

Programme Specification

1. Overview / Factual Information

Programme/award title(s)	BA (Hons) Criminology
Teaching Institution	University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2021
Date of latest OU (re)validation	N/A
Next revalidation	2026
Credit points for the award	360
UCAS Code	L611
HECoS Code	100484 Criminology
LDCS Code (FE Colleges)	N/a
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Criminology
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Learned Societies; The British Society of Criminology. Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional / statutory recognition	N/a
For apprenticeships fully or partially integrated assessment.	N/a
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	3 years in full time mode 4 years in part time mode
Dual accreditation (if applicable)	N/A
Date of production / revision of this specification	29 March 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

- To provide a comprehensive programme of study, based on QAA benchmarks, for students wishing to understand the social and personal aspects of crime and social control, as well as responses to crime and deviance.
- To provide a strong foundation in the basic principles of social research as these apply to criminological topics.
- To provide a critical understanding of human rights and civil liberties as these apply to different stages of the criminal justice process.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing labour market and wider environment.
- To meet local, national and international labour market needs for skilled graduates.
- Encourage a systematic, creative and flexible approach to solving complex social problems.
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- Provide students with a knowledge-base and research skills that will enable them to develop within their chosen career pathway.
- Provide students with the skills to enable them to participate fully in civic life.
- To promote access to further progression within higher education, research, and professional development.

2.2 Relationship to other programmes and awards

The Criminology programme is one of three social science programmes at UCP and shares a common skills spine. This includes Academic & Professional Skills at level 4 and Research & Employability Skills at level 5. The programme also shares some optional models with the Sociology and Psychosocial Studies' programmes.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/a

2.4 List of all exit awards

- Certificate of Higher Education (CertHE) upon successful completion of 120 credits at level 4.
- Diploma of Higher Education (DipHE) upon successful completion of 240 credits at levels 4 and 5.
- Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at level 6).

Programme Structure - Level 4 Full-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic & Professional Skills for Social Scientists	30			No	Sem 1 & 2
Introduction to Criminal Justice	30			No	Sem 1
Introduction to Criminology	15			Yes	Sem 1
Exploring Crime and the Media	15			Yes	Sem 2
Politics, Ideology & Society	15			Yes	Sem 2
Popular Culture & Representations of Crime and Criminal Justice	15			Yes	Sem 2

Programme Structure - Level 4 Part-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic & Professional Skills for Social Scientists	30			No	Y1 Sem 1 & 2
Introduction to Criminal Justice	30			No	Y1 Sem 1
Introduction to Criminology	15			Yes	Y2 Sem 1
Exploring Crime and the Media	15			Yes	Y1 Sem 2
Politics, Ideology & Society	15			Yes	Y1 Sem 2
Popular Culture & Representations of Crime and Criminal Justice	15			Yes	Y2 Sem 2

Intended learning outcomes at level 4 are listed below:

<u>Learning Outcomes – Level 4</u>	
3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
<p>A1 Formulate and systematically investigate questions relating to crime and social control, and responses to crime and deviance.</p> <p>A2 Apply different theoretical perspectives and concepts drawn from across the social sciences, to the field of criminology.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> • Traditional methods of lectures supported with seminars but also practical workshops and a range of flipped-classroom activities. • Developing awareness of personal skills and weaknesses by being supported to think reflexively. This is undertaken by tasks in academic skills and 1-1 tutorials where discussions consider skill-sets and set targets. <p>Students will be introduced to some basic issues relating to identity and society in their first year of study and supported to adopt interdisciplinary, problem-solving approaches to these problems</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, briefing papers. Formative assessment methods will include the embedding of digital strategies, such as wikis, collaboration in cloud -based documents, quizzes and polls.</p>

3b. Cognitive skills		
Learning outcomes:		Learning and teaching strategy / assessment methods
B1	Assess and evaluate evidence and appraise the merits of competing theories and explanations.	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Strategies focus on developing awareness of personal skills and weaknesses. Students are supported to think reflexively through tasks in academic skills and criminology modules as well as 1-1 tutorials where discussions consider skill sets and agree targets.</p> <p>A broad range of assessment methods will be utilised at this level to assess cognitive learning outcomes. These will include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, briefing papers and case studies. Formative assessment methods will enable learners to reflect on their academic progress and their career aspirations.</p>
B2	Interpret and analyse quantitative and qualitative data and communicate findings clearly in written and oral form.	
B3	Reflect on their own career aspirations through a widening knowledge of society and the labour market for social science graduates.	

