



<b>A. Course Information</b>			
<b>Final award title(s)</b>	BSc (Hons) Criminology with Psychology		
<b>Intermediate exit award title(s)</b>	CertHE Criminology with Psychology DipHE Criminology with Psychology		
<b>UCAS Code</b>		<b>Course Code(s)</b>	3540
	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS		
<b>Division</b>	DSS		
<b>Course Director</b>	Dr Esmorie Miller and Rebecca Shepherd		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Full time	3	September
	Full time with placement/ sandwich year		
	Part time		
	Part time with Placement/ sandwich year		
<b>Is this course generally suitable for Visa Sponsored students.</b>	Yes		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	November 2021	
	Course specification last updated and signed off	November 2021	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	n/a		
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025	

		School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications QAA Subject Benchmark Statement Criminology (Sep 2019) Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>A rich and exciting programme to the study of criminology and psychology.</p> <p>The curriculum incorporates both traditional and cutting-edge elements of criminology and psychology, and is underpinned by internationally recognised research expertise and scholarship.</p> <p>Optional modules to study at level 5 and 6 allow students to tailor the degree to their own interests and future career ambitions.</p> <p>International comparative elements are embedded within the programme</p> <p>The degree encourages students to actively engage with the School's 'social justice and global responsibility' ethos.</p> <p>Students are trained in appropriate research methods.</p> <p>Employability and skills development are embedded throughout the programme. There is a work-based learning module at level 5 to provide a firm link between the academy and the world of work.</p> <p>Direct entry at levels 5 or 6 is possible for suitably qualified applicants.</p> <p>Criminology at LSBU is rich in criminology but also recognises the legal, social and political context in which the discipline is situated. It is truly inter-disciplinary in its approach.</p> <p>The teaching on the degree draws upon a wide range of external speakers involved in the professional world of Criminology and the Criminal Justice System.</p> <p>A vibrant and active student-led Criminology Society hosting employability, networking and social events.</p>	
<b>Course Aims</b>	<p>The BSc Criminology with Psychology aims to:</p> <ol style="list-style-type: none"> <li>1. Enable students from a variety of personal and educational backgrounds to acquire a critical understanding of crime and criminal justice, as well as psychology.</li> <li>2. Provide a rigorous, broadening and rewarding educational experience in a range of disciplinary approaches to crime in social context as well as in the study of psychology.</li> <li>3. Develop students' general cognitive, analytical, critical and research skills in the fields of criminology and psychology.</li> <li>4. Foster students' critical thinking and their ability to synthesise ideas and information from primary and secondary sources.</li> <li>5. Encourage an appreciation of the importance of, and ability to use, complex theoretical ideas in the study of crime, justice and psychology.</li> </ol>	

	<p>6. Enhance students' employment opportunities by developing their capacity to initiate and carry out complex academic and professional tasks individually and in groups.</p>
<p><b>Course Learning Outcomes</b></p>	<p>a) Students will have knowledge and understanding of:</p> <p><b>A1</b> The nature and extent of crime in the UK and elsewhere, as well as psychological processes that affect human thoughts and behaviours;</p> <p><b>A2</b> key historical and contemporary social, political, and economic issues and processes, and their inter-connectedness;</p> <p><b>A3</b> a range of criminological, psychological, political and social scientific concepts and their application, as well as major theoretical approaches used in the academic areas of criminology and psychology;</p> <p><b>A4</b> workings of the Criminal Justice System and key criminal justice agencies, processes of criminalisation and their impact on society and social policy at both national and international levels;</p> <p><b>A5</b> the requirements for carrying out research in the field of criminology, using a variety of research methods, in a self-critical fashion and with appropriate use of evidence;</p> <p><b>A6</b> the practical contribution of criminological and psychological concepts and theories to problem solving and in forging more socially just and sustainable global futures.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p><b>B1</b> synthesise a range of information and data from a variety of sources related to issues and debates in criminology, social sciences and psychology;</p> <p><b>B2</b> critically analyse a range of concepts, principles and practices within the criminological and psychological domains and their application at both national and international levels;</p> <p><b>B3</b> demonstrate the cognitive skills necessary to review and evaluate arguments, concepts, theoretical perspectives, evidence and texts in the field of criminology, psychology and related areas (e.g. political economy, sociology, law, politics and social policies);</p> <p><b>B4</b> demonstrate an understanding of the requirements for initiating and carrying through criminological research in an analytical and theoretical way, whilst making appropriate and critical use of evidence;</p> <p><b>B5</b> exercise intellectual and evaluative skills in pursuit of a more sustainable and socially just international future.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p>

**C1** initiate, plan, manage and execute work (both individually and in small groups, where students are expected to respect the viewpoints of others);

**C2** communicate with others, in a variety of ways, demonstrating clarity of thought and critical understanding of criminological and psychological concepts and issues related to crime, crime control and criminal justice;

**C3** produce work (within quality and time frameworks) involving problem solving and evaluation, drawing on supporting evidence;

**C4** retrieve, sift, synthesise and analyse material from a wide range of sources, and present their findings in a clear and balanced manner.

