Cumbria's Appleby Fair, a World-famous Traveller festival, during which a small, secluded market town is transformed by an influx of visitors from diverse communities – participants, tourists and voyeurs – and a significant surge in police presence, is another element of our area's social and cultural complexity. These phenomena matter and you will be invited to consider these and other intersecting themes critically throughout the programme.

Studying Criminology with Applied Psychology at the University of Cumbria allows you to develop an appreciation and understanding of the global, national and local perspectives on crime. We look at the ways in which policies and legislation at each of those levels shape responses to crime and the role of the different actors within the criminal justice systems and the polity. There is a strong emphasis on employability throughout the programme. You will also develop an enhanced understanding of the individual level of offending and victimisation and your core modules in psychology will introduce you to key perspectives on human behaviour. You will also gain insight into research methods and data analysis techniques in applied psychology. The second and third years of your degree build on these critical foundations, offering you the opportunity to gain a deeper critical understanding of criminological theory, scholarship and practice, policing, youth justice, race and ethnicity, and to analyse further aspects of criminal justice by considering prisons and punishment

and looking at bringing offenders to justice. The psychological element will provide you with the opportunity to study a range of modules that cover human development across a range of contexts, and consider crime introducing you to biological, cognitive and social perspectives in psychology.

Criminology with Applied Psychology provides you the opportunity to fully engage with two exciting and developing disciplines by critically analysing criminological and psychological perspectives on a range of contemporary issues. You will consider diverse forms of crime and disorder, but also social harms, exclusion and division, gender, race and ethnicity, and their connections to offending and victimisation. The modules you will study focus on psychological and criminological theory and practice in the context of the criminal justice system, reflecting the breadth of contemporary scholarship in both allied disciplines.

Our aim is to ensure that you receive an academic qualification that reflects the current challenges faced by psychologists interfacing with criminal justice institutions and supply you with a skill set necessary to pursue professional careers in Psychology and allied professions. You will be able to explain the motivations of individuals who commit crime and how that impacts on individuals, communities and the wider society. You will be able to apply that knowledge to the criminal justice system and explore new and innovative theories, ideas and strategies aimed at reducing criminality and meeting the needs of victims.

The combination of Criminology and Applied Psychology provides you with an opportunity to critically explore and examine the basic psychological processes that underpin human behaviour, and to apply this knowledge to a range of issues and behaviours within the criminal justice system. This programme seeks to incrementally increase your subject knowledge alongside your academic development and further seeks to ensure that at the point of leaving you have those employability skills to be best position yourself for your chosen career or have the skills necessary to move forward to Postgraduate study. In all cases, the programme seeks to ensure you are prepared for lifelong learning.

Criminology with Applied Psychology is an extremely varied, interdisciplinary programme, constantly growing, evolving and developing to deal with human behaviour and changes in the world. In this context you need to be aware of evolving debates and build a knowledge base that includes a wide range of theories, concepts and perspectives. This will be matched by the critical abilities necessary to construct your own ideas and solutions when faced with new problems and challenges. Research and critical thinking skills will help you identify and incorporate the most suitable sources of information to these challenges and problems.

Criminology with Applied Psychology will equip you with the academic, research, analytical and problem-solving skills suited to a wide range of careers both within criminal justice, psychology or further afield. It will afford you many opportunities to develop and practice the kind of 'transferable skills' – negotiation, decision-making, independent and team-working, self-motivation, organisation, management, leadership and more. The research and practical skills the programme offers are highly valued by a breadth of potential employers. That will open up a wealth of potential employment opportunities in organisations, across the public and private sector, in business and within a range of charitable organisations. The University of Cumbria employability strategy 'My Career Enriched' recognises the need to embed employability throughout the curriculum. The Criminology with Applied Psychology programme adopts the Career Ahead Employability Award as its framework. Within the employability modules, you will be able to achieve the Bronze Award at the end of level 4, and may then progress, utilising your work or volunteering experiences, to Silver, and Gold or Platinum Award by the end of your programme.