3c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
C1 Gather, retrieve and synthesise information.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to a range of flipped classroom activities that enable students to work together on problem-based tasks.
C2 Digest feedback and criticism and reflect on their own developing knowledge and practice.	A broad range of assessment methods are utilised in this course to assess practical and professional skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings, and presentations. To embed digital literacy, a range of apps including Slack, Google Suite and Imotion will be utilised in formative assessment. Assessment of software mastery, such as SPSS and Qualtrics, will be undertaken.

3d. Key / transferable skills		
Learning outcomes:		Learning and teaching strategy / assessment methods
D1	Adopt a collaborative and problem-solving approach to complex social issues relating to crime and deviance.	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to complex social issues in the level 4 Academic and Professional Skills for Social Sciences module. They will work with students from other social science disciplines and be supported in developing innovative solutions to real-world social problems.</p> <p>A broad range of assessment methods will be utilised at this level to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. To embed digital literacy, a range of apps including Slack, Google Suite and Imotion will be utilised in formative assessment. Assessment of software mastery, such as SPSS and Qualtrics, will be undertaken.</p>
D2	Work independently and creatively to set deadlines.	
D3	Demonstrate competence with a range of IT skills including Microsoft Office, Cloud Computing (Microsoft Teams and Google Docs) and data retrieval.	

Exit Award: Certificate of Higher Education (120 credits at level 4)

Learning outcome achieved: A1, A2, B1, B2, B3, C1, C2, D1, D2, D3

Programme Structure - Level 5 Full-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Skills for Social Scientists	30			No	Y2 Sem 1&2
Exploring Issues with the Courts	15			Yes	Y2 Sem 1
Advance Criminological Theory	15			Yes	Y2 Sem 1
Policing and Investigation	15			Yes	Y2 Sem 1
Deterrence, Punishment & Rehabilitation	15			Yes	Y2 Sem 2
Violence in Contemporary Society	15			Yes	Y2 Sem 2
War, Globalisation and Security	15			Yes	Y2 Sem 2

Programme Structure - Level 5 Part-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Skills for Social Scientists	30			No	Y3 Sem1&2
Exploring Issues with the Courts	15			Yes	Y2 Sem 1
Advance Criminological Theory	15			Yes	Y2 Sem 1
Policing and Investigation	15			Yes	Y3 Sem 1
Prisons and Punishment	15			Yes	Y2 Sem 2
Violence in Contemporary Society	15			Yes	Y2 Sem 2
War, Globalisation and Security	15			Yes	Y3 Sem 2

Intended learning outcomes at level 5 are listed below:

<u>Learning Outcomes – Level 5</u>	
3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
A1 Formulate and systematically investigate questions relating to crime and social control and responses to crime and deviance.	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at level 5. These include standard approaches like lectures supported by seminars but also workshops with a range of flipped classroom activities. They will learn key research skills and methods through subject-specific workshops, focussing on how to apply these skills in their own independent research.</p> <p>A broad range of assessment methods are employed at this level to assess knowledge and understanding. These include traditional assessment methods like coursework essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, briefing papers. Reflective forms of assessment prepare students for their independent research project at level 6.</p>
A2 Apply different theoretical perspectives and concepts drawn from across the social sciences, to the field of criminology.	
A4 Evaluate an argument about crime or responses to crime, based on the quantitative and qualitative data that it draws on.	
A5 Plan and execute social scientific research utilising quantitative and qualitative data both primary and secondary.	

3b. Cognitive skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
B1 Assess and evaluate evidence and appraise the merits of competing theories and explanations.	<p>An eclectic range of teaching and learning strategies are drawn on to meet the cognitive learning outcomes of this level. These include workshops and a range of flipped-classroom activities. Students learn key research skills and methods through subject-specific workshops focussing on how to apply these skills in their own independent research. They learn to work with qualitative and quantitative data, interpreting and analysing this in the first instance, developing arguments with data at a more advanced stage.</p> <p>A wide range of assessment methods are employed at this level to assess intellectual and cognitive skills. Greater use of reflexive assessments is made to support increased self-awareness and the capacity to work independently. Both abilities are needed at level 6.</p>
B2 Interpret and analyse quantitative and qualitative data.	
B3 Reflect on their own career aspirations through a widening knowledge of society and the labour market for social science graduates.	

3c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
C1 Gather, retrieve, and synthesise information.	<p>A diverse range of teaching and learning strategies are utilised to meet the practical and affective learning outcomes of this level.</p> <p>Reflexivity is encouraged in tutorials and in classroom activities and specific epistemologies relating to potential dissertation topics are developed. As the dissertation topic is unique to the student, a significant degree of autonomy is involved.</p> <p>A broad range of assessment methods are utilised at this level to assess practical and affective skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations.</p>
C2 Digest feedback and criticism and reflect on their own developing knowledge and practice.	
C3 Recognise and challenge, through developed arguments, forms of prejudice and abuses of power.	