**C5** identify appropriate practices within a professional and ethical framework, and understand the continuing need for professional and personal development;

d) Students will acquire and develop transferrable skills such that they are able to:

**D1** retrieve information and ideas effectively and critically from a variety of primary and secondary sources, including internet sources;

**D2** present in written and oral form, complex information and ideas in a variety of contexts and in a balanced fashion;

**D3** make effective use of IT skills;

**D4** demonstrate literacy and numeracy skills;

**D5** appreciate that problems are often multi-faceted and interconnected, and require thoughtful, creative and logical approaches.

### **C. Teaching and Learning Strategy**

A1 – A6 are woven into modules at all levels. Level 4 modules are introductory and lay the foundation for all learning outcomes. Level 5 modules emphasise the substantive and comparative learning outcomes and level 6 modules extend the critical and analytical learning outcomes.

Acquisition of A1 – A6 is, at all levels, through a combination of lectures, seminars, workshops, small group exercises, individual and group projects/activities. These are supplemented by guest speakers from public, private and third sector organisations, as well as academia, which provide additional specialisms and real world contextualisation, as well as by the research project tutorials at Level 6.

Interactive seminars and workshops support the lectures and encourage the active participation of students in free and open debate, developing peer learning, the sharing of knowledge and support amongst the diverse student body. Student engagement is further encouraged through the use of small group exercises and the requirement that all students make a seminar presentation at each level.

Scheduled teaching is supported and consolidated by private study structured by provision of comprehensive reading lists and core electronic resources, and the use of Moodle and other online teaching methods and resources. The Division of Social Sciences aims to provide a truly 'blended' learning experience extending well beyond the use of the VLE as a mere repository for documents.

The development of subject specific intellectual and research skills will be delivered via a structured and progressive strategy of support throughout the programme.

Acquisition of B1 – B5 is at all levels, through a combination of lectures, seminars, and workshops, as well as through coursework feedback and the use of online sources and the VLE.

Particular emphasis is placed on seminar discussion of key texts and other materials. These assist student understanding of complex theoretical ideas and the relationship between theory, practice and empirical enquiry. They also assist the development of critical, evaluative and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body. B4 is developed and encouraged through both tutorial discussion and practical coursework projects, including the final year research project.

As students move through the programme their ability to generate, evaluate and synthesise subject-related information is developed through application to more complex case-study and policy-related problems. The aim is to progressively develop greater independence of thought and practice.

As with subject understanding and knowledge learning outcomes, self-managed learning activities supplement in-class learning and include the reading and critique of academic journals, policy reports and data sets, and preparation for problem-based exercises and peer debate. Links to core journals are available via the VLE, and on-line fora will be used to encourage debate and discussion of key issues.

Acquisition of C1 – C5 again typically takes place through a combination of lectures, seminars, workshops and the project tutorials, accompanied by online teaching support. The acquisition and development of practical skills are a particular focus of the lectures and seminars at Level 4, and the research project lectures, seminars and supervision at Level 6. Students are encouraged to reflect on their skills through feedback on assessed work at all levels.

The choices implied in C5 inform the entire course but may be particularly developed through the Work Placement module at Level 5.

The development of practical skills via classroom teaching is strongly reinforced by the students' own self-managed study.

Transferable skills D1-5 are acquired and developed throughout the programme via the teaching practices described in previous sections (lectures, seminars, workshops, tutorials, class feedback and (with particular focus on D4), online learning). Their initial acquisition is at Level 4, when support is given for cognitive skills development, oral presentations, academic writing and referencing, and data retrieval and presentation, in preparation for subsequent levels of study. These transferable skills and attributes are then continually developed throughout each level demonstrating progressive enhancement, including via group presentations at Level 4, 5 and 6, empirical observations and case-study type assignments at Levels 5 and 6, and the Level 6 research project.

The core work based learning module is an opportunity for students to enhance their employability skills and to reflect upon these in a critical and reflective manner.

In acquiring these skills and in achieving the learning outcomes of each module, students are expected to undertake substantial private study. This is outlined in all module guides – usually 155 hours of private study per module.

