

BSc (Hons) Criminology with Psychology Programme Specification

Joint honours degrees enable learners to study two disciplines in one degree programme. Consequently, they are an ideal way to develop a varied skillset that can be applied across a broad range of sectors, including postgraduate research. Moreover, fast-track degrees provide learners with enhanced time-management and problem-solving capabilities whilst offering the chance to save money on tuition fees and enter the employment market a year earlier than their peers. The fast-track Joint Honours Degree programme at University Centre Farnborough enables learners to explore the interdisciplinary links and value of two subjects from Criminology, English Literature, Modern History, Psychology and Sociology. On their chosen programme of study, learners will gain an enhanced understanding of a range of key issues, approaches, theories and debates in their two disciplines. Learners will choose to major in one of their subjects during level four and produce a dissertation in their chosen field at level six.

The BSc (Hons) Criminology with Psychology Joint Honours Degree provides learners with a comprehensive awareness of the political, philosophical and social processes of criminalisation, victimisation and punishment in a range of historical and contemporary contexts. Learners will develop a sophisticated understanding of human rights principles and critically assess the relationship between different forms of crime and social inequality and diversity. Furthermore, they will gain a substantial understanding of the core principles of biological, cognitive, developmental and social psychology, in addition to individual differences. Learners will also critically assess a variety of qualitative and quantitative research data as they acquire a detailed awareness of the historical and contemporary underpinnings of psychology as a discipline.

The Criminology with Psychology combination provides learners with the skills required to locate, retrieve, synthesise and critically evaluate a range of primary and secondary data. Content in both disciplines equips learners with the ability to assess and apply a range of theoretical approaches - in addition to qualitative and quantitative research methods - to their work. As they progress through the degree, learners develop independent research skills and the capacity to think creatively and with intellectual integrity. Important contemporary issues, including gender, sexuality, race and environmental sustainability, are embedded in core content for both subjects, thus encouraging a critical understanding of the utility of each discipline in twenty-first century society. Upon completion of the degree, learners will possess a substantial understanding of the value of transdisciplinary study, having analysed common approaches and methods that unite their disciplines, including Marxist, postmodern, gendered, 'queer', postcolonial and environmental theories. Learners on this combination will investigate specific topics and themes that unite the two disciplines, including forensic psychology, perceptions of deviance and the role of profiling. Moreover, they will gain a strong understanding of how their skills can be applied to future research and employment opportunities.

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	BSc (Hons)	
Programme title:	BSc (Hons) Criminology with Psychology	
Subsidiary award(s) and title(s):	Award	Title
	Cert HE	Criminology with Psychology
	Dip He	Criminology with Psychology

	BSc (Ord)	Criminology with Psychology
FHEQ Level:	Level 6	
Credits:	360	
ECTS credits:	180	
Name of Professional, Statutory or Regulatory Body (PSRB):		
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning / Online	<input type="checkbox"/>
Start date (date/month/year):	September 2024	
End date (date/month/year):	July 2026	
Length of programme in months:	21	
QAA Subject benchmark statement (if applicable):	Criminology (2022) and Psychology (2023)	
Other internal and/or external reference points:		
Faculty and Department/School:	Faculty of Adult, A Level and Professional Early Years Development (AAP)	
Programme Leader:	Flo Stock	
Educational aims of the programme:		
1. Provide learners with a sophisticated understanding of different forms of crime and the ability to critically assess their relation to social diversity and inequality.		
2. Facilitate a comprehensive awareness of the political, philosophical and social processes of criminalisation, victimisation and punishment in a range of historical and contemporary contexts.		
3. Develop learners' ability to critically evaluate different criminological theories and sources of data about crime, harm and victimisation.		
4. Furnish learners with a critical understanding of the human rights principles that govern criminal justice practices in a range of contexts.		
5. Empower learners to develop a comprehensive understanding of the historical and contemporary underpinnings of psychology as a discipline.		
6. Provide learners with a sophisticated knowledge of a range of psychological theories and encourage the critical assessment of their strengths and limitations.		
7. Introduce learners to a range of qualitative and quantitative research techniques and relevant software for their use and distribution.		

8. Encourage learners to develop a comprehensive understanding of social, biological, cognitive and developmental psychology, as well as individual difference.
9. Develop learners' written and verbal communication skills, including awareness of appropriate citation and referencing conventions.
10. Provide learners with a detailed understanding of the importance of adhering to correct research processes and ethical regulations in Criminology and Psychology.
11. Provide learners with the opportunity to engage in extended tasks that involve the independent locating, gathering, synthesising and critical assessment of a range of primary and secondary sources of information.
12. Deliver skills for lifelong learning, including digital literacy, numeracy, empathy, independence of thought, intellectual creativity and the ability to work as part of a team.
13. Provide learners with a comprehensive understanding of the valuable skills obtained through an interdisciplinary degree and how they be applied to a range of employment and postgraduate research opportunities.
14. Enable learners to gain a comprehensive understanding of the role of Criminology and Psychology in contemporary society.

