TEC Partnership

Training • Education • Careers

FdA Criminology with Psychology

2025

1. Programme Summary

Title of Programme	Criminology with Psychology
Award Types	FdA
Contained Awards	Certificate of Higher Education for successful completion of 120 credits at Level 4.
Awarding Body	TEC Partnership
UCAS Codes	L4P2
HECOS Codes	100484 - Criminology (60%) 100497 - Psychology (40%)
References used in the design of the programme	QAA – Psychology Benchmark Statement 2023 QAA – Criminology 2022
Accrediting Professional or Statutory Body (if applicable)	TEC Partnership
Mode of study (full and part time)	Full time
Duration of study (in years)	2 years
Number of weeks per academic year	31 weeks
Location of Delivery and Faculty	East Riding College
Minimum numbers to start the programme	8

2. Entry Requirements

Standard offer

Applicants will require 64 UCAS points in a related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

Non-standard offer

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector, which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work (1000-word essay on a criminology and psychology-related topic) and a judgement made taking into account their academic potential and relevant work/experience.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to HE21 Student Transfer and the Recognition of Prior Learning.

A DBS may be required (at the applicant's expense), dependent on the student's placement on the Level 5 module Work-based Learning and Social Research.

3.   Degree Classification Weightings

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

4.   Aims of the Programme

The FdA in Criminology with Psychology aims to provide students with a comprehensive understanding of crime, criminal behaviour, and the psychological factors that influence both. By combining the fields of criminology and psychology, the programme seeks to offer a holistic perspective on the causes and consequences of crime while equipping students with the theoretical knowledge and practical skills needed for professional roles in criminal justice, social services, and related fields. One of the primary aims of the programme is to develop a multidisciplinary approach to studying crime. Students gain insight into the social and structural factors influencing crime, such as poverty, inequality, and cultural dynamics, while also exploring individual factors, including mental health, cognitive biases, and personality traits. This dual focus allows students to analyse crime from both societal and psychological perspectives, giving them a well-rounded understanding of the complexities involved in criminal behaviour and the justice system's response to it. The programme emphasises the development of practical and transferable skills essential for careers in criminal justice, law enforcement, social work, and rehabilitation.

Through work placements, case studies, and interactive modules, students learn to apply their knowledge in real-world contexts. Skills such as critical thinking, problem-solving, risk assessment, and effective communication are central to the programme, ensuring graduates are well-prepared for professional challenges. These skills also include analysing data and conducting research, which are crucial for making informed decisions in fields such as offender management, victim support, and policy development. Another key aim of the programme is to provide students with a deep understanding of how the criminal justice system operates. Students learn about the structure and functions of key institutions, including the police, courts, and correctional facilities such as prisons and young offender institutes, as well as their roles in preventing and addressing crime. The programme explores how psychological insights are applied in forensic settings, such as offender profiling, interviewing techniques, and rehabilitation strategies. By bridging theory with practice, students gain a clearer understanding of how criminology and psychology intersect in real-world justice processes.

The FdA Criminology with Psychology also aims to instil an appreciation for ethical practice and the importance of evidence-based approaches in the field. Students are encouraged to reflect on their own values and biases while exploring ethical dilemmas in areas such as policing, sentencing, and offender treatment. The programme emphasises the need for decisions and interventions to be guided by rigorous research and empirical evidence, preparing students to adopt a responsible and professional approach in their future careers. Personal growth and professional readiness are integral to the programme's aims. Students are encouraged to develop self-awareness, resilience, and

teamwork skills, all of which are crucial for succeeding in demanding roles within the criminal justice or social care sectors. The programme also helps students build confidence in their ability to contribute positively to the field, whether through direct interaction with offenders and victims, conducting research, or shaping policies. Finally, the programme provides a clear pathway for further academic and professional development. Upon completion of the FdA, students can progress to a full BA (Hons) degree through a relevant one-year top-up course. This enables them to deepen their knowledge and expand their career prospects. Additionally, graduates may pursue postgraduate study in specialised areas such as forensic psychology, criminal profiling, or victimology, further enhancing their expertise and employability in competitive fields.