Communication out of hours is maintained through Moodle, which includes module-specific information, as well as course level and support information. There are also office hours every week from each member of staff. Information about extended Library and Learning Resource Centre hours is found through the LSBU website.

Undergraduate teaching typically occurs between 9am and 5pm Monday to Friday, with no teaching scheduled for Wednesday afternoons. Each student will have access to an individual online timetable.

The degree programme is mainly taught by permanent staff members.

#### **D. Assessment**

##### A1-6

The student learning experience is built upon the integration of formative and summative forms of assessment and feedback as central to a student's acquisition of the skills and attributes necessary to achieve the course and module learning outcomes.

Learning outcomes are tested in a variety of ways, with assessments tailored to the requirements of specific modules. Assessment types include: examinations, essay assessments of varying lengths, reports and presentations undertaken individually and in groups, web-based work, case studies, research proposals, film and book reviews.

The increasing emphasis through each level of study on independent learning is reflected in the methods of assessment. Individual and group presentations are assessed, with students given the assessment criteria in advance. Literature reviews encourage students to read in a more critical and focused way and the assessment of their research proposal helps in the development of intellectual skills.

Formative assessment is a central feature of the course modules. It provides an opportunity for developmental feedback and reflection, which help promote student engagement in a process of continuous learning. Formative assessment takes a variety of forms, including: informal assessment of work; the provision of commentary on essay plans; the use of online tests, and marking of non-assessed work. Peer marking and feedback is another formative assessment method used during the programme.

Additionally, in-class debate and discussion provide students and staff with an understanding of the knowledge gained and areas needing further reinforcement and delivery. This will allow reflection on performance and will feed forward into future delivery.

Summative assessment details are included in Section H and the Module Statements. The methods used link to the Learning Outcomes that are central to each module and which are mapped in Appendix A. Individual modules teach and develop many of the course learning outcomes listed in this section and therefore Appendix A highlights those principally used to frame the assessment strategy.

##### B1-5

These intellectual skills are mainly tested through examinations and various coursework assignments. As above, formative in-class assessments, together with engagement with the VLE,

enable assessment of student learning of these objectives. In terms of summative assessments, the module statements show a range of approaches.

As students progress through the course there is an expectation that they will exhibit greater autonomy in their learning, and will refine their intellectual skills, and approach their work in a more critical and analytical way. The range of assessment types reflects these expectations. This process culminates in the Level 6 research project, which is a significant assessment of student independent research skills.

The variety of assessments reflects the course team's wish to maximise the opportunities for students to display their strengths in different ways.

### C1-5

Practical skills are only assessed in a small number of modules, for instance the Researching Crime, Deviance and Justice module. They are nevertheless acquired progressively during the course

### D1-5

Transferable skills are integral to all student activities at all levels.

Transferable skills are only assessed in a small number of modules, for instance the Researching Crime, Deviance and Justice module. They are nevertheless acquired progressively during the course and are integral to the Division's commitment to enhancing student employability

Coursework constitutes approximately 75% of the assessment.

## **E. Academic Regulations**

The University's Academic Regulations apply for this course.

## **F. Entry Requirements**

### **General**

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

- GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus one of the following:
  - A Level BCC (or equivalent);
  - BTEC National Diploma MMM;
  - Access to HE Diploma with 9 Distinctions and 36 Merits (or equivalent);
  - Other equivalent level 3 qualifications worth 106 UCAS points
- Mature students will be considered on the basis of their overall qualifications and work experience.

For direct entry into Level 5 of the course, applicants will be required to hold:

- 120 credits at Level 4 or above in a relevant subject; or

- LSBU's Certificate in Higher Education in the relevant subject area.

For direct entry into Level 6 of the course, applicants will be required to hold:

- 120 credits at Level 4 and 120 credits at Level 5 in the relevant subject area.

### **Accreditation of Prior Learning (APL)**

All awards for APL will be in line with the University's policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.

### **Transfer credit**

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for an LSBU award. Credit may also be transferred from a previous experience of learning at LSBU. Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.



## G. Course structure

### Course overview

The course is delivered on a semester pattern, each semester being of 15 weeks duration. Students study 120 credits (normally 6 modules) at each of Levels 4, 5 and 6. A University module is the equivalent of 200 student study hours. Each module is a self-contained part of the programme of study and normally carries a single credit value. The only exception to this is the Level 6 research project, which is a double (40 credit) module.

Core and elective modules: The course involves a set of compulsory (core) modules and a range of elective modules, as identified below. At level 4 and 5 all modules are core and at Level 6 students study two core modules and choose one elective module per semester (from Psychology).