Professional Accreditation

The programme has been accredited by the British Psychological Society (BPS).

The British Psychological Society is the Professional Body for psychologists and their role broadly speaking is to "*develop, promote and apply psychology for the public good. Enhance the efficiency*

and usefulness of psychologists by setting high standards of professional education and knowledge. Cover all areas of psychological research and practice.” We encourage students to consider student membership of the BPS, as there are a number of benefits to joining the society, details of which can be found on our intranet pages.

It is important to note that your eligibility to Graduate Basis for Chartership (GBC), which is the first step on your path to becoming a professional psychologist, is not an automatic outcome of your degree. There are a number of conditions that you need to meet for eligibility: To qualify for eligibility for Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS) you must:

1. pass all of the accreditation modules at Levels 5 and 6 including the dissertation module and
2. graduate with a minimum of a lower second class (2.2) honours degree

Aims of the Programme

The overall aims of the Programme are:

1. To provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study
2. Develop students' inter-disciplinary knowledge through an exploration of theoretical concepts in a range of contexts applicable to Criminology and Applied Psychology
3. Develop the academic personal and professional skills required to work in the context of Criminology and Applied Psychology
4. Develop an understanding of the place of the individual in society and the nature of society, including crime and criminality in their local, national and global contexts
5. Critically explore major concepts and theoretical approaches in the fields of psychology and criminology
6. Develop a critical and reflective approach to the ongoing study of psychology, crime, deviance, harm and the responses of criminal and youth justice, acknowledging how diverse political, cultural, societal and moral values – including your own - impact on these.
7. Engage students with a variety of learning experiences that build on skills and knowledge at each level of the programme to facilitate the development of a critical understanding of the nature of psychology, its practice and its application to a variety of settings.
8. Develop a comprehensive working knowledge of a range of quantitative, qualitative and mixed research skills and analytical methods.
9. Reflect and act on ethical guidelines as laid down by the British Psychological Society (BPS) and the University of Cumbria.
10. Respond to contemporary debates in Psychology concerning the use and misuse of psychology within systems in society, seeking to develop the psychologist as a reflexive practitioner.
11. Stimulate you to evolve your intellectual capacity, research, analytical and cognitive skills through the acquisition of knowledge, problem solving and reasoning where you will take responsibility for your learning and develop into a sound, independent learner.
12. Equip you to progressively develop your intellectual capacities and career management skills throughout your programme and beyond, whilst also allowing for the development of the full range of interpersonal and transferrable skills giving you the best possible chance of securing remunerative graduate employment at the conclusion of your studies.

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 particular 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 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format

Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well-defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

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

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

K1. The ability to apply and explain of the theories, models, concepts and principles of human behaviour, organisations and communities that underpin the context of Criminology and Applied Psychology (Level 3)

K2. Knowledge of the theories, concepts and contexts of criminology and allied disciplines (Level 3)

After 240 credits of study (CertHE) you will be able to demonstrate:

K3. The development of criminology and psychology as distinct areas of study and inquiry, and their multidisciplinary or interdisciplinary nature including how crime, deviance and victimisation are socially, legally and politically constructed and theoretically explained.

K4. The development, role and organization of efforts to reduce and prevent crime, deviance and harm, through policing, youth and criminal justice, to ensure safety, security and human rights, including the role of the state and non-governmental agencies

K5. Knowledge and understanding of a range of approaches to psychological research and the rudiments of designing, collecting and analysing different types of data plus knowledge of factors that influence research, policy and practice within applied psychology and criminological settings.

K6. Different approaches crime, deviance, harm and victimization including relationships between power, crime and social division, including gender, class, ethnicity and race, and the impact of globalisation

After 360 credits of study (DipHE) you will be able to demonstrate:

K7. An ability to construct reasoned arguments, synthesising relevant information and exercising critical judgment.