Programme Aims:

- To provide a broad understanding of the core concepts and theories in criminology and psychology.
- To develop students' ability to critically analyse human behaviour, social patterns, and crime-related phenomena within a societal context.
- To foster research skills, including the design and execution of studies, interpretation of data, and application of social science methods used within criminology and psychology.
- To explore the psychological and criminological dimensions of contemporary issues, such as inequality, mental health, and justice systems.
- To enhance the ability to apply theoretical knowledge to real-world situations, including policy development, community initiatives, and social justice advocacy.
- To promote ethical reasoning and a deep understanding of social responsibilities in the study of human behaviour, criminal justice and societal structures.
- To prepare students for employment or further study by developing transferable skills such as communication, critical thinking, and problem-solving.

Distinctive Features:

The FdA in Criminology with Psychology is distinctive due to its combination of two interrelated disciplines, providing a comprehensive understanding of crime, criminal behaviour, and the psychological factors that influence it. The criminology component focuses on crime theories, the criminal justice system, and sociological aspects such as social inequality, deviance, and policing. The psychology element explores the mental processes behind criminal behaviour, including cognitive biases, mental health issues, and forensic psychology. This interdisciplinary approach enables students to analyse crime from both social and individual perspectives. The programme offers a hands-on approach with a work-based learning element. These experiences provide hands-on exposure to criminal justice settings, rehabilitation centres, or social services, making the learning highly relevant to real-world scenarios. Graduates can progress to a full bachelor's degree or directly enter careers such as the criminal justice system, policing, or social work. An FdA in Criminology with Psychology also prioritises early career development, offering practical skills such as risk assessment, effective communication with offenders, and understanding psychological evaluations. The FdA allows students to specialise in areas such as cybercrime, youth offending, or mental health interventions, making the degree highly adaptable to various career paths. This unique blend of criminological theory,

psychological insight, and practical experience equips students to tackle the complexities of crime and contribute meaningfully to fields such as law enforcement, corrections, or community work.

Career and Further Study Progression:

The Foundation Degree in Criminology and Psychology (FdA) offers students a diverse array of pathways for career progression and further academic study, positioning graduates to thrive in both professional and academic environments. The programme does not align or offer BPS accreditation, although it does offer many opportunities and progression for students. Upon completion of the FdA, students are well-prepared to pursue a Level 6 top-up programme, which allows them to deepen their expertise and graduate with an honours degree. A top-up can provide an opportunity to consolidate foundational knowledge, refine advanced research skills, and engage with more specialised topics, further enhancing employability and readiness for postgraduate education. The FdA equips graduates with transferable skills highly valued across various sectors, including public services, education, social research, community development, healthcare, and non-profit organisations. Graduates often progress into roles such as social researchers, policy advisors, community outreach coordinators, and support workers, with many leveraging the analytical, communication, and cultural awareness skills developed during the programme. Additionally, the strong emphasis on ethical practice, critical thinking, and evidence-based decision-making prepares students for roles in social advocacy and consultancy. For those interested in continuing their education, the BA top-up serves as a stepping stone to postgraduate study in fields such as social work, criminology, public policy, or psychology, broadening career horizons further. By fostering a balance of practical skills, academic rigour, and critical awareness, the FdA in Criminology and Psychology serves as both a standalone qualification for professional entry and a vital foundation for higher academic and career aspirations.

