

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	SSHS
Academic Group (<i>or Cluster if clearer</i>)	PSYCHOLOGY, CRIMINOLOGY AND SOCIOLOGY
Professional accreditation body (<i>if applicable</i>)	n/a
Final award (<i>eg. BA Hons</i>)	BA (HONS)
Title of programme(s)	Psychology and Criminology
Subsidiary award(s) (<i>if any</i>)	CertHE Psychology and Criminology; DipHE Psychology and Criminology, BA Psychology and Criminology
Honours type (<i>Single / Joint / Combined</i>)	Joint
Duration and mode(s) of study	3 years full-time
Month/year of approval of programme	February 2018
Start date (this version) (<i>month and year</i>)	September 2019
Periodic review next due (<i>academic year</i>)	AY 2019/20
JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website)	C800 PSY (1000497) 50% L311 CRIM (1000484) 50%
UCAS course code & route code (available from Admissions)	C8M9 PSYACRM
SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration)	UGBAN – PSYACRIM – PSYACRIM
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

**Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)**

Addition of PSY6512 and PSY6522.

Addition of SOC6122 – AG Chair's Action 13.3.19

IA changes – May 2019

Change of title of SOC6044 to Dissertation – AG Chair Approval 9.9.19

The interdisciplinary, yet complimentary nature of the BA (Hons) Psychology and Criminology, allows students to study two well-established fields in the social sciences. It will enable students to develop a broad and balanced understanding of human behaviour, thoughts and emotions from both an individual and societal perspective in psychology, in addition to an understanding of the criminal justice system, crime and social order that is central to the study of criminology.

The Psychology element of this programme is designed to provide students with a solid grounding in psychology and to enable them as an individual to think critically and to develop a range of skills and knowledge that enables them to be an ethically and socially responsible participant in their community. To this end, a key focus of the programme is on the development of psychological literacy, including an understanding of international perspectives on psychology, working with others, and a general appreciation of the application of psychology in everyday life. This emphasis allows the psychology content of the degree to complement the sociologically informed content and allows the student to study on a coherent integrated combined degree programme.

The Criminology element of this programme explores the nature of crime, policing, and justice systems. It reflects on processes of criminalisation and victimisation, including responses to them that do not involve official (public) policing and the criminal justice system. It analyses social definitions of crime and criminal behaviours and reflects upon competing social, historical, and cultural concepts of justice and punishment. Criminology also uses a variety of empirical research tools and techniques to measure crime and to gather different kinds of data about it from a range of sources. Criminologists interpret those data in the light of criminological theory and relate it to ongoing developments in law and social policy. The knowledge this generates is used to develop understanding of contemporary social problems and help shape responses to them.

The research modules on the programme will equip students to understand the importance of gathering, analysing and evaluating quantitative and qualitative empirical data. Their understanding of research methodologies will be supported by a range of current technology, software packages and apps for conducting empirical research and presenting their findings persuasively so that the knowledge students acquire can be used to change minds

But what makes the Leeds Trinity University Psychology and Criminology programme distinct is the way all these elements have been designed to be combined and integrated in the context of professional practice. The placement modules will allow students to:

- test their existing academic knowledge;
- undertake placement experiences that will shape their future academic knowledge and understanding;
- develop professional networks and learn about different ways of working with an organisation;
- develop ideas for their final year professional research or independent social project;
- explore the range and diversity of graduate-level jobs in the field of the social sciences.

Our placement modules are supported by Leeds Trinity University's existing links with a wide range of local organisations and service providers in fields such as: education, counselling and mediation; local government; victim and offender support charities, alcohol and drug rehabilitation, and children's centres.

3. Student learning outcomes of the programme

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Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of their BA (Hons) Psychology and Criminology programme students will have *demonstrated* the following:

Knowledge and Understanding

- K1 **A range of key psychological and criminological concepts and theoretical approaches:** critical understanding of such concepts and their development over time;
- K2 **Qualitative and quantitative methods relevant to the design of research in Psychology and Criminology:** an in-depth knowledge of diverse methods, empirical and theoretical, required for producing and debating criminological knowledge;
- K3 **A range of perspectives from which to evaluate international society and criminal behaviour:** an ability to distinguish diverse and international perspectives on society and criminal behaviour;
- K4 **Knowledge of developments within psychology and criminology:** a detailed knowledge of the ongoing developments and innovations in the disciplines;
- K5 **A range of factors that provide a critical understanding of social diversity and inequality and their impacts:** relationships between individuals, groups and social institutions and a range of specialisms within societal sub-cultures.