K8. An ability to apply key theoretical approaches to Criminology and Psychology across a range of practical and professional contexts

K9. A detailed knowledge and critical understanding of a range of influences on psychological development, functioning and behaviour and how these are theorised and applied across the core domains of biological, cognitive, developmental and social psychology, individual differences, and the conceptual and historical issues that have shaped contemporary psychological inquiry;

K10. A detailed and comprehensive knowledge and critical understanding of a range of approaches to psychological research and competence in the design, collection and analysis of different types of psychological data.

After 420 credits of study (BSc) you will be able to demonstrate:

K11. A detailed and expert knowledge of a range of specialist areas and applications in psychology and criminology, knowledge that is situated at the leading edge of the disciplines.

K12. A specialist knowledge and a critical understanding of a range of approaches to psychological and criminological research and competence in the design, collection, analysis and application of different types of data.

K13. A critical and specialist knowledge of factors that influence research, policy and practice within applied psychology and criminological settings.

After 480 credits of study (BSc Hons) you will be able to demonstrate:

K14. Detailed knowledge and specialist understanding of an area of psychology that forms the basis of your empirical dissertation.

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

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

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

S1. An understanding of the academic, personal and professional skills needed to succeed in higher education (Level 3)

S2. Effective problem-solving skills for working with people across a range of contexts (Level 3)

S3. Specific skills, techniques and competencies needed to work across a range of stakeholders and contexts (Level 3)

After 240 credits of study (CertHE) you will be able to demonstrate:

S4. Written and oral communication skills, including the clear presentation of research procedures, academic debates and the student's own arguments; using information technology to interpret and draw inference from statistical data.

S5. Time planning, management, and the different strategies and dispositions involved in productive group/independent working environments.

S6. Formulating researchable problems within a general area of concern, evaluating evidence of diverse kinds and drawing appropriate conclusions.

After 360 credits of study (DipHE) you will be able to demonstrate:

S7. Develop professional values and understanding of anti-discriminatory practice, moral and ethical issues, legal principles, social divisions and diversity within the criminal justice sector.

S8. Data analysis, including indexing and retrieval of both quantitative and qualitative data as well as identifying the most important arguments or evidence in a text and recording and/or representing these

S9. Distinguishing between experimental and observational knowledge, between correlation and causation, and the importance of controlling for prior variables when analysing and discussing association.

After 420 credits of study (BSc) you will be able to demonstrate:

S10. A range of transferable academic skills and capabilities to promote lifelong learning and the transferability of these to employment.

After 480 credits of study (BSc Hons) you will be able to demonstrate:

S11. A range of transferable academic skills and capabilities to promote lifelong learning and the transferability of these to employment. Bibliographic, referencing skills and computing: the

identification of relevant published and web-based materials in relation to a particular topic in Applied Psychology and the appropriate presentation of such research data

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:

At the centre of the University's mission is the provision of an accessible and outstanding student experience and we aim to ensure as many people as possible benefit from the transformational opportunities provided by higher education. Our Corporate Strategy demonstrates the University's firm commitment to accessible higher education, in terms of widening participation and access. It also recognises that the University has a regional commitment to an area with significant pockets of low participation, low educational aspiration and attainment in higher education.

The Foundation Year is designed for students who have the ability to study for a degree but don't have the qualifications to enter directly onto a three-year (FT) honours degree. It therefore attracts many students from non-traditional educational backgrounds and under-represented groups.

This programme has been designed in line with the 2014 QAA [Subject Benchmark Statement for Criminology](#) and [The Quality Framework for Learning and Development in the Justice, Community Safety and Legal Sector](#)

British Psychological Society Handbook for undergraduate and conversion programmes (2012) – presents new accreditation standards

http://www.bps.org.uk/system/files/images/undergraduate_accreditation_2012_web.pdf

HEA Psychology Student Employability Guide (2011)

<http://www.heacademy.ac.uk/resources/detail/subjects/psychology/Employability-guide>

Other internal reference points may include:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Departmental Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- UoC Collaborative Provision Strategy

Graduate Prospects

The dual focus on criminology and psychology will give you a range of transferable skills such as critical thinking, analytical and communications skills. You will be attractive to employers both inside and outside the criminal justice sector.