Programme learning outcomes:

	K	C	P	T	Optional Ref	BSc (Hons)	BSc (Ord)	Dip HE	Cert HE
KC1. Awareness of the political, philosophical and social processes of criminalisation, victimisation, and modes of punishment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC2. Understanding of social diversity and inequality and the effects they have on crime, harm, deviance and victimisation, as well as responses to crime.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC3. Knowledge of the development of criminology as a distinct discipline and an understanding of its ethical codes and interdisciplinary nature.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC4. Awareness of the social role and historical development of institutions and policies – penal and alternative – for dealing with crime and deviance in different locations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC5. Knowledge of different forms of crime and their social organisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC6. Awareness of conceptions of human rights in the UK and their role in preventing harm and ensuring personal safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KC7. Detailed understanding of different sources of information about crime, harm and victimisation, including the distinction between qualitative and quantitative research in criminological enquiry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

KC8. Comprehension of a range of concepts, research methods and theoretical approaches available to the study of crime, victimisation and criminal justice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KC9. Critical understanding of the values and processes of governance and human rights that underpin criminal justice practices in a range of contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KC10. Sophisticated understanding of the social and political value of different interpretations of research data and findings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KP1. Knowledge of the conceptual, scientific and historical underpinnings of psychological theories and psychology as a discipline.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP2. Understanding of the value of participatory and action research, student led research and user involvement in research and community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP3. Awareness of the role of qualitative and quantitative data in forming conclusions in psychology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP4. Understanding of the ethical, practical and legal guidelines associated with collecting, managing, storing, processing, sharing and presenting psychological research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP5. Develop a scientific understanding of the mind, brain and behaviour, including the experiences and contexts of humans and non-human animals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KP6. Detailed knowledge of the impact of psychology and psychological research literature across a wide range of careers and real-world challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KP7. Comprehension of the process of theory development to enable the formulation of theory driven psychological questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KP8. Thorough understanding of the role of different hardware and software in psychological research, problem-solving and working practices, including awareness of the role of AI in learning and teaching.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KP9. Comprehensive knowledge of core areas of psychology - including individual differences, biological, cognitive, developmental and social psychology - the contexts in which they can be applied and their interrelatedness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KP10. Demonstrate a systematic knowledge of a range of research paradigms, methods and measurement techniques, including statistics and probability, and be aware of their limitations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC1. Examine criminological concepts and theoretical approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CC2. Ability to examine the values, practices and processes of governance, risk management and human rights that underpin UK criminal justice and its treatment of lawbreakers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CC3. Use criminological theories to explain issues of class, race, victimisation and media responses to crime and deviance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CC4. Demonstrate the capacity to utilise a range of criminological concepts and theoretical approaches and assess their application.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC5. Ability to use criminological theories to assess the political and social processes of victimisation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC6. Evaluate criminal justice agency practices and developments and their role in changing relationships between individuals, groups and public and private agencies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC7. Apply cross-cultural comparison to evaluate crime, harm, deviance and victimisation in different contexts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC8. Summarise and analyse quantitative and qualitative empirical data about crime, harm, deviance and victimisation and responses to crime, harm, deviance and victimisation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC9. Demonstrate a critical understanding of human rights in order to evaluate efforts to prevent harm and ensure personal safety.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC10. Apply a range of research strategies and methods and critically evaluate their appropriateness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP1. Explore different approaches to psychological issues, recognising that psychology involves a range of methods of research and enquiry, theories, evidence, interpretations and applications.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CP2. Identify and examine diverse patterns in behaviour, psychological functioning and experience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CP3. Use and critique a variety of digital psychological tools, including specialist software and AI.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CP4. Apply psychological knowledge ethically, professionally and safely to study real-world problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CP5. Generate and apply theory-driven psychological hypotheses and research questions to design studies and collect original data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP6. Apply a wide range of quantitative and qualitative methods of inquiry, such as experiments, observation, questionnaires, psychometric tests, interviews, focus groups or secondary data analysis.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP7. Capacity to draw conclusions from psychological enquiries that involve the management, synthesis and evaluation of conflicting sources and theories.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP8. Assess and reflectively evaluate psychological theory, literature and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CP9. Present and critically evaluate qualitative, quantitative and mixed methods data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CP10. Ability to draw robust conclusions from research findings that account for the diverse nature of individual experience, integrate multiple perspectives and make recommendations for further investigation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P1. Apply appropriate scholarly bibliographic, referencing and citation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P2. Show awareness of the ethical, practical and legal issues that arise from the storage, processing and reuse of others' research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P3. Use different hardware and software in research and draw on a range of techniques for interpreting and analysing quantitative and qualitative data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P4. Retrieve and organise information found in a range of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P5. Exhibit insight and creativity to formulate and pursue clearly defined questions and enquiries.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P6. Identify, gather, organise, synthesise and deploy evidence to support arguments in a range of assessments, including extended research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T1. Exhibit structure, coherence and clarity of oral and written expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T2. Demonstrate digital literacy through the use of online databases and analytic software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

