



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Psychology & Crime
Qualification	Foundation Degree
FHEQ Level	Level 5
Intermediate Qualification(s)	N/A
Awarding Institution	University of Bedfordshire
Location of Delivery	FB, FN
Mode(s) of Study and Duration	Full-time over two years Part-time over four years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	None
UCAS Course Code	C990
External Benchmarking	QAA Quality Code section A1 (The Framework for Higher Education Qualifications) – level 5 QAA benchmark for foundation degrees 2010
Entry Month(s)	September

### Why study this course

This course covers the study of psychology, criminology and law, with specific focus on aspects of psychology relevant to understanding people's behaviour in groups, and the development of an individual from childhood, through to old age. Since the taught elements of this course are delivered on just one day a week it is ideally suited to accommodate your working commitments; allowing you to combine your academic interests with the pursuit of gaining practical experience and maintaining financial independence.

## Educational Aims

This foundation degree provides vocational and practical perspectives on the application of both general and criminal psychology to the understanding of human behaviour, offending and society's response to offenders. The overall aim is to foster the development of a knowledge base and a range of skills to enhance your future career aspirations and opportunities. In particular, this course aims to:

- Provide you with a critical overview of the well-established and emerging theories, principles, concepts, debates, and empirical methods and findings in psychology;
- Create opportunities for you to consider the application of these underlying concepts to real-world contexts that relate to the areas in which you have experience of working, or wish to work in the future;
- Enable you to reach your personal potential by enhancing your knowledge, key transferable skills, and self-awareness, through reflection and critical enquiry;

Enable you to develop strong academic skills which permit critical enquiry, including the ability to identify and locate appropriate resources for your investigation, to synthesise and analyse different sources of information, and to critically evaluate the reliability and validity of the information found and the conclusions drawn.

## Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PSY015-1	4	30	Foundations of Psychology	C
PSY006-1	4	30	Study Skills And Social Research	C
PSY018-1	4	30	Comparative Youth Justice: Ideology, Policy And Practice	C
PSY008-1	4	30	Psychology And Crime Work-Based Learning Unit 1	C
PSY014-2	5	30	Social And Lifespan Development	C
PSY007-2	5	30	Professional Development And Research In Psychology	C
PSY008-2	5	30	Crime And Social Control	C
PSY009-2	5	30	Psychology And Crime Work-Based Learning 2	C

## Course-Specific Regulations

### Entry requirements

#### Standard:

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

#### Additional:

You will usually be asked to attend an interview to discuss the course in detail. You will need to be in employment (either paid or voluntary) during the course to be able to successfully complete the Work Based Learning units.

### Additional Course Costs

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- apply psychological skills and knowledge to real life experience particularly working with particular client groups or teams;
- communicate well both in writing and orally, and demonstrate sensitivity to relationships and differences in culture, gender and age;
- Show commitment, adaptability, commitment and an ethical and professional attitude to work and, colleagues and customers or other stakeholders.

### Course Learning Outcomes

Students who successfully complete this course will:

#### Subject specific knowledge

1. Be able understand the scientific underpinnings of psychology as a discipline;
2. Be particularly knowledgeable about the application of psychology to the understanding of the justice system and society's response crime;
3. Have an understanding of a range of criminological theories covering the ways in which society(s) define certain behaviours as criminal, and the historical and contemporary responses to offending behaviour;
4. Have knowledge of the theories and approaches to understanding human development through the lifespan and of social interactions;
5. Understand how individual (e.g., age, gender, etc.) and cultural differences might impact upon aspects of offending or the way in which it is responded to;
6. Appreciate the importance and practical application of ethical principles to both researching and working with different client groups;

#### Subject specific skills:

7. Be able to reflectively apply their academic knowledge to solve problems or enhance practice in their work place;
8. Have an emerging ability to evaluate the importance of competing and/or conflicting theoretical positions and research findings;
9. Able to confidently use the American Psychological Association's referencing system;

10. demonstrate the ability to adopt multiple perspectives in understanding behaviour;

#### **Generic skills**

11. Be computer literate;
12. Able to critically analyse and present ideas and research findings;
13. Be able to independently source relevant information, from which they will be able to identify and summarise the key information needed to answer a particular question;
14. Be experienced in team-working;
15. Able to produce written work which is correct in terms of genre, grammar, spelling, punctuation and presented in a professional manner (e.g., consistent formatting etc.);

Be able to reach a logical conclusion or propose an adequate solution based on the evidence examined.