The development of generic transferable skills will be underpinned by formal knowledge of criminological and psychological processes. For example, communication skills can be enhanced by knowledge of theories of communication and social processes; problem-solving skills can be supported by knowledge of underlying cognitive and behavioural processes. Your basic IT skills will be enhanced by the ability to interpret both numerical and textual data, and to communicate and

present such information appropriately and undertake computer-based analyses of psychological test results.

You will also gain criminological expertise and skills to give you the competitive edge in applying for careers in organisations allied to the criminal justice system and related fields, or for postgraduate studies.

Academic staff utilise their links with professionals in a range of criminal justice institutions; prisons, courts, approved premises / probation and the police, and community-based services such as victim and offender focused charitable organisations. These collaborative relationships will provide you with outreach, engagement and volunteering opportunities which you can avail yourself of during your degree. Such exposure will focus your insight into your future career of choice and enhance your employability through developing professional networks.

Contact with our alumni demonstrates our graduates have gone into varied careers from Probation, Prison Service, Forensic Psychology, Chartered Psychologist, Victim Support and Drug & Alcohol work. A significant number have also gone into research and/or moved into postgraduate study - some have combined work and PG studies.

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.

The programme learning and teaching strategy has been developed with reference to the University of Cumbria Learning and Teaching Plan:

1. To place student learning at the heart of what we do
2. To promote learning partnerships
3. To embrace innovative approaches to learning, teaching and assessment
4. To continue to recruit well qualified, high quality staff
5. To provide staff development opportunities appropriate to a University focused on student learning
6. To ensure quality provision through robust review and enhancement processes

Integrated foundation year

We want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. You are encouraged to reflect on your skills development in learning and personal contexts to develop an ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as

producing a DVD news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of University digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year, you will be taught with students on a range of programmes within your department and students from other departments, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. A module leader leads each module, as the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery. You will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists. You will experience the different delivery styles you will encounter as you progress through your programme. This approach also ensures that in modules that you share with other programmes you will meet staff from your chosen degree programme. In some modules such as Professional Practice in the Community guest speakers from local industry and organisations will give talks on their role and practice within the wider community bridging the link between social theory and practice explored during the module.

Learning and Teaching

In line with the University's Quality Handbook, the programme is designed to ensure that you develop understanding and a critical appreciation of criminological and psychological research, and its uses in a changing social world.

Learning and Teaching methods include; lectures, seminars, debates, group work activities, presentations, microteaching, poster presentations, portfolios and examinations. The use of a virtual learning Environment [VLE] provides a platform for communication, discussion and collaborative working. Teaching delivery facilitates the enhancement of I.T. skills, life-long learning and an appreciation of cognitive and transferable skills. Throughout your degree you will have opportunity to access various self-study opportunities through the VLE, such as LinkedIn Learning. These will give you an opportunity to familiarise yourself and develop proficiency in career-relevant software and applications.

A range of teaching learning and assessment methods are deployed across the programme. The programme develops knowledge acquisition, critical skills and independent thinking through varied teaching methods. Additionally, graduates need to be capable of assimilating and organising information quickly and effectively and be self-learners, capable of keeping up to date with new developments. The learning and teaching methods are designed to produce graduates who meet these criteria.

Problem based learning features heavily in core modules shared across the criminology programmes. This enables you to share your learning with students from different criminology disciplines / working towards different criminology careers. Together you can explore how different professionals apply theory in simulated crime scenarios that are informed by real world events.

The programme team are very aware of the variety of ways in which students learn. Therefore, to maximise access to learning on the programme, and to ensure that as many learning styles as possible are accommodated, a range of learning and teaching strategies **are** adopted.

The delivery schedule uses a mixture of year-long and semester long modules where shorter bursts of academic activity are interspersed by slower paced modules, with activities that are more reflective. E.g. In Year 1 Becoming a Criminologist, a year-long module, allows time to understand the impact of crime on society that the Crime and Deviance module explains, alongside specific study of the make-up of the Criminal Justice System in a dedicated module. Both approaches allow

for periodic formative assessment and feedback towards the development of summative assessments with the opportunity to balance coursework across the academic year.

