



Course Information Form

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

Section A: General Course Information

Course Title	Psychology and Criminal Behaviour
Final Award	FdA
Route Code	FDPCBFDF
Intermediate Qualification(s)	
FHEQ Level	5
Location of Delivery	Central Bedfordshire College
Mode(s) and length of study	2 years full time
Standard intake points (months)	October
External Reference Points as applicable including Subject Benchmark	QAA Subject Benchmark Statement Psychology 2019 QAA Foundation Degree Characteristic Statement 2020 FHEQ (2014) SEEC Level Indicators (2016)
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
HECoS code(s)	100497(64%) 100387(27%) 100685(9%)
UCAS Course Code	CL38

Course Aims

The course aims to provide you with an appreciation of the various theories and perspectives in Psychology, particularly in relation to criminal behaviour, and includes core areas of psychology along with coverage of the justice system, criminological theories and their application to case studies. Emphasis is placed on the acquisition of core skills, an understanding of research methods and personalised learner development.

The specific aims are to:

1. provide you with a critical understanding of the well-established principles and issues, empirical methods and findings in psychology and criminology and their application to society;
2. foster your ability to apply those underlying concepts in an employment context;
3. equip you with knowledge of the main methods of enquiry in psychology, and help you to evaluate critically the appropriateness of different approaches to solving social problems relating to criminal behaviour;
4. enable you to reach your personal potential by enhancing your knowledge, key transferable skills, and self-awareness through the development of critical enquiry, evaluation and analysis.
5. promote a culture of learning in which you are encouraged to contribute towards your own learning outcomes through reflection on your own performance, by developing your autonomy and by working in collaboration with others.

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
		Outcome	Award
	1	Understand the scientific underpinnings of psychology as a discipline and how to apply the scientific principles to the examination of human behaviour	FdA Psychology and Criminal Behaviour
	2	Demonstrate a good knowledge and critical understanding of a range of influences on psychological functioning, and how they are conceptualised in the fields of criminology and forensic psychology	FdA Psychology and Criminal Behaviour
	3	Understand the ethical responsibilities and codes of conduct inherent in conducting research with human participants or when working within the criminal justice system	FdA Psychology and Criminal Behaviour
	4	Critically evaluate the appropriateness of different approaches to solving problems and apply knowledge and skills to new situations, including in the workplace	FdA Psychology and Criminal Behaviour
	5	Demonstrate competence, confidence, flexibility and critical analysis through research skills and practical activities	FdA Psychology and Criminal Behaviour
	6	Evaluate the various perspectives and methodologies underpinning psychological theories and research in the light of important debates in criminology and forensic psychology	FdA Psychology and Criminal Behaviour
	7	Initiate, research and report research project under appropriate supervision	FdA Psychology and Criminal Behaviour
	8	Undertake work based learning 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	FdA Psychology and Criminal Behaviour
	9	Communicate ideas and research findings by written, oral and/or visual means	FdA Psychology and Criminal Behaviour
10	Demonstrate an awareness of contextual and interpersonal factors in groups and teams including personal responsibility and professional codes of conduct	FdA Psychology and Criminal Behaviour	
	Learning and Teaching The educational experience is driven in part by the nature of a Foundation degree that includes accessibility and flexibility. Thus		

Teaching, learning and assessment strategies

there is a strong emphasis on personal development and individualised learning supported by a strong tutorial system. The course is unique in the country and there is no related skills council. Nevertheless, it is informed by the views of employers who contribute to the work placement handbook and to the content of the associated classroom sessions. Teaching methods include lectures, discussion based seminars, presentations by class members, workshops, and group activities as well as reflections on work placements. The work placement units are important in terms of skills development and professionalism. There is an emphasis on learning rather than teaching across all units. You will engage in learning activities which involve research and are expected to discuss your learning with other students and feedback to the group as a whole making a major contribution to seminars. As active participants you are encouraged to become independent learners. You will develop an understanding of research methods through practical activities and discussion. There is also a strong tutorial system with regular one to ones where you can discuss your progress, feedback and personal targets.

Assessments reflect different approaches to develop different skills e.g., technology skills including use of the Virtual Learning Environment, presentations, essay writing, portfolios, exams and report writing. The reflective journal is also an important learning experience.

Lectures involve a variety of approaches and can usually be very interactive and activity based designed to encourage active learning.

Assessment

There is a range of assessment methods which develop the skills you require to be successful academically and in employment. There are written essays, case studies, portfolios, presentations, reports and article critiques. The assignment briefs are introduced in the unit sessions along with the assessment criteria.

There are practice activities to prepare you for the different assessment types you will encounter and discussion around the skills you will be developing.

Development of presentation skills:

Presentation skills are introduced in Level 4 where there is a focus on the techniques of delivering a presentation as well as summarising material on a general topic area you have chosen. These skills are further developed in Level 5 where you present aspects of a group organised study.

Development of group-work related assessments:

Group-work forms a key activity throughout the course and allows you to reflect on interactions with peers with an element of professional skills assessment.

Development of report writing:

You have an opportunity in both the first and second year to develop and carry out an experiment and to write a report in the style conventional to the subject area.

Portfolios

You will have the opportunity to reflect on your performance throughout your course and receive feedback as you go so are in a good place to complete a portfolio based on your work placement.