3d. Key / transferable skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
D1 Adopt a collaborative and problem-solving approach to complex social issues.	<p>A diverse and dynamic range of teaching and learning strategies are drawn on to meet the key transferable learning outcomes at this level. These include scaffolding students to work more independently and the use of problem-solving group activities in class.</p> <p>A broad range of assessment methods are employed at this level to assess transferable skills. These include formative assessments that embed digital literacy, through the use of a range of apps like Slack, Google Suite and Imotion. Assessment of software mastery, such as SPSS and Qualtrics, is also undertaken.</p>
D2 Work independently and creatively to fixed deadlines.	
D3 Demonstrate competence with a range of IT skills including Microsoft Office, Cloud Computing (Microsoft Teams and Google Docs) and data retrieval.	

Exit Award: Diploma in Higher Education DipHE (240 credits at level 4 & 5)

Learning outcome achieved: A1, A2, A4, A5 B1, B2, B3, C1, C2, C3, D1, D2, D3

Programme Structure - Level 6 Full-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Undergraduate Research Project	30			No	Sem 1 &2
Contemporary Criminal Justice Policy and Implementation	15			Yes	Sem 1
Global Transnational Crime	15			Yes	Sem 1
		Critical Studies in Race & Ethnicity	15	Yes	Sem 1
		Sex and Society	15	Yes	Sem 1
Investigative Psychology	15			Yes	Sem 2
Youth Justice	15			Yes	Sem 2
		Deviancy in Pleasure & Leisure	15	Yes	Sem 2
		Live Research Project	15	Yes	Sem 2
		Exploring Employment	15	Yes	Sem 2

Programme Structure - Level 6 Part-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Undergraduate Research Project	30			No	Y4 S1 & 2
Contemporary Criminal Justice Policy and Implementation	15			Yes	Y3 S1
Global Transnational Crime	15			Yes	Y3 S1
		Critical Studies in Race & Ethnicity	15	Yes	Y4 S1
		Sex, Sexual Violence and Society	15	Yes	Y4 S1
Investigative Psychology	15			Yes	Y3 S2
Youth Justice	15			Yes	Y3 S2
		Deviancy in Pleasure & Leisure	15	Yes	Y4 S2
		Live Research Project	15	Yes	Y4 S2
		Exploring Employment	15	Yes	Y4 S2

Intended learning outcomes at level 6 are listed below:

<u>Learning Outcomes – Level 6</u>	
3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
A1 Formulate and systematically investigate questions relating to crime and social control and responses to crime and deviance.	<p>An eclectic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at this level. These include workshops and a range of flipped classroom activities. Reflexivity is further developed in the level 6 Dissertation Conference, which takes place in January and students get feedback from industry and peers in developing their dissertation, in addition to tutorials and psychology modules.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, briefing papers.</p> <p>At level 6 these assessments are consistent with the learning outcomes so students will be expected to synthesize and apply, concretely, concepts that they have been introduced to at levels 4 and 5. They will also be expected in their assessment to evaluate theories and approaches in more depth and with greater rigor than at previous levels.</p>
A2 Apply different theoretical perspectives and concepts drawn from across the social sciences, to the field of criminology.	
A3 Realise and apply best ethical practice in criminological enquiry.	
A4 Evaluate an argument about crime or responses to crime based on the quantitative and qualitative data that it draws on.	
A5 Plan and execute social scientific research utilising quantitative and qualitative data both primary and secondary.	

3b. Cognitive skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
<p>B1 Assess and evaluate evidence and appraise the merits of competing theories and explanations.</p> <p>B2 Interpret and analyse quantitative and qualitative data.</p> <p>B3 Reflect on their own career aspirations through a widening knowledge of society and the labour market for social science graduates.</p>	<p>A diverse range of teaching and learning strategies will be utilised to meet the intellectual and cognitive learning outcomes at this level. Students are encouraged to develop original and imaginative applications of theories. In their research project / dissertation and in the live research project module, students will have the opportunity to conduct their own primary research.</p> <p>A broad range of assessment methods will be utilised at this level to assess cognitive skills. These will include traditional assessment methods like coursework essays, presentations and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, briefing papers. Participation in the Dissertation Conference enables students to get feedback from industry professionals on their research projects.</p>