In recognition of the fact that initially students are challenged by different styles of teaching and learning in higher education, the pattern of your contact hours is designed to provide plentiful contact during level 4, (48 hours per 20 credit module). This level is reduced to 36 hours at levels 5 and 6, as your independent study skills are developed, culminating with a significant element of independent study at level 6. Finally, the dissertation module demands sustained independent study and research with minimal class contact but increased direct tutor supervision.

Summative and Formative Assessment

You will be assessed on your achievement of the programme learning outcomes, which, in turn, are achieved by meeting the learning outcomes of the modules. The assessment of the programme learning outcomes will therefore be achieved by assessment at the module level. Selection of the methods for assessment will be determined by the requirements of each individual module and the rationale for selection of those methods will be left to the module specifications.

A key aspect of the programme is that you are able to convert your learning by critically reflecting on practice and experience, in line with the QAA benchmark statements (2.1). This is achieved through both formative and summative reflection throughout the programme. You are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to criminology and applied psychology. You should also be able to demonstrate relevant personal and interpersonal skill.

A variety of assessment methods are used to ensure you have achieved the outcomes related to knowledge and understanding, including:

- Essays
- Exams
- Portfolios
- Case Studies
- Reports
- Presentations – Oral and Posters
- Assignments
- Dissertation

Formative assessment is an integral part within each module and formative feedback is a developmental tool providing the opportunity for you to obtain advice, comment and opinion at an early stage in the assessment process enabling you to participate in and develop your ideas and strategies. Formative assessment allows you to practice the requirements for summative assessment better enabling you to assess your own strengths and areas for improvement. Formative feedback can take a number of forms including short essays, research exercises, peer reviews, presentations, mock examinations and on-line activities, such as blogs and wikis. These also provide the opportunity for the discussion of ideas in a critical and constructive way.

Assessments are chosen to examine your ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice. Subject specific, professional and transferable skills (negotiation, communication, time management, presentation, report writing) are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module. The dissertation module enables you to study and research into a specific topic in depth and develops further the capacities for self-managed learning and critical thinking. Critical reflection and challenge are embedded across the programme within both formative and summative assessment.

Wherever possible and appropriate these assessments are based on real-world case study materials, drawn from student experience or provided by tutors, or where such data is unavailable or inappropriate, simulations. As a result, the analysis and evaluation of case study material plays a large part in the assessment process.

You will also be encouraged to participate and contribute to a wide range of non-core activities within the university community that may involve activities arranged by the Students Union and the UCSU Criminology Society.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, 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 will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction takes place during Welcome Week prior to the start of the programme. All foundation year students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programmes who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst your peer group, to familiarise you with the University and introduce you to a range of support services who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. You will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor, as are all students at the University, but in addition foundation year students will receive dedicated support from the level 3 Student Transition Advisors and also be supported by their subject area lead.

Transitioning to level 4: Progressing students will not be required to attend all induction activities at level 4, but will be invited to activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition, the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor 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 tutorials, progress reviews and other support as outlined in the Personal Tutoring Policy. The team are aware that employers value experience so, in collaboration with your Personal Tutor, you are encouraged and supported to think about the subjects/ environments you are interested in working with and how to get involved with local support groups or projects. By narrowing down your preferences it will allow you to focus on specific employers and voluntary organisations. To further support you with finding a voluntary role the programme leader in conjunction with the Student Union and Cumbria Council for

Volunteering (CVS) organises a yearly 'Volunteer Fair' at the University where a range of organisations with links to the criminal justice system showcase their volunteering opportunities.