T3. Work collaboratively and independently, demonstrating flexibility, initiative and time-management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T4. Show awareness of how subject-specific skills can be applied to future career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T5. Show intellectual maturity, integrity and independence to reflect on progress and make use of feedback provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T6. Demonstrate project management skills to disseminate research findings to peers and supervisors, tailoring communication according to different audiences' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Module diet:

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
COM4101	Academic Skills	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
COM4102	Contemporary Issues	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
CRI4101	Introduction to Criminology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
CRI4102	Criminological Theories	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
CRI4103	Police and Policing	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4101	Introduction to Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4102	Introduction to Cognitive Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4103	Research Methods and Statistics in Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

No optional modules at Level 4

FHEQ Level 5: Potential awards – Dip HE

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
CRI5104	Victimology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5105	Prisons and Punishment	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5106	Crime and Diversity	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5107	Quantitative Methods for Social Sciences	Compulsory	15	Across Academic Years (April-December)	40% pass each unit

SOC5107	Qualitative Research Methods	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5104	Social Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5105	Biological Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5106	Developmental Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

No optional modules at Level 5

FHEQ Level 6: Potential awards – BSc (Hons) / BSc (Ord)

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
JHS6101 (C)	Dissertation	Compulsory	45	Semester 2 (Jan-June)	40% pass each unit
CRI6108	Crime Prevention	Compulsory	15	Semester 2 (Jan-June)	40% pass each unit
CRI6109	Critical Issues in Criminology	Compulsory	15	Semester 2 (Jan-June)	40% pass each unit
CRI6110	Criminal Profiling	Compulsory	15	Semester 2 (Jan-June)	40% pass each unit
PSY6108	Psychopathology	Optional	15	Semester 2 (Jan-June)	40% pass each unit
PSY6109	Individual Differences	Optional	15	Semester 2 (Jan-June)	40% pass each unit
PSY6110	Cognitive Psychology	Optional	15	Semester 2 (Jan-June)	40% pass each unit

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

Learners must complete all compulsory units and two of the three optional modules in their minor subject.

Other Information:

The school/department of AAP / Joint Honours Degree programme is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. The Criminology with Psychology combination is designed to allow students to develop knowledge, skills, and capabilities in the following areas:

Employability:

The Joint Honours Degree programme is committed to providing learners with the knowledge, cognitive, practical and transferable skills required to prosper in the twenty-first century economy. Content on all combinations is designed to bolster learners' employability in line with 'Enterprise and Entrepreneurship' education statements in all QAA benchmarks. All assessment methods develop learners' ability to critically assess complex topics and prepare them with the comprehensive understanding required to tackle real-world issues in post-graduation employment. The diversity of summative methods provides learners with additional transferable skills. For instance, verbal presentations encourage learners to develop their oral communication skills and actively engage in the peer

review process. Group presentations are also utilised as part of formative assessment in all disciplines. These encourage collaboration, peer-reviewing and critical reflection skills that enhance learners' employability.

The use of non-traditional assessment methods such as vlogs, blogs and academic leaflets enables learners to demonstrate creativity, digital literacy and the capacity to convey knowledge and theories to non-academic audiences. Timed examinations, meanwhile, require learners to problem-solve in pressurised environments and exercise their cognitive abilities to reach judicious conclusions. Essays, case studies, reports and reviews equip learners with the ability to synthesise primary and secondary data to create balanced and evidence-based arguments that offer solutions to complex topics. Learners will demonstrate an advanced capacity to locate, gather, synthesise and critically evaluate a range of data during level six, when they produce an extended piece of independent research in their major discipline. The dissertation process also requires learners to demonstrate advanced project management skills and the ability to learn autonomously whilst engaging constructively with supervision. Completing this variety of assessment methods within the context of a fast-track degree provides learners with enhanced time-management skills and demonstrates their capacity to prioritise tasks. This range of attributes prepares them for a variety of employment opportunities, as well as postgraduate research.

Employability is directly addressed in the shared level four 'Contemporary Issues' unit. Learners will demonstrate a clear awareness of the value of transdisciplinary scholarship for their future aspirations in a Personal Development Plan that is submitted for the second unit assignment. This knowledge is supplemented by 'Academic Skills', which furnishes learners with an early understanding of the professional and ethical requirements of undergraduate scholarship.

Module content in the Criminology with Psychology combination further enhances learners' employability. Learners on a Criminology combination acquire a range of attributes that can be transferred to various employment sectors. First, the understanding of methodology and theory embedded in course content provides learners with a comprehensive knowledge of the work of a range of criminal justice agencies. This awareness is readily transferred to employment in diverse sectors such as law enforcement, victim support and the judicial service. Equally, the course's emphasis on social scientific practices and methods ensures that learners graduate with advanced critical thinking and questioning skills, as well as the capacity to reflect on the limitations of knowledge. These attributes are valued within and outside the criminal justice sector. Moreover, learners gain an understanding of the role of contemporary news media in shaping public perceptions of crime, victimisation, policing and judicial policy. This awareness is applicable to careers in the media and public relations. Furthermore, understanding of appropriate research ethics and their application is pivotal across the academic community and in the criminal justice system, as well as other public sectors like healthcare and education.

