



Course Information Form

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

General Course Information

Course Title	Psychology and Criminal Behaviour
Qualification	BA (Hons)
FHEQ Level	Level 6
Intermediate Qualification(s)	N/A
Awarding Institution	University of Bedfordshire
Location of Delivery	AA AD
Mode(s) of Study and Duration	Full-time over 1 year Part-time pathway typically over 2 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	None
UCAS Course Code	
External Benchmarking	QAA Quality Code section A1 (The Framework for Higher Education Qualifications) Level 6
Entry Month(s)	September

Why study this course

The course has been designed for Foundation Degree students and covers issues at the forefront of forensic psychology as well as developing your knowledge and skills in other areas of psychology taught by staff with a wealth of research expertise.

Educational Aims

This course combines a theoretical and skills-oriented approach to the study of forensic psychology as well as offering a number of specialist psychology units. It follows on from what you have studied in the Foundation degree in terms of skills development, knowledge of psychology and aspects of crime and criminal behaviour.

The aims are:

1. To provide an understanding and critical awareness of a range of issues, theories and methods across specialist areas of psychology.
2. To demonstrate how the application of psychological knowledge can help inform and explain human behaviour particularly criminal behaviour.
3. To promote a culture of learning and enquiry in which you are encouraged to contribute towards your own learning outcomes through reflection on your own performance and by developing your autonomy.
4. To encourage you to reach your personal potential by enhancing your knowledge, skills and self awareness through the development of critical enquiry, analysis, evaluation, reflection and synthesis.
5. To emphasise the applied nature of psychology and the employability skills that a psychology degree confers.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
PSY027-3	6	45	Psychology Honours Project	C
PSY010-3	6	30	Forensic Psychology in Practice	C
PSY001-3	6	15	Atypical Child and Adolescent Development	C
PSY015-3	6	15	Occupational and Organisational Psychology	C
PSY006-3	6	15	Psychology of Mental Health	C

Course-Specific Regulations

Entry requirements

The BA (Hons) Psychology and Criminal Behaviour is intended principally for students who have studied two years of a degree (usually a Foundation Degree in Psychology and Criminal Behaviour [Milton Keynes College] or Psychology and Crime [Bedford College]) and wish to continue with a Level 6 top-up to the BA. The entry requirements are evidence of two years study at degree level and ability to progress to Level 6.

Additional Course Costs

Graduate Impact Statements

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

- apply psychological knowledge and skills to real life contexts, with an understanding of how human emotions, interactions, motivations, and cultural background impact upon behaviour particularly criminal behaviour;
- use scientific problem-solving and reasoning skills to arrive at evidence-based conclusions.
- engage in tasks involving collaboration, commitment, adaptability and a willingness to assess risk, and employ innovative and analytical thinking.

Course Learning Outcomes

A graduate will be able to:

Subject knowledge and understanding:

- apply scientific principles to facilitate the efficient and just operation of the criminal justice system
- demonstrate a good knowledge and critical understanding of a range of influences on psychological functioning, and how they are conceptualised particularly in understanding criminality
- demonstrate confident familiarity with a number of areas of psychology including aspects at the forefront of the discipline
- have a developed understanding of the ethical responsibilities and codes of conduct inherent in conducting research with human participants or when working within human service professions.

Subject specific skills

- reason scientifically and demonstrate the relationship between theory and evidence adopting multiple perspectives
- detect meaningful patterns in behaviour and experience
- demonstrate competence, confidence, flexibility and critical analysis through research skills and practical activities
- initiate, research and report a library-based research project under appropriate supervision
- evaluate the various perspectives and methodologies underpinning psychological and criminological theories and research in the light of important debates in psychology and criminal behaviour

Generic skills

- communicate ideas and research findings by written, oral and visual means
- be computer literate, for the purposes of furthering their own learning
- approach problem solving in a systematic way when faced with complex or unpredictable contexts
- be aware of contextual and interpersonal factors in groups and teams including personal responsibility and professional codes of conduct
- undertake self-directed study and project management in a supportive environment showing autonomy in planning and managing the learning process
- take responsibility for own learning and recognise the need to assess their own skills and to harness them for future learning

PSRB details

N/A

Learning and Teaching

The teaching team offers you an exciting and engaging curriculum that incorporates their research expertise. The curriculum includes a library based research project and a number of specialist units to provide a range of topics that may suit individual career goals. Forensic Psychology in Practice is a core unit whose focus is on criminal behaviour. Other topics such as Mental Health and Atypical Childhood and Adolescent Development complement the study of forensic psychology. Occupational and Organisational Psychology is a core unit that covers important aspects of the role of psychology in organisations and wellbeing at work including recruitment, individual differences, leadership and motivation.