Personal Development Planning

Alongside your Personal Tutor you will be given additional support to scaffold, monitor and map your learning and in particular their graduate/transferable skills. The Career Ahead 3 awards are embedded in the programme at Levels 4, 5 and 6 and throughout we will be encouraging you to take up voluntary work in the criminal justice field. In the first year we embed skills of time management, group/teamwork, independent thinking, presentation skills and engaged thinking. In the second year these skills are developed further, and you are supported to do this with more analytical work such as portfolios and a research proposal on a topic chosen by you. In the third year, your personal development is the platform upon which you will complete your research proposal in your specialism by writing up your work and presenting your findings at Poster Symposium held at the University. You will also be supported and given the opportunity to complete a Personal Development Plan. This is a facilitated process and can be embedded within the course and available through Pebblepad

Library and Academic Support (based in Information Services)

You will also meet your dedicated Student Transition Advisor who is part of our award-winning Library and Academic Support service. They will run sessions on expectations for studying in higher education and show you around the library and learning resources. Dedicated named Student Transition Advisors will be working with foundation year students to provide additional one-to-one support and workshops during the first year and will be there to signpost students to other services they may need.

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's 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 have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Student Transition Advisor Support (level 3)

During the first year of your programme (year 0), you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your Personal Tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

Headstart

During the UNIF3003 Essential University Skills 1 module students will have the opportunity to progress through the University's Headstart programme that helps with the transition to studying at university and develops the academic skills needed to become a successful student. Learning at university, academic writing, and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities. Time is allocated during the module for students to complete this programme and tutors are available to support students should you need it. Student Transition Advisors and the Headstart team will provide support and advice as required for students undertaking voluntary work with children and/or families.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (3rd and 4th year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, 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.

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.

These are level 4, 5 or 6 students on the same degree programme who have completed the foundation year and who are able to offer a unique source of support in helping you through the transition into university study. They undergo specific training that gives them an excellent opportunity to widen their skill-set.

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 a number of 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+

Also, during UNIF3004 Essential University Skills 2 you will complete an additional qualification Introduction to Careers Ahead (Bronze Award) which is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Time is provided during the module to complete this initial award with staff at hand to help if you need it. Available free through the Careers Team, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
3	UNIF3003	Essential University Skills 1	20	Compulsory	K1, K2, S1
3	UNIF3004	Essential University Skills 2	20	Compulsory	K1, K2, S1
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	K1, K2, S2
3	UNIF3020	Families, Communities and the Criminal Justice System	20	Compulsory	K1, S2
3	UNIF3014	Professional Practice in the Community	20	Compulsory	K1, S1, S3
3	UNIF3011	Introduction to Policing, Criminology and Law	20	Compulsory	K2, S3
4	CRIM4126	Crime and Deviance	20	Compulsory	K3, K6, S4-6
4	CRIM4127	Criminal Justice System	20	Compulsory	K4, S4-6
4	CRIM4129	Becoming a Criminologist	20	Compulsory	K3, S4-6
4	HLLP4000	Psychology in Action	20	Core	K3, S4-6
4	HLLP4001	Introduction to Psychological Research Methods	20	Core	K5, S4-6
4	HLLP4002	Introduction to Data Analysis	20	Core	K5, S4-6
5	CRIM5113	Explaining Crime	20	Compulsory	K7-8, S7
5	CRIM5114	Prisons and Punishment	20	Compulsory	K7-8, S7

5	HLLP5000	Research Methods and Statistics	20	Core	K10, S8-9
5	CRIM5116	Bringing Offenders to Justice	20	Compulsory	K7-8, S7
5	HLLP5001	Development, Brain and Cognition	20	Core	K9, S7-9
5	HLLP5010	Social and Community Psychology	20	Core	K8, S7, S9
6	CRIM6115	New Challenges in Criminology	20	Compulsory	K11, K13, S10
6	CRIM6116	Inequalities in the Criminal Justice System	20	Compulsory	K11, K13, S10
6	HLLP6013	Critical Psychology	20	Core	K11-13, S10-11
6	HLLP6014	Individual Differences: Abilities, Personalities and Measuring Differences	20	Core	K11-13, S10-11
6	HLLP6015	Dissertation	40	Core	K11-14, S10-11

Notes

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

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

Transfer within Programmes - You may have the potential to transfer onto another programme. This will be considered on a case by case basis and advice given.