Content in Criminology modules recognises the importance of linking theory to practice. Consequently, learners receive visiting lectures from forensic criminologists and police detectives in the level four 'Criminological Theories' module. The 'Introduction to Criminology' module connects theory and practice in the discipline by introducing learners to different types of - and historical and current trends in - crime, in addition to official government and police databases. This will deepen their awareness of contemporary issues in crime and research techniques in the field, as well as providing them with skills that are beneficial in professional criminological settings. Similarly, discussion of the ethical and legal requirements of storing and using digital databases in 'Police and Policing' provides learners with awareness of the codes that govern responsible use of digital tools in law enforcement. Unit content also considers the ways crime data

is compiled and used. This fosters an understanding of the complexities of crime measurement that can be applied to various fields, including further study, policy-making and social research, as well as criminal justice agencies.

This understanding of employability is enhanced at level five. From April 2024, learners will benefit from guest lectures provided by representatives of Women's Aid and Victim Support in the 'Victimology' unit. This provides learners with a sector-specific insight into potential employment and volunteering opportunities. Moreover, the unit provide learners with a detailed insight into trends and patterns of victimisation and victim policies that are directly applicable to employment with victim support groups and the criminal justice system. Detailed understanding of the cultural sensitivities surrounding crime and punishment fostered by 'Crime and Diversity', furthermore, cultivates a deeper awareness of the complex nature of contemporary society that will be equally useful in subsequent employment. In the final months of their study, extra emphasis is placed on learners' critical thinking and problem-solving skills. In the level six 'Crime Prevention' unit, for instance, learners critically evaluate the efficacy of various crime prevention techniques and engage with contemporary theories on the topic. This further prepares them for roles in the justice system or policy-making sector.

Additionally, learners obtain strong numeracy skills from undertaking the 'Quantitative Methods for Social Sciences' level five unit. Numeracy and the capacity to compile, store, process and analyse complex data is transferable to postgraduate research in the Social Sciences, as well as being highly prized amongst employers in the criminal justice sector and diverse other areas of the economy, including business, politics and marketing. Learners' skills are broadened by the shared 'Qualitative Research Methods' module, which encourages analysis and application of a range of further research approaches, including questionnaires, interviews, focus groups and virtual ethnography. Knowledge and the capacity to apply this diverse range of methods will be particularly useful for those seeking employment in social research.

Graduates from UCF Psychology combinations are equipped with multiple attributes that can be applied across a range of employment sectors. First, learners gain advanced numerical and digital skills from consistently utilising specialist software to analyse quantitative data. This understanding is initially supplied in the level four 'Research Methods and Statistics in Psychology' unit and built upon in 'Quantitative Methods for Social Sciences' and 'Cognitive Psychology'.

Core content concerning biological, social, cognitive and behavioural psychology – in addition to individual differences – provides learners with an advanced understanding of the mind, brain and behaviour in both human and non-human contexts. Developing the capacity to comprehend a range of behaviours - in addition to their causes and motivations - enhances learners' emotional intelligence, which is a key asset in team-working and leadership roles. This awareness is transferable to numerous careers and will be readily applicable to postgraduation conversion courses. Knowledge of appropriate data privacy laws and ethical guidelines - including those issued by the British Psychology Society (BPS) and American Psychological Association (APA) - is developed throughout taught content, thus preparing learners for future research. An awareness of ethical obligation and data protection rules is equally valuable in both the public and private sectors.

More generally, engaging with contemporary trends in psychological research, including ecopsychology, cyber-psychology and the psychology of sexuality, ensures that graduates leave UCF equipped with a detailed understanding of the complexities and diversity of the human mind and ready to become active empathetic citizens of the world. This is transferrable to postgraduate research and employment in a range of industries within and external to psychology.

Digital capabilities:

All subject combinations on the Joint Honours Degree programme place emphasis on strengthening learners' digital capabilities. From the earliest levels of study, learners are introduced to appropriate digital databases and search engines that can be used to source relevant primary and secondary data. These skills are strengthened in level five units in preparation for level six dissertations and the increased independent research skills that are expected of graduates in both the Humanities and Social Sciences. Assessment methods used across all combinations are, equally, designed to enhance learners' digital skills. Thus, creative assignments such as academic leaflets, blogs and vlogs all require learners to demonstrate digital literacy and communication skills. Similarly, verbal presentations are expected to be accompanied by professional use of appropriate digital software, including Microsoft PowerPoint and Sway.

The shared level four 'Contemporary Issues' unit encourages learners to examine the impact of digital technology – including Artificial Intelligence – from the perspective of their two disciplines. This provides learners with a background knowledge of the digital humanities and social sciences that will be developed as they progress on their chosen combination.

