COLLABORATIVE COURSE SPECIFICATION

FdSc Criminology

City of Portsmouth College

COURSE SPECIFICATION

Course Title	FdSc Criminology
Final Award	FdSc
Exit Awards	CertHE Criminology
Course Code / UCAS code (if applicable)	C3848FTC / L317
Mode of study	Full time
Mode of delivery	Campus
Normal length of course	2 years
Cohort(s) to which this course specification applies	from September 2025 onwards
Awarding Body	University of Portsmouth
Teaching Institution	City of Portsmouth College
Faculty	Faculty of Humanities and Social Sciences
School/Department/Subject Group	School of Criminology and Criminal Justice
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-criminology-and-criminal-justice
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/undergraduate/fdsc-criminology
Professional and/or Statutory Regulatory Body accreditations	N/A
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 4, Level 5

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.
This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

The Foundation Degree (FdSc) in Criminology aims to provide students with a comprehensive understanding of criminology - a discipline which draws upon a range of other disciplines including law, psychology and sociology; equipping them with essential knowledge, skills, and experience for further study or entry-level roles in related professional fields. The course is designed to:

- Introduce students to core criminological principles including criminological theory and criminal justice.
- Establish a foundational understanding of the links between the disciplines making up the field of criminology and criminal justice.
- Instil an awareness of the intersection between criminology and criminal justice and issues relating to diversity, social justice and human rights.
- Develop an understanding of real-life applications of theory to problems of crime causation and crime solutions, and the subsequent development of new policies, practices and legislation in a comparative international context.
- Provide students with the opportunity to develop key academic skills, enabling critical thinking and the ability to undertake independent research.
- Enhance communication skills by training students to present their ideas effectively through visual, verbal, and written formats.
- Support independent learning and problem-solving abilities, and provide the opportunity to develop transferable skills required for future professional success.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

Qualifications Frameworks

A. Knowledge and understanding of:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Understanding of core criminological principles including criminological theory and criminal justice.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
A2	Foundational understanding of the links between the disciplines making up the field of criminology and criminal justice.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
A3	Understanding of the intersection between criminology and criminal justice and issues relating to diversity, social justice and human rights.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
A4	Understanding of real-life applications of theory to problems of crime causation and crime solutions, and the subsequent development of new policies, practices and legislation in a comparative international context.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.

B. Cognitive (Intellectual or Thinking) skills, able to:		
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
B1	Demonstrate key academic skills, enabling critical thinking and the ability to undertake independent research.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
B2	Critically evaluate multi-disciplinary evidence from a range of sources and make informed judgements on the validity and reliability of some sources over others.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
B3	Analyse appropriate methods and ethical implications of research.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
B4	Use abstract thinking to plan and develop a research question.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.

C. Practical (Professional or Subject) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Communicate effectively through visual, verbal, and written means.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
C2	Work effectively under pressure and exercise effective time management skills.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
C3	Manage information by collecting relevant sources and using digital and physical resources appropriately.	Library research sessions, guided research tasks, and through independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE.

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Demonstrate independent learning and problem-solving abilities which provide transferable skills required for future professional success.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
D2	Present information from a range of sources (including different forms of media) for different purposes and to a range of audiences.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.
D3	Contribute to group discussions and debates about a complex subject, involving the management of tasks and problem-solving skills.	Small group lectures and seminar sessions, and independent research.	Summative coursework, such as essays, report writing, briefing notes, portfolios, posters, projects, group work, presentations, quizzes, podcasts, and in some cases relevant online tools in the VLE. Formative assessment is also used such as essay planning and oral feedback.

Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations will apply to this course.

Support for Student Learning

The University of Portsmouth and City of Portsmouth College both provide a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal (for UoP services) and Student Support (for CoPC services).

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

Insert additional reference points or delete as required

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Vision](#)
- [Office for Students Conditions of Registration](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement](#) for *Criminology*
- Quality Assurance Agency Framework for Higher Education Qualifications Requirements of Professional and/or Statutory Regulatory Bodies: **N/A**
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Changes to your course / modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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