Course Title: BSc Criminology with Psychology – Full time

		Semester 2		
<b>Level 4</b>	Deconstructing the Crime Problem (core)	20	Social Justice in Action (core)	20
	Social Science in the Contemporary World: Themes, Concepts and Higher Education Skills (core)	20	Understanding Crime: Criminological theory in context (core)	20
	Introducing Psychological Approaches (core)	20	Exploring Psychological Approaches (core)	20
<b>Level 5</b>	Understanding Punishment: Penal theory and practice (core)	20	Working in the Social Sciences (core)	20
	Social Research Methods (core)	20	Youth, Crime and Delinquency (core)	20
	Psychology of Feelings (core)	20	Psychology of Behaviour with Others (core)	20
<b>Level 6</b>	Gender, Crime and Justice (core)	20	Contemporary Criminology (core)	20
	Project (core) 40 credits			
	Development of Brain and Behaviour in Infancy (optional)	20	Health Psychology (optional)	20
	Psychology of Addictive Behaviour (optional)	20	Counselling Psychology (optional)	20
	Psychology of Inter and Intra-group Processes (optional)	20	Lifespan Development (optional)	20
	Psychology of Mental Health and Distress (optional)	20	Neuropsychology (optional)	20
			Psychology of the Workplace (optional)	20
		Thinking: Past, Present and Future (optional)	20	

## Placements information

In line with LSBU's commitment to providing a professional and technical education, all students undertake a work-based module at Level 5. Academic staff and the university's Careers Hub assist students in finding appropriate work placements and support them during their placements.

## H. Course Modules

In any given year there may be circumstances where option modules will not run. There will need to be sufficient student demand for the option and staff expertise will need to be available. We will ensure that there are sufficient option choices available to students.

Module Code	Module Title	Level	Semester	Credit Value	Assessment
DSS_4_DCP	Deconstructing the Crime problem	4	1	20	Online Crime statistics quiz (30%) 1500-word essay (70%)
DSS_4_SJA	Social Justice in Action	4	2	20	2000-word Portfolio (100%)
DSS_4_SSC	Social Science in the Contemporary World: themes, concepts and higher education skills	4	1	20	Quiz (10%) Resource hunt (300 words) (20%) Argument and summary (500 words) (40%) Introduction and conclusion (400 words) (30%)
PSY_4_IPA	Introducing Psychological Approaches	4	1	20	500-word reflection on Personal Tutoring (10%) 2-hour MCQ examination (90%)
PSY_4_EPA	Exploring Psychological Approaches	4	2	20	Essay (60%) 2-hour unseen exam (40%)
DSS_4_UC	Understanding Crime: criminological theory in context	4	2	20	2-hour seen exam (100%)
PSY_5_POF	Psychology of Feelings	5	1	20	Group-based folder. The folder will include individual reflective statements on the experience of working within a group of students. (50%) Coursework of 2,000 words comprising two 1,000 word short essays (50%).

DSS_5_UPT	Understanding Punishment: Penal theory and practice	5	1	20	500-word essay outline (20%) 2000-word essay (80%)
PSY_5_PBO	Psychology of Behaviour with Others	5	2	20	2000-word commentary on persuasive communication – development of and theoretical basis of communication (50%) 2-hour exam (50%)
DSS_5_SRM	Social Research Methods	5	1	20	Three 500-word seminar reports (50%) 1500-word Statistics assignment (50%)
DSS_5_YCD	Youth, Crime and Delinquency	5	2	20	2500-word essay (100%)
DSS_5_WSS	Working in the Social Sciences	5	2	20	1500-word Placement Portfolio (50%) 1500-word Reflective Report (50%)
PSY_6_DBB	Development of Brain and Behaviour in Infancy	6	1	20	2500-word coursework (50%) a group poster and oral presentation (50%).
DSS_6_GCJ	Gender, Crime and Justice	6	1	20	3-hour seen exam (100%)
PSY_6_PAB	Psychology of Addictive Behaviour	6	1	20	3500-word problem-based assessment portfolio (50%)
PSY_6_PII	Psychology of Inter and Intra-group Processes	6	1	20	2500-word essay 2-hour unseen Exam (50%)
PSY_6_PMH	Psychology of Mental Health and Distress	6	1	20	2500-word formulation based on case study provided (50%) 2-hour unseen written examination (50%)
DSS_6_RPJ	Research Project	6	1 and 2	40	1500-word Project proposal (15%) 9000-word Project (85%)
DSS_6_CCR	Contemporary Criminology	6	2	20	2000-word essay (50%) 2000-word essay (50%)
PSY_6_CPP	Counselling Psychology and Psychotherapy	6	2	20	A 2500-word essay (50%) Exam (50%)
PSY_6_HTP	Health Psychology	6	2	20	2500-word health promotion leaflet critical evaluation (60%)  2-hour unseen written examination (40%)
PSY_6_LSD	Lifespan Development	6	2	20	CW1: Essay (50%)