The Criminology with Psychology combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. Specialist case studies designed to enhance digital literacy and technological capabilities in Criminology are incorporated in the 'Introduction to Criminology' module, with learners being encouraged to examine the concepts of white-collar crime and cybercrime. This understanding is enhanced through the critical assessment of cybercrime, identity fraud and other forms of 'new' crime in the level six 'Critical Issues in Criminology' module.

Learners are introduced to a range of digital databases that are used to record crime across content at levels four, five and six. This awareness is honed during the 'Police and Policing' level four unit to aid new undergraduates in identifying patterns of crime. These skills are enhanced during the level five 'Prisons and Punishment' unit, with learners being encouraged to access a range of digital databases to gather and analyse statistical trends concerning the interactions between social groups and prison systems worldwide. This will help them obtain the necessary independence to pursue a dissertation that utilises digital databases at level six. Learners will also use digital software to store, evaluate and display statistical data in the 'Quantitative Methods for Social Science' level five unit. This awareness of the importance of digital technology in the Social Sciences is expanded in 'Qualitative Research Methods', where learners will evaluate the contemporary and future impact of Artificial Intelligence and social media. This understanding is supplemented by an introduction to virtual ethnography techniques.

Learners' digital capabilities are consistently assessed on Psychology modules. For instance, quantitative theory modules - including the level four 'Research Methods and Statistics in Psychology' unit - require learners to utilise SPSS software to locate, store, synthesise, analyse and present numerical data. In all modules, learners are encouraged to utilise previous scholarly research available through online databases such as Google Scholar, PubMed and Science Direct. Furthermore, learners will use digital software to design graphs and tables to present qualitative and quantitative data in the level four 'Introduction to Cognitive Psychology' and 'Research Methods and Statistics in Psychology' modules.

Specialist case studies concerning digital capabilities are offered in the 'Introduction to Psychology' module, with learners being encouraged to examine the role of digital media in encouraging public engagement with psychology and its processes. The unit also provides learners with an early understanding of the

role of Artificial Intelligence in contemporary psychological research, with learners being encouraged to consider the strengths and limitations of using AI. Understanding of emergent digital techniques is enhanced by content in the level five 'Biological Psychology' unit, where learners assess the role of digital technology, including social media, in addictive behaviour. Similarly, learners examine how different forms of media can both influence and help mitigate aggressive behaviour as part of unit content in 'Social Psychology'.

Global and Cultural capabilities:

Content across all disciplines and combinations reflects the Joint Honours Degree programme's ongoing commitment to decolonising the curriculum. This includes recognising that academia has traditionally marginalised the voices of underrepresented groups in favour of white, wealthy, Western male perspectives. Thus, content in all combinations seeks to explore topics such as gender, sexuality, race and class across a range of global and chronological contexts. Reading lists, lesson content and imagery disseminated to learners are regularly reviewed and updated to ensure that learners engage with a diverse range of primary and secondary voices, images and theories.

The engaging, discursive, nature of lessons at UCF means learners consistently contribute to and, increasingly, lead seminar discussions. This empowers learners to have a direct impact on the nature of the curriculum and ensures that diverse practices are upheld at an institutional level. The collaborative environment fostered at UCF enhances learners' capacity to contribute their perspectives whilst responding empathetically and constructively to those of their peers. This understanding of a diverse range of views encourages tolerance and prepares learners to become active and empathetic citizens of the world upon their graduation.

Global and cultural capabilities are central to the Criminology with Psychology combination. Equality, diversity and inclusivity are key features of criminological inquiry. Indeed, they are intricately linked to important social issues explored by UCF criminologists, including human rights, criminalisation, victimisation, policing and punishment, as well as media representations of crime. These themes are embedded across units from levels four to six. Thus, modules such as 'Introduction to Criminology' present learners with the opportunity to examine the impact of cultural bias, colonialism and social conflict in shaping experiences of crime and victimisation, as well as their impact on criminal justice systems. Learners explore criminological concepts of gender and ethnicity in the level four 'Criminological Theories' unit and engage with important theoretical frameworks within the discipline, including feminism and queer theory.

The role of the media in constructing societal 'norms' and values is a recurring theme across the programme. Equally, taught content in level five modules like 'Victimology', 'Prisons and Punishment' and 'Crime and Diversity' encourages learners to evaluate the effect of cultural factors, including gender, race and ethnicity, on perceptions of – and responses to – crime, victimhood, and the prisons system in a range of local and international contexts. This will increase learners' capacity to navigate, engage with and challenge prejudice in the criminal justice system and society. The 'Crime and Diversity' unit is particularly important in this process, as it prompts learner engagement with the impact of society and culture on crime and justice. Case studies surrounding the experiences of minority ethnic groups and women within the criminal justice system are also incorporated in unit content. Learners, equally, engage with – and challenge – controversial theories surrounding female offending and assess the utility of feminist criminology. These aspects encourage learners to consider intersectionality and how social and economic structures impact the experiences of diverse groups within the criminal law system. Analysis is also linked to globalisation, thus encouraging cross-cultural comparison. In 'Prisons and Punishment', similarly, learners will conduct cross-cultural comparisons when

assessing the UK penal system alongside examples from around the world. This content is built upon during level six. In 'Crime Prevention', learners critically assess how a range of methods could be applied to address and prevent crime in numerous geographical contexts. Learners also critically evaluate efforts to tackle global crimes, including drug shipping and trafficking. Covering these topics encourages a deeper level of cross-cultural analysis, thus adding to learners' global and cultural skills.

Furthermore, Southern criminology, zemiology and queer criminology are consistently examined across the programme from a brief introduction in 'Criminological Theories' to more in-depth studies in the 'Critical Issues in Criminology' unit. Discussion of Southern theory during 'Critical Issues in Criminology' encourages learners to contribute to - and critique - endeavours to decolonise the discipline and deepens learners' awareness of cultural bias and systemic discrimination. Equally, assessment of crimes like human trafficking and weapon smuggling encourages learners to consider crime in a transnational context. Towards the end of the unit learners will expand this understanding by critically evaluating examples of 'global crime', including modern slavery, international terrorism and the increasing criminalisation of migration. The inclusion of 'new' theories also ensures that learners engage with a comprehensive and diverse range of contemporary scholarship and methodological approaches.

Criminology reading lists reflect the Joint Honours Degree programme's commitment to decolonising the curriculum. Consequently, the work of David Rodriguez Goyes, Pamela Ugwu-dike and Linda Tuhiwai Smith is embedded and assessed in units incorporating Southern criminological theory. At other stages of the programme, research produced by Majid Yar, Lorraine Wolhuter, Henrique Carvalho and Sudhir Venkatesh is incorporated to investigate themes such as gang culture, victimology, penal policy and key criminological concepts and theories. Equally, indicative reading for 'Crime and Diversity' includes critical texts produced by Tina Patel, Hindpal Singh Bhui and Hillary Potter. Reading materials also reflect the global nature of Criminology as a discipline. In 'Introduction to Criminology', for example, learners are encouraged to read work by Jie Zhang and Jianhong Liu about Asian criminology.

The study of Psychology is instrumental in developing global and cultural capabilities, fostering an awareness and understanding of the intricate ways in which human behaviour is shaped by diverse cultural contexts. In an increasingly interconnected world, individuals with a background in Psychology are equipped with the skills to navigate and appreciate the nuances of cross-cultural interactions. This proficiency extends to communication styles, interpersonal dynamics, and the varying cultural factors that influence mental health and well-being. Psychologists gain insight into the role of cultural diversity in shaping cognitive processes, emotions, and social behaviours. As a result, they are better prepared to work collaboratively in global settings, demonstrating cultural sensitivity and adaptability.

Learners are introduced to the diverse social and cultural factors that can influence results in research modules like the level four 'Research Methods and Statistics in Psychology'. They are then encouraged to assess these factors as part of their independent research in the level five 'Quantitative Methods for Social Sciences' module. Core content in 'Social Psychology' investigates the range of social influences that impact people's behaviour, including forms of prejudice such as ageism, homophobia, racism and sexism. Equally, assessment of social behaviour requires learners to investigate the impact of individual and cultural differences in social processes. The new level six 'Psychopathology' unit has been added to UCF Psychology's offering to provide learners with a comprehensive understanding of mental health conditions, including depression, anxiety, obsessive compulsive disorder, eating disorders and Schizophrenia. The individual and cultural differences associated with pathological disorders - including racial prejudice and the attitudes mental health professionals exhibit towards transgender people - are also assessed by learners.

Content in Psychology units recognises that the discipline has historically been complicit in marginalising and misunderstanding the experiences of some people and prioritising those of others. From level four, consequently, learners are encouraged to challenge inaccurate and inappropriate narratives and aspects of “western” bias about people and the psychological world. Effort has been taken to ensure that graduates from Psychology combinations engage with research and theories provided from as wide a section of global society and academia as possible. In the ‘Introduction to Psychology’ level four module, learners will engage with work by Faye Belgrave and Kevin Allison concerning African American scholarship in the discipline. They will also investigate the history of the discipline in India through work published by Chetan Sinha. Global and cultural capabilities are further enshrined in the unit by the inclusion of the psychology of sexuality. Similarly, learners examine scholarship produced by Suparna Rajaram and Chi-Yue Chiu as part of indicative reading in ‘Introduction to Cognitive Psychology’.