#### **PSRB details**

### **Learning and Teaching**

During the course of your studies you will be exposed to a wide variety of teaching methods and assessments. These are designed to ensure that you have mastered the basic knowledge and skills required in the degree. Teaching methods include lectures, discussion-based seminars, presentations by class members, group-work, tutorial activities (problem solving, simulations, computer-based activities, etc.). You will also examine case studies and attend invited lectures from professionals in the field. Further material will be available on the Virtual Learning Environment (VLE). This variety of teaching methods will encourage you to adapt your learning styles and to develop your confidence as independent learners. For example, a lecture may require you to develop note taking skills, a tutorial to work with others in a group to complete a task, to produce a draft of an essay/report so you can engage in a peer review process, or to receive feedback on the draft from tutors so that you can address the recommendations in preparation for the final submission of the essay/report.

### **Assessment**

Throughout your course you will encounter a wide variety of assessment types which are collectively designed to suit the diversity of individual learning styles and preferences. Whilst you will be expected to sit some examinations, the overall assessment diet strongly favours different forms of coursework. You will receive helpful feedback on each assignment which will help you to develop your own academic and transferable skills, and inform the completion of your future assessments.

In the first year several of the written coursework assignments allow for formative assessment prior to the summative assessment. This means you will have the opportunity to present a first draft of your assignment with the expectation of being given feedback which will offer you guidance for how to develop and refine your assignment. The process of peer reviewing is used for this purpose in both the Contemporary Youth Justice and the Foundations in Psychology units.

Importantly, this peer review process in the first year will not only serve to support you in developing your written assignments, but it also affords you an opportunity to practice your oral presentation skills in front of the class of your fellow students and tutors. In these first instances, your presentation is not actually assessed but again you will receive feedback that will be of benefit when you come to undertake formally assessed presentations later in your course (for example on Crime and Social Control).

**Assessment Map**

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Year 1</b>																														
PSY006-1	C					CW-PORT																				CW-ORAL				
PSY008-1	C																								CW-PROP			CW-PORT		
PSY015-1	C															WR-I														EX
PSY018-1	C												CW-ESS														CW-ESS			
<b>Year 2</b>																														



### **Developing your employability**

Your future employability is central to the ethos of this course. In order to enhance your knowledge of the different career options available to a number of guest speakers from organisations which serve or are on the fringe of the criminal justice system. You have a number assessments across the units which are directly related to employability which will include the production of a professional curriculum vitae, reflective logs, and will encourage you to actively engage in professional development planning. Additionally, the course will allow you to develop a number of key skills which are highly desirable in the workplace. This include; effective team-working, oral and written communication skills, the ability to identify and critically analyse the key information required to answer practical problems and efficient time management.

### **After Graduation**

Students may progress to the 3<sup>rd</sup> year BA (Hons) Psychology and Criminal Behaviour, BA (Hons) Psychological Studies or BA (Hons) Criminology, or to further training or employment. Opportunities for Foundation degree graduates include some areas of social work, youth work including in youth offender teams, prison work, working with substance abuse, counselling, teaching or the police. There may also be opportunities in Human Resources.

If you wish a British Psychological Society accredited degree you can progress on to the 2<sup>nd</sup> year, Level 5, of the BSc (Hons) Psychology or BSc Psychology and Criminal Behaviour course in the University of Bedfordshire.

### **Additional Information**

#### **Student Support during the course**

The Foundation Degree offers a supportive environment in which to study. You will be in the same group of learners for all of your modules and the teaching staff are very accessible throughout the day. As the course is only taught on one day a week we make use of IT to support you outside of these hours. Tutors are within email contact during their office hours and are keen to offer support this way.

The college's Student Services can offer support to students with specific learning requirements. Generally speaking, the teaching and assessment methods are varied in order to accommodate different learning styles and preferences.

You will have timetabled tutorial sessions throughout the year. Some of these will be based around your Work Based Learning unit. You will also have subject based tutorial support as and when required for the other modules.

The college uses a web-based virtual-learning environment which is used to allow students continuous access to lecture notes, practice assessments, reading material, both course and unit specific advice and guidance and a means of permitting electronic submission of assignments.