There is a range of student-centred learning activities including lectures, discussion-based seminars, presentations, group-work, tutorial activities, and so on. A Virtual Learning Environment (VLE) known as BREO contains a variety of material and activities.

The teaching activities are designed to:

- help you master the knowledge and skills required in the course
- suit a variety of student learning styles.
- provide you with the skills and attributes required for employment or postgraduate study.

Assessment

The assessments are designed to test your academic knowledge, oral and written skills, use of literature using primary and secondary sources, critical analysis of ideas, connections made between theory, practice, real life situations and the understanding and application of professional values including ethical issues.

Throughout your course you will be required to take a variety of types of assessment to assess your progression and success. These include self-reflection regarding your employability skills, cases studies, practical assignments such as developing a pack to help explain conditions such as autism to parents and children, group presentations, essays and exams.

Feedback is given to students for each assessment point and it is expected that you will use this feedback for your own development and to inform your completion of future assessments.

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
Level 6															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
PSY001-3	C								WR-I						EX-PT															
PSY003-3	C																									CW-CS				EX
PSY006-3	C																						CW-Ess							EX
PSY010-3	C															CW-ESS											CW-ESS			
PSY015-3	C													CW-CS																
PSY027-3	C					WR-I																		CW-ePort		PJ-Proj		WR-Post		

Developing your employability

- Employability skills (team working, communication, ability to learn and adapt, etc.) are embedded into all units offering the opportunity to develop a range of generic and psychology specific skills and aptitudes.
- There are careers related activities including specialised subject related talks and student representatives work with staff to ensure that the career talks meet students' requirements.
- There are optional activities in collaboration with the careers department such as the entrepreneurship scheme and assessment centre events where interviewing skills are honed.
- Psychology related trips and visits are organised along with the Student Psychology Society.
- The course focuses on the applied nature of psychology and provides a taster of the various fields of postgraduate psychology and the world of work more generally.
- Students can enhance their CV through the Student Research Assistant Scheme by acting as research assistants supporting staff research.

After Graduation

On completing this course students could progress into the following areas:

- Police work
- Public services (such as, the Home Office, Ministry of Justice, health service)
- Market research
- Business and personnel
- Education
- Charity work

Further study:

There are a range of postgraduate study opportunities open to you for career paths in, for example, counselling, police and charity work, business and personnel and teaching.

The Department of Psychology offers a taught masters programmes in Psychological Approaches to Health and Management.

Additional Information**Peer-assisted learning (PAL)**

N/A

Initial Assessment

This is a Level 6 top up course and students will have encountered a range of assessments in the past. There is, however, an early assessment in week 6 in the core Occupational and Organisational Psychology unit.

Improving students' learning

Both the core Occupational and Organisational Psychology unit and the research project have portfolios where students should reflect on their own learning, career and employment potential.

Academic Integrity

The Honours project includes introductory topics about conducting research including reporting previous research accurately, particularly emphasized for students conducting library based dissertations and also includes acting with integrity such as not making up data and working within your level of competence.

As this is a Level 6 top-up and students will already have encountered sessions on academic genres and plagiarism.

HEAR implementation

Students are given the opportunity to engage in a number of ways in activities that are relevant to the HEAR. These include the Undergraduate Research Assistant Scheme, the Junior Research Institute, and the opportunity to act as Student Course and Portfolio Representatives. Students are required to produce a Personal Statement and CV backed up by a more detailed e-portfolio in the Honours Project.

Internationalisation

The UN convention on the rights of the child and how this impacts on children internationally is described in Atypical Child and Adolescent Development. Psychology covers a range of both individual differences as well as the aspects of psychology shared by all.

Sustainability

Student Support during the course

The Department of Psychology places strong emphasis on student support so that you are in a good position to achieve your maximum academic potential and to enjoy your University experience.

There is a Level 6 induction programme providing a range of activities to introduce you to the Psychology Department. You will also be provided with a separate induction that will focus on the University Services that are available to you.