3c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
<p>C1 Gather, retrieve, and synthesise information.</p> <p>C2 Digest feedback and criticism and reflect on their own developing knowledge and practice.</p> <p>C3 Recognise and challenge, through developed arguments, forms of prejudice and abuses of power.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the practical and professional learning outcomes at this level. In their research project / dissertation and in the live research project module students will have the opportunity to conduct their own primary research. They will also network with professionals at the Dissertation Conference and get feedback on their research.</p> <p>A broad range of assessment methods are utilised at this level to assess practical and professional skills. These will include traditional assessment methods like coursework essays, presentations and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, briefing papers. Students are also supported in maximising the benefit from formal and informal feedback from tutors and industry professionals.</p>

3d. Key / transferable skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
D1 Adopt a collaborative and problem-solving approach to complex social issues.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the key / transferable learning outcomes at this level. These include workshops and support groups to support students engage in primary and secondary research.
D2 Work independently and creatively to fixed deadlines.	
D3 Demonstrate competence with a range of IT skills including Microsoft Office, Cloud Computing (Microsoft Teams and Google Docs) and data retrieval.	A broad range of assessment methods are employed at this level to assess key / transferable skills. Utilising databases, survey software like SPSS and Cloud Computing will be key to assessments at this level.

Exit Award: Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at Level 6

Learning outcome achieved: A1, A2, A4, A5 B1, B2, B3, C1, C2, C3, D1, D2, D3

4. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

Additional considerations for apprenticeships:

- How the delivery of the academic award fits in with the wider apprenticeship.
- The integration of the 'on the job' and 'off the job' training.
- How the academic award fits within the assessment of the apprenticeship.

The structure of the course is typical for social science degree programmes in that the higher the level, the greater the choice and capacity for specialisation. At level 6 students choose between two option modules in semester 1 and three in semester 2. There are no optional modules at levels 4 & 5.

5. Support for students and their learning.

Whilst studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work, discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has a learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions cover issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, developing Academic Skills is taught into each year either as

stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. The module at level 4 will introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor ensure that the evolving needs of students in academic, pastoral, and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one-to-one advice sessions to large scale organised events.

Issues surrounding the support of students are carefully considered at several institutional committee meetings, with updates and statistical

reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission

5 GCSE grade C or above including English, Maths and Science and 88 UCAS points which should be from a related subject in one of the following;

- A-levels.
- BTEC Level 3 National Diploma.
- IB Diploma.
- Access to HE.
- Related work experience.
- Overseas qualifications judged to be equivalent to above.

Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience.

We accept A level General Studies and AS levels when combined with other full qualifications.

If English is not your first language you will require an IELTS score of 6.0 or above or an equivalent English Language qualification.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The UCP has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP quality department over the last 5 years. The department performs annual inspections for all subjects and offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly asks for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

11. Changes made to the programme since last (re)validation

Annexe 1 - Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module / unit	Programme Outcomes									
		A1	A2	B1	B2	B3	C1	C2	D1	D2	D3
4	Academic & Professional Skills for Social Scientists	✓	✓	✓	✓		✓		✓		✓
	Introduction to Criminal Justice	✓		✓		✓	✓	✓		✓	
	Introduction to Criminology		✓	✓					✓		
	Exploring Crime and the Media	✓	✓	✓				✓	✓		
	Politics, Ideology and Society	✓	✓	✓					✓		
	Popular Culture Representations of Crime & Criminal Justice	✓		✓			✓		✓		

Level	Study module / unit	Programme outcomes												
		A1	A2	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3
5	Research Skills for Social Scientists	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
	Exploring Issues with the Courts		✓	✓			✓			✓				✓
	Advance Criminological Theory	✓		✓			✓			✓				
	Policing & Investigation			✓		✓		✓		✓			✓	
	Prisons and Punishment	✓	✓	✓				✓	✓		✓		✓	
	Violence in Contemporary Society	✓	✓			✓			✓	✓		✓		
	War, Globalisation & Security			✓		✓	✓			✓			✓	

Level	Study module / unit	Programme Outcomes												
		A1	A2	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3
6	Undergraduate Research Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Contemporary Criminal Justice Policy & Implementation	✓			✓		✓		✓		✓		✓	✓
	Global Transnational Crime		✓	✓		✓		✓	✓	✓		✓		
	Critical Studies in Race & Ethnicity	✓		✓	✓	✓			✓		✓		✓	
	Sex, Sexual Violence and Society	✓		✓		✓					✓		✓	✓
	Investigative Psychology		✓	✓		✓			✓	✓			✓	
	Youth Justice	✓				✓				✓	✓		✓	✓
	Deviancy in Pleasure and Leisure			✓		✓				✓			✓	
	Exploring Employment							✓	✓	✓		✓		
	Live Research Project	✓			✓	✓		✓	✓	✓		✓		✓