This coverage is expanded upon during the level five ‘Developmental Psychology’ module, when learners analyse Chalandra Bryant’s 2023 survey of *African American Family Relationships* and assess recent scholarship by Linda Juang and David Matsumo. Work by Aziza Khazzoom and Yushio Sugimoto provides learners with a detailed understanding of the psychological importance of ethnicity, culture and inequality in Israel and Japan in the concurrent ‘Social Psychology’ unit. At level six, texts produced by Akihiko Masuda and Craig Rodriguez-Seijas are used to critically evaluate the western-centric assumptions in the field of psychopathology. Additionally, publications by Theo Klimstra, Mamoon Arshad, Joanne Chung, Steven O. Roberts and Carmelle Bareket-Shavit in the ‘Individual Differences’ and ‘Cognitive Psychology’ units encourage learners to critique western-centric scholarship and racial inequality in Psychology more generally.

Sustainability:

The UCF Joint Honours Degree programme commits to offering a curriculum that reflects UNESCO’s ‘Education for Sustainable Development’ initiative and provides learners with the knowledge and critical thinking skills to contribute towards global efforts to meet the United Nations’ 17 Sustainable Development Goals. All disciplines and combinations place emphasis on using the environment as a theoretical framework for understanding human thoughts and behaviour. This is achieved through the exploration and application of approaches such as green criminology, ecocriticism, environmental history, environmental psychology and environmental sociology. Learners are encouraged to discuss how the knowledge and skills developed from studying their disciplines can be used to address environmental issues and meet sustainable development goals in the level four ‘Contemporary Issues’ module. Themes like industrialisation, poverty, gender, social inequality and social justice are explored in the unit, thus ensuring that learners are engaging with core elements of the UN’s 17 Sustainable Development Goals from an early stage of the programme.

Within each Joint Honours combination, learners are encouraged to consider the interdependent relationship between society and the environment and to examine the impact of structures and behaviours on the ecological crisis. Learners are also introduced to the history of colonialism and encouraged to explore the enduring impact of resource exploitation and its relationship to wider cultural and global inequalities.

The Joint Honours Degree programme is committed to ensuring the long-term sustainability of all its disciplines. Consequently, emphasis is placed on ensuring learners leave the degree with a comprehensive understanding of the value of their subject combination from both an employability and social perspective.

Sustainability is further achieved by consistently emphasising the importance of scholarly integrity and ethical research throughout discipline specific and shared units such as 'Contemporary Issues' and 'Academic Skills'. 'Contemporary Issues' contributes to the sustainability of the programme and academia in general by encouraging learners to examine the benefits of applying interdisciplinary methods to the study of current topics.

Studying the Criminology with Psychology combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. Content in Criminology units reflects the contemporary importance of sustainability and encourages discussion surrounding environmental issues. Environmental and green criminology are consistent theoretical threads in modules like 'Criminological Theories' and 'Critical Issues in Criminology'. Equally, transgressive criminology is an important theme in 'Critical Issues in Criminology', during which learners explore broader definitions of crime and assess the impact of environmental harm on a global level, including in the Southern Hemisphere. Indicative content on the level six 'Criminal Profiling' unit, moreover, explores the environmental factors that can motivate criminal behaviour.

A sustainable future is dependent on the understanding and observation of ethical codes. Throughout their time studying Criminology at UCF, learners consistently examine and evaluate ethical questions to gain the skills required to tackle a range of social issues, including sustainability. The study of zemiology - with its emphasis on social harm - is comparably important in meeting the QAA and UNESCO's 'Education for Sustainable Development' policy. Awareness of ethical conventions, equally, ensures the long-term sustainability of Criminology as a discipline.

The critical analysis skills and deep understanding of complex social topics fostered at later levels of criminological enquiry equip graduates with the cognitive attributes to become empathetic citizens who can address contemporary social, economic and environmental issues. Module-specific topics encourage learners to evaluate and promote sustainable solutions to criminological problems. For instance, theories surrounding victimisation often assess systemic problems that contribute to people becoming victims. These theories encourage awareness and evaluation of the broader social challenges that contribute to victimisation and require systemic changes that are sustainable over the long term.

As a discipline, Psychology places emphasis on explaining and analysing experiences and behaviour in a range of local, national and global social environments. This focus means that Psychology graduates have been to the fore of interdisciplinary work concerning sustainability and the environment. Furthermore, integrating sustainability into the study of psychology involves recognising the interconnectedness between individual well-being, societal health, and the environment. Psychologists can work towards building resilient and inclusive communities that address social inequalities, promote mental health, and contribute to overall community sustainability.

UCF's Psychology team recognises the important role of the discipline in developing future leaders in sustainability. Consequently, learners are introduced to the core elements of ecopsychology in the level four 'Introduction to Psychology' unit. Furthermore, content in 'Social Psychology' at level five considers the impact of environmental factors on people's behaviour, while learners assess the impact of genes alongside environmental factors 'Biological Psychology'.

Units such as 'Research Methods and Statistics in Psychology' and 'Quantitative Methods for Social Sciences' provide learners with increasing proficiency in analysing qualitative and quantitative data. This means they are equipped with a skillset that is readily transferable to policymaking and formulating evidence-

based interventions to protect and preserve the natural environment. Indeed, UNESCO and the QAA's 'Education for Sustainable Development' initiative recognises that Psychology graduates' quantitative skills are a particular asset in attempts to build a workforce equipped to assist in the creation of a sustainable future. Similarly, learning about gendered differences and child development across modules helps those on Psychology combinations gain an awareness of key themes that are identified as part of the UN's 17 Sustainable Development goals.