	<p>Development of essay writing Essays allow you to develop skills of analysis and critical thinking as well as writing for a particular audience and in a particular genre. There is an early literature review in the Foundations to Psychology unit where you practise researching a topic. You can then use the feedback on that assessment to tackle the essay later on</p> <p>Besides these there is a range of other assessment types such as: computer-based assessments, exams and much more. Support is readily provided during small group tutorials</p>
Learning support	<p>The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers</p> <p>The college places strong emphasis on student support so that you are in a good position to achieve your maximum academic potential and to enjoy the University experience. We are very aware of the differing needs of our students and this is reflected in the range of support mechanisms that are available. We place particular emphasis on the accessibility and availability of the teaching team.</p> <p>At the start of the course there will be an induction programme providing a range of activities to introduce you to psychology and criminal behaviour. You will hear about the units you will study and you will learn how to access BREO, the University of Bedfordshire's virtual learning environment. BREO will be very important to you as through this web site you will submit your assignments and receive your written feedback. There will also be other important information on the site that you will need, including details about assignments and follow up material from lectures. You will also be introduced to other services offered by the college and by the university.</p> <p>You will normally meet your Personal Tutor during the first week at college. You will also be expected to attend one to one meetings to discuss progress regularly during the course of the first year. You can also contact your Personal Tutor at any time if you have general queries or academic issues.</p> <p>The LRC provides valuable resources to enable you to develop essential, knowledge and understanding of to expand your knowledge of Psychology and Criminal Behaviour and to complete your assignment work.</p> <p>We have specialist staff who understand the needs of students with medical conditions, dyslexia, dyspraxia, dyscalculia, autistic spectrum disorders, mental health issues, learning difficulties or those who are deaf or hard of hearing or have English as a second language. Students with additional learning needs are identified on application and supported by the IAG team in their applications for DSA.</p>
	<p>https://www.beds.ac.uk/entryrequirements</p>

<p>Admissions Criteria</p>	<p>Approved Variations and Additions to Standard Admission</p> <p>A UCAS tariff score of between 32-48 points, based on your level 3 studies.</p> <p>An AVCE Double Award</p> <p>or</p> <p>An Access Qualification</p> <p>or</p> <p>Equivalent qualifications such as Irish Leaving Certificate, Scottish Highers, International Baccalaureate or BTEC National Diploma</p> <p>Many students studying for foundation degrees come to us through work-based routes so you can apply for a foundation degree even if you don't have traditional academic qualifications.</p> <p>We welcome applicants with relevant work experience.</p>
<p>Assessment Regulations</p>	<p>https://www.beds.ac.uk/about-us/our-university/academic-information</p> <p>Note: Be aware that our regulations change every year</p> <p>Approved Variations and Additions to Standard Assessment Regulations'</p> <p>N/A</p>

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PSY009-1	Personal and Professional Development	4	15	Core	T12					T1 2		T12	T1 2						
PSY010-1	Introduction to Social Research	4	15	Core			T12	T12	T12		T1 2		T1 2						
PSY012-1	Questions of Diversity and Difference	4	15	Core		T12	T12						T1 2						
PSY014-1	Psychology and Criminology in Practice. (Work Based Learning)	4	15	Core				T12	T12			T12		T12					
PSY016-1	Introduction to Psychology	4	30	Core	T12	T12		T12		T1 2									
PSY017-1	Introduction to Crime and Justice	4	30	Core		T12	T12			T1 2									
PSY010-2	Work Based Learning Unit	5	45	Core				DA1 2	DA1 2			DA 12	DA 12	DA1 2					
PSY011-2	Advanced Criminological Theory 1: Correlates of Crime and Criminology.	5	15	Core		DA1 2				DA 12									
PSY012-2	Researching Psychology	5	15	Core	DA 12			DA1 2	DA1 2		DA 12		DA 12						
PSY013-2	Applied Psychology and Criminology	5	15	Core	DA 12	DA1 2				DA 12									
PSY015-2	Social and Developmental Psychology	5	30	Core		DA1 2		DA1 2											

Section C: Assessment Plan

The course is assessed as follows :

FDPCBDF-

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
PSY012-1	4	SEM1	Core	CW-ESS	6	WR-I	15				
PSY010-1	4	SEM2	Core	CW-ESS	7	WR-I	14				
PSY009-1	4	TY	Core	CW-PO	18	CW-JO	27				
PSY014-1	4	TY	Core	PR-ORAL	13	CW-RW	30				
PSY016-1	4	TY	Core	CW-ESS	16	EX	30				
PSY017-1	4	TY	Core	CW-ESS	16	EX	30				
PSY013-2	5	SEM1	Core	PR-ORAL	8	CW-CS	15				
PSY011-2	5	SEM2	Core	CW-ESS	6	PR-ORAL	15				
PSY012-2	5	SEM2	Core	PR-ORAL	11	CW-JO	12				
PSY010-2	5	TY	Core	CW-PO	15	PR-ORAL	16	WR-WB	28		
PSY015-2	5	TY	Core	CW-LR	10	WR-I	25				

Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-ESS	Coursework - Essay
CW-JO	Coursework - Journal
CW-LR	Coursework - Literature Review
CW-PO	Coursework - Portfolio
CW-RW	Coursework - Reflective Writing
EX	Exam (Invigilated)

WR-I	Coursework - Individual Report
WR-WB	Coursework - Worked Based Report

Administrative Information

Faculty	Creative Arts Technologies and Science
School	School of Psychology
Head of School/Department	Prof Chris Bridle
Course Coordinator	Sarah Baker