					Exam: Two-hour exam (50%; final component)
PSY_6_NRP	Neuropsychology	6	2	20	2500-word analysis of selected single case studies (40%) Two-hour exam – short answer questions (60%)
PSY_6_PWK	Psychology of the Workplace	6	2	20	Portfolio (50%), consisting of i) a group oral poster presentation (contributing 50% of the CW1 assessment mark), ii) an annotated bibliography (contributing 25% of the CW1 assessment mark), and iii) a 750-word reflective essay indicating the student's individual role within the coursework group linked to an appropriate psychological theory (contributing 25% of the CW1 assessment mark)  Two-hour exam (50%)
PSY_6_PPF	Thinking: Past, Present and Future	6	2	20	Poster 500-word, group presentation (40%) 2-hour unseen written examination (60%)

### I. Timetable information

- Students will be notified of their confirmed timetable for study commitments in line with the new timetabling arrangements at LSBU. It is expected that this information will be available to students at least two weeks before the commencement of the academic year.
- Wednesday is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- We will keep prospective students informed of any changes.

## **J. Costs and financial support**

### **Course related costs**

- The division provides all students with access to the Oxford University Press Law and Politics Trove, which is included in tuition fees.

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

- Appendix A: Curriculum Map  
Appendix B: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. Developed – Taught – Assessed

Modules			Programme outcomes																					
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
4	Deconstructing the Crime Problem	DSS_4_DCP	DT A	DT A	DT A	DT A	DT	DT	DT A	DT A	DT A	D	DT A	DT	DT	DT	DT	DT	DT	DT	DT	DT	D	
4	Social Justice in Action	DSS_4_SJA		TD								D	D	D			TD			TD A	TD A	TD A	TD A	TD A
4	Introducing Psychological Approaches	PSY_4_IPA	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	DT	D	D	DT	
4	Exploring Psychological Approaches	PSY_4_EPA	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	DT	D	D	DT	
4	Social Science in the Contemporary World: themes, concepts and higher education skills	DSS_4_SSC		DT A	DT A		D		DT A	DT A	D	D	DT	DT A	DT A	DT A	DT	D	DT A	DT A	DT A	DT A	DT A	
4	Understanding Crime: criminological theory in context	DSS_4_UCC	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A	DT A	DT	DT	DT	DT	DT	DT		DT	T	DT	DT	D	
5	Social Research Methods	DSS_5_SRM	D	D	D	D	DT A		DT A			DT A	DT A				DT A		DT A	DT A	DT A	DT A	DT A	
5	Working in the Social Sciences	DSS_5_WSS				D	D		DT A		DT A	D	DT A	DT	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D	D	DT A
5	Psychology of feelings	PSY_5_POF	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	DT	D	D	DT	
5	Understanding Punishment: Penal theory and practice	DSS_5_UPT	DT A	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A	DT	DT	DT	DT	DT	DT	DT	DT	DT	D	DT	DT	
5	Psychology of Behaviour with Others	PSY_5_PBO	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	

5	Youth, Crime and Delinquency	DSS_5_YCD	DT A	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A		DT A	DT	DT	DT	DT	DT	DT	DT	D	DT	DT	
6	Development of Brain and Behaviour in Infancy	PSY_6_DBB	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Gender, Crime and Justice	DSS_6_GCJ	DT A	DT A	DT A	DT A		DT A	DT A	DT A	DT A		DT A	DT	DT	DT	DT		DT	DT	D	DT	DT	
6	Health Psychology	PSY_6_HTP	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Psychology of Addictive Behaviour	PSY_6_PAB	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Psychology of Inter and Intra-group Processes	PSY_6_PII	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Psychology of Mental Health and Distress	PSY_6_PMH	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Research Project	DSS_6_PRPJ	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT	DT	D	DT	DT	DT	DT	D	D	DT
6	Contemporary Criminology	DSS_6_CCR	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	D	DT A	DT	DT	DT	DT		DT	DT	D	DT	DT	
6	Counselling Psychology and Psychotherapy	PSY_6_CPP	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Lifespan Development	PSY_6_LSD	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Neuropsychology	PSY_6_NRP	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Psychology of the Workplace	PSY_6_PWK	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	
6	Thinking: Past, Present and Future	PSY_6_PPF	DT A		DT A			D	DT A	DT A	DT A		D	DT	DT	DT	DT	D	DT	D	D	D	DT	

## Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students



<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions