

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BSc Criminology and Psychology with a Year in Industry (LC38)**

**Section 1 – Introduction to your course**

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and polices can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in Criminology and Psychology with a Year in Industry is delivered in four stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The Criminology and Psychology with a Year in Industry course is delivered in four stages with stage three consisting of work experience of between six and twelve months in an organisation or institution approved by the Department of Law and Criminology as having a function relevant and suitable to the degree course. For stage three of the course you must take one 30 credit module. The curriculum is based around a core of mandatory units. Stage one provides a foundation for the later stages by providing a grounding in the main areas of psychology and criminology. In stage two, several of these areas are developed further and in greater depth. In stage four, you are given the opportunity to study specialist areas of psychology and criminology.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

*Degree course* – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

*Module* – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
<b>Date of specification update</b>	July 2022	<b>Location of study</b>	Egham Campus
<b>Course award and title</b>	BSc Criminology and Psychology with a Year in Industry	<b>Level of study</b>	Undergraduate
<b>Course code</b>	3097	<b>UCAS code</b>	LC38
<b>Year of entry</b>	2023/24		
<b>Awarding body</b>	Royal Holloway, University of London		
<b>Department or school</b>	Law and Criminology	<b>Other departments or schools involved in teaching the course</b>	Psychology
<b>Mode(s) of attendance</b>	Full-time	<b>Duration of the course</b>	Four Years
<b>Accrediting Professional, Statutory or Regulatory Body requirement(s)</b>	British Psychological Society - The course is accredited by The British Psychological Society. Accreditation provides Graduate Basis for Chartered Membership (GBC) for students who achieve at least a Lower Second Class Honours degree and who pass the dissertation.		
<b>Link to Coursefinder for further information:</b>	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	<b>For queries on admissions:</b>	<a href="https://royalholloway.ac.uk/applicationquery">https://royalholloway.ac.uk/applicationquery</a>

Section 3 – Degree course structure					
3.1 Mandatory module information					
The following table summarises the mandatory modules which students must take in each year of study					
Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
1	CR1011	Introduction to Criminology	40	4	MC
1	CR1013	Criminal Justice System	40	4	MC
1	PS1030	Psychology: Understanding Individuals and Groups	20	4	MC
1	PS1080	Psychology: Understanding Perception and Cognition	20	4	MC
1	PS1090	Psychology: Understanding Neuroscience	20	4	MC
1	PS1110	Psychology: Understanding Mental Health and Wellbeing	20	4	MC
2	CR2010	Criminology: Research Methods and Data Analysis for Psychologists	80	5	MC
2	CR2013	Criminology: Key Perspectives and Debates	40	5	MC
2	PS2030	Psychology: Social Psychology	20	5	MC
2	PS2040	Psychology: Developmental Psychology	20	5	MC
2	PS2050	Psychology: Personality and Individual Differences	20	5	MC
2	PS2061	Psychology: Brain and Behaviour	20	5	MC
3	CR3511	Year in Industry	n/a	6	MNC
4	CR3025	Criminology: Dissertation (Psychological focus)	8	6	MNC
4	PS2021	Psychology: Cognitive Psychology	21	5	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

### 3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In stage four, choose options equal to the value of 75 credits from a list of Stage three modules offered by the Department. Students must select 30 credits of modules with CR codes and 45 credits of modules with PS codes. Option selections must be approved by the Academic Coordinator in the relevant department from the options available in any particular year.

## Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the College's

Undergraduate Regulations (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study at the College

The third year of this degree course will be spent on a work placement. You are supported by your academic department and the Royal Holloway Careers Service to find a suitable placement. However, Royal Holloway cannot guarantee that all students who are accepted onto this degree course will secure a placement, and the ultimate responsibility lies with the student. You will need to achieve an agreed level of academic performance to proceed onto, or remain on, a placement. On *the* BSc Criminology and Psychology with a Year in Industry this level is set at a Pass in Year 1 and Year 2 with a 2.1 average. This year forms an integral part of the degree course and you will be asked to complete assessed work. The mark for this work will count towards the degree. For students on the Year in Industry course, CR3511 Year in Industry is mandatory non-condonable and must be passed in order to qualify for the degree title Year in Industry.

### Section 5 – Educational aims of the course

The aims of this course are:

- to develop a sound and extensive knowledge base in psychology and criminology;
- to produce a scientific understanding of mind, brain, behaviour, and experience, and of the complex interactions between these;
- to enable students to acquire the knowledge which will enable them to understand complex social problems;
- to present multiple perspectives in a way that fosters critical evaluation in Psychology and Criminology;
- to allow students to gain an understanding of real life applications of theory to the full range of experience and behaviour in Psychology and Criminology;
- to deliver teaching within a flexible and progressive structure which will enable students to acquire knowledge, understanding and appropriate skills relevant to Psychology and Criminology;
- to develop in students an understanding of the role of empirical evidence in the creation and constraint of theory and the way in which theory guides the collection and interpretation of empirical data in Psychology and Criminology;
- to provide knowledge of a range of research skills, techniques, and methods for investigating experience and behaviour in Psychology and Criminology;
- to provide students with the knowledge and skills to be able to appreciate and critically evaluate theory, research findings, and applications in Psychology and Criminology;
- to develop key communication and IT skills.

**Section 6 - Course learning outcomes**

**In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (\*))**

<ol style="list-style-type: none"> <li>1. Biological psychology, including biological bases of behaviour, hormones and behaviour, neuropsychology, neuroscience, and evolutionary psychology <b>(K)</b>;</li> <li>2. Cognitive psychology, including perception, attention, learning, memory, thinking, language, consciousness and cognitive neuropsychology <b>(K)</b>;</li> <li>3. Developmental psychology, including infancy, childhood, adolescence, socio-emotional development, cognitive and language development, atypical development and social and cultural contexts of development <b>(K)</b>;</li> <li>4. Personality and individual differences, including abnormal and normal personality, psychological testing, intelligence, cognitive style, emotion, motivation and mood <b>(K)</b>;</li> <li>5. Social psychology, including social cognition, close relationships, attribution, attitudes, group processes and intergroup relations <b>(K)</b>;</li> <li>6. Conceptual issues in psychology, including the role of psychology as a science, introspectionist and behaviourist approaches to human behaviour, cognition and computers, historical concepts and current approaches, feminist psychology, psychology in a socio-political context <b>(K)</b>;</li> <li>7. Ethical, theoretical and practical issues in research. In relation to Criminology, the courses provide opportunities for students to develop and demonstrate the following learning outcomes <b>(K)</b>;</li> <li>8. Knowledge of key concepts and theoretical approaches that have been developed and are developing within criminology and the ability to critically evaluate their application <b>(K)</b>;</li> <li>9. An understanding of the value of comparative analysis <b>(K)</b>;</li> <li>10. An understanding of the relationship between individuals, groups and social institutions in relation to criminology <b>(K)</b>;</li> <li>11. An understanding of the social processes underpinning social change and the criminal justice system <b>(K)</b>;</li> <li>12. An understanding of the nature and appropriate use of diverse research strategies and methods in developing criminological knowledge <b>(K)</b>;</li> <li>13. An understanding of the relationship between criminological argument and evidence <b>(K)</b>;</li> </ol>	<ol style="list-style-type: none"> <li>16. The ability to evaluate policing practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations <b>(S)</b>;</li> <li>17. The ability to examine critically the values, practices and processes of governance, including human rights, that underpin youth and criminal justice and agencies which administer sentencing and alternatives <b>(S)</b>;</li> <li>18. Analysing data using both quantitative and qualitative methods, and presenting and evaluating research findings <b>(S*)</b>;</li> <li>19. Employing evidence-based scientific reasoning and examining practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology and criminology <b>(S)</b>;</li> <li>20. Use of a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments <b>(S)</b>;</li> <li>21. Defining research problems, generating and exploring testable hypotheses and research questions, choosing appropriate methodologies, evaluating methodologies and analyses employed, planning and carrying out independent empirical research <b>(S)</b>;</li> <li>22. Clear and concise presentation of complex information, both orally and in writing <b>(S*)</b>;</li> <li>23. Computer literacy (including spreadsheets, databases, word processing, e-mail, and the world wide web) <b>(S*)</b>;</li> <li>24. Retrieve and organise information effectively and handle primary source material critically <b>(S*)</b>;</li> <li>25. Teamwork and, where appropriate, collaboration with colleagues, research participants and outside agencies <b>(S*)</b>;</li> <li>26. Problem solving <b>(S*)</b>;</li> <li>27. Sensitivity to contextual and interpersonal factors in behaviour <b>(S*)</b>;</li> <li>28. Independence and pragmatism as a learner <b>(S*)</b>;</li> <li>29. Team working, negotiation and collaboration <b>(S*)</b>;</li> <li>30. Independent and reflective learning <b>(S*)</b>;</li> <li>31. Good time management <b>(S*)</b>;</li> <li>32. Integrating and applying ideas and findings across the multiple perspectives in psychology and criminology, recognising distinctive psychological approaches to relevant issues <b>(S)</b>;</li> </ol>
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<p>14. An awareness of the distinctive character of both criminology in relation to other forms of understanding, such its the relation to other disciplines and to everyday explanations <b>(K)</b>;</p> <p>15. In respect of the Year in Industry course also to provide an opportunity to gain a range of practical work based experience required to work within an organisation <b>(K)</b>;</p> <p>The ability to provide an analytical account of social diversity and inequality and their effects in relation to crime, victimisation and responses to crime and deviance <b>(S)</b>;</p>	<p>33. Identifying and evaluating general patterns in behaviour, psychological functioning and experience <b>(S)</b>;</p> <p>34. In respect of the Year in Industry course also identify some of the key activities involved in the running of an organisation <b>(S)</b>;</p> <p>35. In respect of the Year in Industry course also distinguish the different commercial and business priorities of employers <b>(S)</b>;</p> <p>36. In respect of the Year in Industry course also demonstrate the complexities and demands of the job application and recruitment process <b>(S)</b>.</p>
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**Section 7 - Teaching, learning and assessment**

Teaching is mostly by means of lectures and tutorials, the latter generally providing a forum for students, with the support of their instructors, to engage in critical analysis and discussion of topics in a smaller and more interactive setting. Seminars, laboratory classes and practical workshops are also key teaching forums. Learning is through participation in teaching sessions, designated reading and completion of coursework. Essays and short written answers ensure that the skills of exposition and critique are developed and evaluated. The College Computer Centre provides IT training and students are expected to meet basic standards in information technology. Assessment of knowledge and understanding is typically by a combination of formal, unseen written examination and coursework. Full details of the assessments for individual modules can be obtained from the Departments

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, for the assessments listed as 'summative', you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

<b>Section 8 – Additional costs</b>
There are no single associated costs greater than £50 per item on this degree course.
<b>These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.</b>

<b>Section 9 – Indicators of quality and standards</b>	
<b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
<b>QAA Subject benchmark statement(s)</b>	<a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

<b>Section 10– Intermediate exit awards (where available)</b>		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
<b>Award</b>	<b>Criteria</b>	<b>Awarding body</b>
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College



Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College
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