Intellectual/Cognitive/'Thinking' Skills

- I1 **Critical evaluation of approaches** to solving problems in psychology and criminology;
- I2 **Communication of Results:** effective and sustained communication of results and arguments;
- I3 **Sustained Inquiry:** the ability to plan, sustain, execute and communicate a sustained inquiry in the area of psychology/criminology and report the results appropriately;
- I4 **Ethical Intelligence:** a capacity to assess the relevance for the work at hand of various ethical aspects both of a professional nature (participation consent, integrity, and beneficence) and of a wider social nature (equality, diversity and justice).

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

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- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

The learning outcomes are consistent with the most recently published Psychology and Criminology Benchmark Statements (Quality Assurance Agency for Higher Education, 2007) and the Framework for Higher Education Qualifications.

4. Learning outcomes for subsidiary awards

Guidance

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<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Psychological Literacy and Critical Thinking

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A major set of themes running through the Psychological modules on the programme involves a broad understanding of the contribution that psychological knowledge and understanding can make to the wider community. This includes consideration of how psychology is represented and understood (e.g. in the media), how the purpose of, approaches to and findings of psychology are influenced by international and cultural factors, and the importance of becoming a 'global citizen'. Together, these themes provide an understanding of 'psychological literacy', which is developed throughout the programme, culminating in a Level 6 module in which you are invited to consider 'changing the world'. This element of the programme is characterised throughout by shared learning and teamwork, providing a distinctive flavour. Critical evaluation of psychological theory, research findings and their application plays a central role in the programme, and the development of this set of skills is central to all of the modules studied

Criminological Approach

The Criminology modules on the programme enable students to develop discipline specific skills and professional experience in four key discipline areas: criminological theory, international and cultural factors, research methodology and professional practice. The programme has a tight structure, delivered through these discipline themes at Levels 4 and 5 with a range of specialist, stranded option modules at Level 5 and 6. This focus on the programme structure is intended to help students manage the development of confidence in their abilities.

With this in mind, the modules for both elements of the degree programme have been designed to deliver a coherent, integrated and structured approach to the programme outcomes by combining psychological and sociological literacy. Skills and aptitudes students will require at the higher levels of study are introduced and trained at the lower levels. Basic foundational skills are introduced at Level 4 and work at Level 5 develops the capacity to synthesise these skills on individual projects. As described in section 7 of this document (below), the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive.

Student's personal development is supported by a Personal Tutor, who provides a continuous element of support and development throughout their programme, from helping them to adjust to the University environment to aiding their transition into professional life and further study. The Personal Tutor will support the student to achieve their potential and provides a link to various student support services. Students will meet with their Personal Tutor on a regular basis to review their personal development goals and achievements.

Teamwork forms a major element of the programme, and all students are expected to work with others to be collaborative and co-dependent learners throughout.

Career Pathway

The combination of the focussed criminology modules on murder and serious violent crime, together with examining criminology from critical and global perspectives maps onto the critical, international and cultural modules of psychology. For example, Psychology of Social Issues 2 focuses on individual and collective prejudice and examines how this can result in individual and collective criminal behaviours. This mapping of module content will ensure that students are well equipped to apply knowledge and skills learnt, for example through applied assessments, into various fields of employment such as probation, social work, criminal justice agencies and the voluntary sector.