We aim to foster a sense of belonging to the University, Psychology Department and your own award programme in order to nurture your academic and professional identity. During induction you are welcomed by your course leader and will hear about the units you will study and you will learn how to access your unit results using e-vision, learn about creating your personal e-portfolio and practise using the University's virtual learning environment.

Your Personal Academic Tutor (PAT) will be your dissertation supervisor. You can also contact your PAT at any time if you have general queries or academic issues.

As well as offering the opportunity to raise questions during small group tutorials, staff have published office hours and these are particularly useful if you have queries about a unit's content or assessment. In UCMK there will be someone on hand to contact during teaching days to discuss things with. These are fixed times each week and a face-to-face meeting is often preferable to strings of emails some of which are easy for staff to miss. These sessions are also an excellent opportunity to obtain academic advice, get further feedback on assessments if you want more information about how to improve and to discuss the progress of your professional goals.

Academic support and advice is available from our Engagement and Mitigation teams who can give you independent and confidential advice if you are having difficulties, for example, if you are unwell during an assignment hand-in or exam period. When you have extenuating circumstances, perhaps an untimely illness then the service can provide you with extra time to complete your work or postpone an exam without penalty when the work is marked. You can contact: <http://www.beds.ac.uk/studentlife/student-support/academic/extenuating>

We also have a Disability Advice Team and the Counselling Service. The Disability Advice Team is available to discuss any issues you may have and can provide services such as dyslexia screening. The Learning Resources Centre (LRC) offers a range of services and specialist software and equipment. You can find out more on the LRC website: <http://www.beds.ac.uk/studentlife/student-support>. The counselling service is available at Student Services and assists with personal, and financial difficulties.

The LRC provides valuable resources to enable you to develop essential, knowledge and understanding of the range of online databases available to you so that you are in a good position to expand your knowledge of Psychology and undertake your independent project. The Psychology Department works closely with our subject specific librarian and with our commitment to supporting students' employability skills we have embedded into the curriculum as series of lectures, tutorials and workshops to enhance your employment opportunities. In addition, our subject librarian is available for one-to-one support outside of the teaching programme.

The Careers Service helps students to reflect on their unique capabilities, interests and circumstance 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. If you are interested in Community Volunteering then visit the Careers Service to help to build your personal confidence and participate in work experience. For more information on the services offered go to: <http://www.beds.ac.uk/studentlife/careers/services>.

Students with disabilities

There are no particular issues of accessibility to the curriculum for disabled students. The combination of face-to-face and on-line resources enables a flexible approach that aims to be learner centred. Where individual support needs are recognised the course team works with others within the University to ensure that student needs are addressed.

There are procedures for students with dyslexia and some software that might help some students with dyslexia or mild visual problems. Students with hearing problems have been successful on Psychology courses in the past. The Department of Psychology and UCMK have technical support and if your disability causes problems with the use of conventional computers then alternative arrangements can be discussed.

For further information please contact <http://www.beds.ac.uk/studentlife/support/disabilities>

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?		
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.		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		If so then indicate the anticipatory adjustments and arrangements here

characteristics ¹ ?		
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?		
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.		
Confirm that the course handbook makes appropriate reference to the support of disabled students.		

Administrative Information – Faculty completion	
Faculty	CATS
Portfolio	Undergraduate Psychology
Department/School	Psychology
Course Coordinator	Dr Anastasia Giannakopoulou

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

Trimester pattern of operation	Oct (Trimester 1), Feb (Trimester 2)
PSRB renewal date (where recognised)	
Version number	1/17
Approved by (c.f. Quality Handbook ch.2)	FTQSC
Date of approval (dd/mm/yyyy)	5/7/2017
Implementation start-date of this version (plus any identified end-date)	2017/18
Study model type (e.g. study centre)	

Form completed by:

Name: Dr Anastasia Giannakopoulou **Date:** 09/01/17

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

Chair: **Date:**

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
5/7/2017	replaced PSY028-3 with PSY027-3 Psychology Honours Project	

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



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

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

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code																		
Level																		
Credits																		
Core or option																		
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</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

Intermediate Qualification(s) and titles	<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>
Mode(s) of Study and Duration	<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>
Type of Intermediate Qualification(s)	<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>
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<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):-

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title														
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10

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

Course (or intermediate) qualification and title	
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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.

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

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