Embedded within the course is support for developing study skills and professional development as well as other important skills such as research methods. In your first year, the Study Skills and Social Research module will support you in developing study skills such as essay writing and presentation skills. In year two the Professional Development and Research in Psychology module will allow you to reflect on your own qualities and match these to the requirements of employers.

Within the college, the careers advisors are able to offer help in career planning. As a University of Bedfordshire student, you will also have access to the Centre for Personal and Career Development. This service helps students to reflect on their unique capabilities, interests and circumstance which can be expanded whilst at university and to prepare you for successful employment or postgraduate study. This service offers one-to-one career coaching on job search, how to complete application forms, interviews techniques, and study and career planning. Also available to help you with your future after graduating is the Job Shop which is a service designed to help you gain valuable skills such as team-working, problem solving, communication, planning and organisation. If you are interested in Community Volunteering then visit the Centre for Personal and Career Development to help to build your personal confidence and participate in work experience. The university also hosts a Going Professional Conference every year where employers and graduates are available to discuss your career options. For more information on the services offered go to: [www.beds.ac.uk/careers](http://www.beds.ac.uk/careers).

The college aims to provide support to help you make the most of your course. If you have a disability or learning difficulty, then we want to help.

As a higher education student it is essential that you have applied for, and been awarded, a Disabled Students' Allowance if you require any additional support with your course. You should do this via your local authority when you apply for your student loan and/or grant – the Welfare team in Student Services can advise you about this. The support we are then able to offer will be based on the local authority's assessment of need.

For further information and help please contact the Additional Support team on 01234 291 751.

### Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	If so indicate the anticipatory adjustments and arrangements here
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	A pre-determined set of interview questions are given to all applicants to ensure fairness
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory	Y	

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

way.		
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

<b>Administrative Information – Faculty completion</b>	
<b>Faculty</b>	<b>CATS</b>
<b>Portfolio</b>	<b>Psychology</b>
<b>Department/School</b>	<b>Psychology</b>
<b>Course Coordinator</b>	<b>Jamie Heywood (Bedford College) Maja Jankowska (university link tutor)</b>
<b>Trimester pattern of operation</b>	TY
<b>PSRB renewal date (where recognised)</b>	
<b>Version number</b>	1/17
<b>Approved by (c.f. Quality Handbook ch.2)</b>	e.g. Approval Panel/University Validation Panel
<b>Date of approval (dd/mm/yyyy)</b>	
<b>Implementation start-date of this version (plus any identified end-date)</b>	2017/18
<b>Study model type (e.g. study centre)</b>	

**Form completed by:**

**Name:** ..... **Date:**

.....

**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**

**Chair:** ..... **Date:** .....

<b>Course Updates</b>		
<b>Date (dd/mm/yyyy)</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>
5/7/2017	Assessment map update.	

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	
<b>JACS / HECoS code (KIS)</b>	
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	



## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	<i>As stated in the course information section of the associated CIF</i>
<b>Qualification</b>	<i>As stated in the course information section of the associated CIF</i>
<b>Route Code (SITS)</b>	
<b>Faculty</b>	<i>As stated in the administrative section of the associated CIF</i>
<b>Department/School/Division</b>	<i>As stated in the administrative section of the associated CIF</i>
<b>Version Number</b>	<i>This should be the same as that stated in the administrative section of the associated CIF</i>



## Annex B: Named exit or target intermediate qualifications

*This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	<p><i>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF</i></p> <p><i>It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</i></p>
<b>Mode(s) of Study and Duration</b>	<p><i>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</i></p>
<b>Type of Intermediate Qualification(s)</b>	<p><i>State whether the intermediate qualifications are named exit and/or target awards.</i></p> <p><i>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i></p>
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-



### Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	
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FHEQ Descriptor for a higher education qualification	<i>(insert level and title)</i>	Course Learning Outcome(s)									
		1	2	4	5	6	7	8	9	10	

Subject Benchmark Statement(s)	<i>(insert title(s) and year)</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>

The format of the following mapping tables may be adjusted.

<b>Qualification Characteristic</b>	<i>(insert title and year where appropriate)</i>	<b>Evidence</b> <i>How the course takes account of relevant qualification characteristics documents</i>

<b>Professional body or other external reference points</b>	<i>(insert title and year)</i>	<b>Evidence</b> <i>How the course takes account of Professional body or other external reference points</i>