6. Structure

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BA (Hons) Psychology and Criminology (Joint Honours)

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2018

Core: Students are required to take:

SOC4022	Introduction to Criminology	Sem 1 & 2	20 credits*
PSY4992	Ethics, Society and Employability	Sem 1 & 2	20 credits*
PSY4372	Uses and Abuses of Psychology	Sem 1	20 credits
SOC4082	Understanding Murder	Sem 1	20 credits
SOC4042	Contemporary Research I	Sem 2	20 credits*
PSY4442	Psychology of Social Issues I	Sem 2	20 credits*
SOC4000	Programme-level assessment	Sem 2	0 credits

* Integrated Assessment will take credits from these 4 core modules

Level 5 – with effect from September 2019

Core: Students are required to take:

SOC5002	Serious Violent Crime	Sem 1	20 credits
PSY5262	Psychology Around the World	Sem 1	20 credits
PSY5302	Psychological Issues in Gender and Emotion	Sem 1	20 credits
SOC5042	Contemporary Research II	Sem 2	20 credits
PSY5342	Psychology of Social Issues II	Sem 2	20 credits

Option: Students are required to choose 20 credits from:

SOC5222	Professional Placement II	Sem 2	20 credits
SOC5252	Professional Placement II (Volunteering)	Sem 1 & 2	20 credits

Level 6 – with effect from September 2020

Core: Students are required to take:

SOC6082	Critical Criminology	Sem 2	20 credits
PSY6482	Changing the World	Sem 1	20 credits

Option: Students are required to choose 40 credits from:

SOC6004	Independent Social Project	Sem 1 & 2	40 credits
SOC6044	Dissertation	Sem 1 & 2	40 credits

Option: Students are required to choose 40 credits from:

SOC6122	Intelligence and Security	Sem 1	20 credits
PSY6512	The Psychology of Eating Behaviour	Sem 1	20 credits
PSY6462	Counselling Psychology	Sem 2	20 credits
SOC6022	Prisons and Punishment	Sem 2	20 credits
PSY6322	Childhood and Society	Sem 2	20 credits
PSY6122	Psychology Special Subject	Sem 2	20 credits
PSY6522	The Psychology of Reproductive and Sexual Health	Sem 2	20 credits
PSY6502	Professional Learning Through Work	Sem 1 & 2	20 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the Psychology and Criminology programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the

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principle that students are co-creators of their own learning and providing the skills and understanding required for students to manage that learning. The programme's modules offer small-class sizes, student choice about the materials and issues used to complete the assessments and teaching methods that enable active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.

The programme is designed to produce graduates, who have a strong capacity for critical psychological and criminological thinking and empirical analysis by combining academic theory and understanding with research skills and professional practice. In particular the programme provides modules in the areas of psychology, the sociology of crime and victimisation, crime control and criminal justice and skills, research methods and professional practice. The programme is designed so that each of these strands supports and informs the others. The teaching will be mainly student-led and practice-based with lecture material pre-recorded and made available to serve as the basis for class seminars and workshop sessions. Cutting across these are the three main stages of development, or levels, within the learning and teaching. A description, by level, is as follows:

Level 4: to understand the nature of Psychology and Criminology, particularly in their interdisciplinary nature, the range of skills and abilities required for professional practice, and the basic methods required for criminological research;

Level 5: to practise those disciplines;

Level 6: to gain enough expertise in those disciplines to propose creative blends or hybrid innovations, in line with industry, agency, or sector requirements.

At the end of the first year of study, students will be required to think about a problem/case study related to their programme subject areas (drawing on both Psychology and Criminology modules), in an Integrated Assessment. This will allow students to integrate their learning across subject areas in order to meet programme outcomes.

Level 6 provides scope for individual self-directed project work, preparing you for graduate-level employment or further professional study. This includes a 40-credit module (SOC 6044 *Dissertation*), which provides students with an opportunity to develop their academic interests through independent learning and a 20-credit module (PSY 6052 Professional Learning Through Work) which provides students with an opportunity to work in an applied setting and improve their employability skills.

Assessment within the programme employs a full range of written forms, presentations and practical activities in order to reflect the academic and employability skills being developed within the programme. Employability-relevant forms of assessment, including research posters, reflective reports, case studies and presentations, are used to assess the outcomes from both individual and group-based learning. Assessment across the programme at each level has been designed to ensure that there are a good variety and balance of assessment forms and that there are opportunities for you to exercise an element of choice in the form of assessment undertaken.

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8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website.

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Leeds Trinity University undergraduate academic regulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

None

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.