* Key to Module Statuses

Core Modules

Must be taken and must be successfully passed

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)
--------------------	--

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 / Year-Long		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3020	Families, Communities and the Criminal Justice System	Spring	Portfolio (100%)	End Semester 2
UNIF3014	Professional Practice in the Community	Spring	Portfolio (100%)	Mid-End Semester 2
UNIF3010	Contemporary Issues and the Media	Autumn	Written Assignment (40%) Set Exercise (DVD News Report) (60%)	Mid Semester 1 End Semester 1
UNIF3011	Introduction to Policing, Criminology and Law	Autumn	Portfolio (100%)	End Semester 1
Students exiting at this point with 120 credits would receive a FdCert Social Science				
CRIM4126	Crime and Deviance	Autumn	Written Assignment (50%) Project Work (50%)	Mid Semester 1 End Semester 1

CRIM4127	Criminal Justice System	Spring	Written Assignment (50%) Written Exam (50%)	Mid Semester 2 End Semester 2
CRIM4129	Becoming a Criminologist	Year-Long	Written Assignment (50%) Oral Assessment/Presentation (50%)	End Semester 1 End Semester 2
HLLP4000	Psychology in Action	Autumn	Project Work (100%)	End of Semester 1
HLLP4001	Introduction to Psychological Research Methods	Autumn	Report (90%) Set Exercise (10%)	Mid Semester 1 End Semester 1
HLLP4002	Introduction to Data Analysis	Spring	Report (100%)	End of Semester 2
Students exiting at this point with 240 credits would receive a CertHE in Criminology with Applied Psychology				
CRIM5113	Explaining Crime	Autumn	Written Assignment (50%) Oral Assessment/Presentation (50%)	Mid Semester 1 End Semester 1
CRIM5114	Prisons and Punishment	Spring	Written Assignment (50%) Written Exam (50%)	Mid Semester 2 End Semester 2
CRIM5116	Bringing Offenders to Justice	Year-Long	Written Exam (50%) Report (50%)	End Semester 1 End Semester 2
HLLP5000	Research Methods and Statistics	Autumn	Report (90%) Set Exercise (10%)	Mid Semester 1 End Semester 1
HLLP5001	Development, Brain and Cognition	Autumn	Report (60%)	Mid Semester 1

			Oral Assessment/Presentation (40%)	End Semester 1
HLLP5010	Social and Community Psychology	Spring	Report (50%) Written Assignment (50%)	Mid Semester 2 End Semester 2
Students exiting at this point with 360 credits would receive a DipHE in Criminology with Applied Psychology				
CRIM6115	New Challenges in Criminology	Autumn	Portfolio (100%)	End of Semester 1
CRIM6116	Inequalities in the Criminal Justice System	Spring	Portfolio (100%)	End of Semester 2
HLLP6013	Critical Psychology	Autumn	Oral Assessment/Presentation (50%) Written Assignment (50%)	Mid Semester 1 End Semester 1
HLLP6014	Individual Differences: Abilities, Personalities and measuring differences	Autumn	Practical Skills Assessment (60%) Report (40%)	Mid Semester 1 End Semester 1
Students exiting at this point with 420 credits would receive an Ordinary BSc Criminology with Applied Psychology				
HLLP6015	Dissertation	Year-Long	Oral Assessment/Presentation (30%) Dissertation (70%)	End of Semester 2 End of Semester 2
Students exiting at this point with 480 credits would receive a BSc (Hons) Criminology with Applied Psychology				

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
- British Psychological Society review cycle
- Level 3 Management Group

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

Date of Programme Specification Production:

March 2019

Date Programme Specification was last updated:

19.08.2021

For further information about this programme, refer to the programme page on the University website:-

<https://www.cumbria.ac.uk/study/courses/undergraduate/criminology-with-applied-psychology-with-integrated-foundation-year/>