Content across level four, five and six modules recognises the historical and contemporary implications of psychological research. Acknowledging the conceptual and historical issues in Psychology encourages reflexive thinking about the discipline and a recognition of the ethical requirements of research in the field. This understanding will help to maintain the long-term sustainability of the subject.

Resourcefulness and Resilience:

The nature of Social Science disciplines means that learners will discuss, debate and critically assess sensitive topics throughout their time on the Joint Honours Degree. These require learners to exhibit resilience, integrity, empathy and understanding in the face of views that contrast with their own. The 'Contemporary Issues' unit at level four is designed to introduce learners to these themes and the core requirements of academic debate and integrity. Learners will also develop resilience and advanced time management skills when organising their workload to meet deadlines on a fast-track degree.

Resourcefulness is equally vital on a fast-track degree. Introductory modules in all disciplines provide learners with guidance about where to access appropriate primary and secondary data. This is replicated throughout the programme to empower learners to expand their reading beyond set module texts. These attributes become increasingly important from level five, when extra marks are apportioned for independent search and retrieval skills, in addition to evidence of autonomous thought.

All assessment methods used on the degree enable learners to acquire and enhance their resourcefulness and resilience. This is particularly the case with oral presentations, examinations and independent research projects conducted on level five units like 'Quantitative Methods for Social Sciences' and 'Qualitative Research Methods'. Learners will demonstrate enhanced resourcefulness and resilience when conducting independent dissertation research, during which they will be faced with large bodies of complex and, at times, conflicting evidence. Furthermore, learners will need to exhibit advanced levels of autonomy and planning skills to collate data and use resources – including dissertation supervisors – effectively to complete work for set deadlines. Learner resilience and resourcefulness is strengthened through formal inductions to each level of study. These inductions clearly outline module content in all disciplines and identify expectations of learners during key periods of transition.

The Criminology with Psychology combination enhances learners' resourcefulness and resilience in numerous ways. Resourcefulness and resilience are important attributes in Criminology. Learners gain an awareness of different models of law enforcement and how they have evolved during the level four 'Police and Policing' unit. This foundational knowledge encourages creative and resourceful thinking about how policing can adapt to meet contemporary challenges. Similarly, resourcefulness and resilience are required to impartially assess the diverse - often challenging - perspectives forwarded about penal policy in the 'Prisons and Punishment' unit.

Throughout their time studying this combination, learners will gain an in-depth understanding of how the media influence public perceptions of crime, harm, victimisation and punishment. Engaging with such portrayals will increase learner resilience and enable them to respectfully and empathetically examine a range of sensitive topics, including homicide, domestic violence, racial profiling, labelling and drug and gang culture. To help obtain this resilience, learners are introduced to safe and collaborative methods, as well as appropriate terminology and modes of expression, during level four modules such as 'Introduction to Criminology' and 'Criminological Theories'.

Equally, the level five 'Quantitative Methods for Social Sciences' unit provides learners with an opportunity to analyse and apply empirical research methods and analytical techniques that can be deployed in their level six dissertations. Scholarly independence is encouraged by the module, with learners being required to demonstrate their resourcefulness to locate participants for an independent investigation. These capacities are tested again during learners' level six dissertation and in independent research tasks undertaken in 'Crime Prevention' and 'Critical Issues in Criminology'.

Learner resourcefulness is encouraged throughout Psychology modules. In level four units such as 'Introduction to Psychology' and 'Research Methods in Psychology', learners are introduced to various databases they can utilise to access previous research on module topics. These capacities are tested again during the level six dissertation and in the 'Cognitive Psychology' and 'Individual Differences' units.

Psychology deals with a range of sensitive topics that require learners to demonstrate ethical awareness, empathy and resilience. These skills are emphasised from the start of learners' studies at UCF, with content in the 'Introduction to Psychology' module highlighting the historical marginalisation of some people, groups and experiences within the field. Encouraging learners to question historical theories empowers them to evaluate perceived wisdom in contemporary psychological scholarship, fostering an independent mindset that will strengthen resolve at later levels of study. To aid learners in their progress, content in all modules places emphasis on the use of appropriate terminology and ethical codes - including those of the British Psychological Society and American Psychological Association - thus fostering academic maturity and integrity alongside resilience. The practical element of Psychology also means that learners will gain experience of designing and completing research in a range of themes from the level four 'Introduction to Cognitive Psychology' module to their level six dissertations.

Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

Programme set up questions

Source of funding for the programme (e.g., NHS where not student/employer funded):	N/A
Collaborating organisation (e.g., NHS providing significant input into a programme):	N/A
Location of study (e.g., if distance learning/overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A