5.   Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes *By the end of this programme, students will be able to:*	Subject Benchmark Reference
1.	Demonstrate knowledge of core theories and concepts in psychology and criminology and their relevance to understanding individuals, society, and institutions.	Cr: 4.5.1, 4.5.2, 4.5.3, 4.5.6, Psy: 4.8.1, 4.8.2, 4.8.3, 4.8.5, 4.9.1, 4.9.4,4.9.6, 3.4.4, 3.4.5, 3.16.2, 3.16.14,
2.	Conduct qualitative and quantitative research, including designing small-scale studies, collecting data, and presenting findings ethically.	Cr: 4.5.4, 4.5.5,4.5.7, 4.5.8, 4.5.9, 4.5.10, Psy: 4.8.1, 4.8.2, 4.8.4, 4.8.5, 4.8.6, 4.8.9, 4.9.1, 4.9.3, 4.9.5,4.9.7 4.9.9, 3.16.6, 3.16.7, 3.16.9, 3.16.10, 3.16.11, 3.17.3, 3.17.4
3.	Evaluate and critically analyse arguments, integrating disciplinary perspectives to construct well-supported conclusions on societal issues such as crime, inequality, and mental health.	Cr: 4.5.2, 4.5.3, 4.5.4, 4.5.5,4.5.6, 4.5.8, 4.5.10, 4.5.11, Psy: 4.8.3, 4.8.4, 4.8.5, 4.9.1, 4.9.4, 3.4.4, 3.4.5
4.	Identify and demonstrate ethical judgment by addressing real-world dilemmas in criminology and psychology, proposing responsible and informed actions.	Cr: 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.10 Psy: 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.9.6, 3.16.15, 3.17.7
5.	Explore connections between psychology and criminology, demonstrating an understanding of their complementary insights into human behaviour and societal dynamics.	Cr: 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.8, 4.5.10, 4.5.11 Psy: 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.9.1, 4.9.4, 3.4.1, 3.4.5, 3.16.4
6.	Communicate ideas to a range of audiences in academic and non-academic formats, including essays, reports, and presentations, work collaboratively and present arguments in a variety of formats.	Cr: 4.5.1, 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.9, 4.5.10, 4.5.11, Psy: 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.8, 4.8.9, 4.9.1, 4.9.4, 4.9.7, 4.9.9, 3.17 to 3.17.1, 3.17.2, 3.17.9
7.	Apply theoretical frameworks to analyse and design interventions or policy recommendations informed by psychological and criminological principles to address real-world issues.	Cr: 4.5.1, 4.5.2, 4.5.3, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.10 Psy: 4.8.1, 4.8.2, 4.8.4, 4.8.5,4.9.1, 4.9.4, 4.9.7, 3.16 to 3.16.5

8.	Critically reflect on personal and professional development and review own progress towards improving knowledge and skills that underpin safe and effective practice.	Cr: 4.5.2, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, Psy: 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.8, 4.8.9, 4.9.1, 4.9.3, 4.9.4, 4.9.8, 3.17.10, 3.17.11
9.	Gather, interpret and evaluate evidence and information from a wide range of sources, conveying ideas in an appropriate written format, including the presentation of text which meets Harvard Referencing and academic conventions.	Cr: 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.9, 4.5.10, 4.5.11, Psy: 4.8.2, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.8.8, 4.8.9, 4.9.3, 4.9.4, 4.9.5, 4.9.7, 3.16.7, 3.16.8, 3.16.9, 3.17.3, 3.17.4
10.	Develop a critical understanding of key professional responsibilities that underpin practice in preparation for employment, including continual professional development, professional boundaries, anti-oppressive practice, assessments, supervision, referrals and note taking in adherence to ethical frameworks and legislation.	Cr: 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.9,4.9.10,4.9.11, Psy: 4.8.3, 4.8.4, 4.5.5, 4.5.6, 4.8.7, 4.8.8, 4.8.9, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 4.9.9, 3.16 to 3.16.3

6.	Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	n/a	

7.	Graduate Attributes and Threshold Characteristics

Level 4
A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Demonstrate an understanding of key concepts, theories, and frameworks within criminology and psychology with the ability to analyse simple social phenomena and current societal issues.
- Introduce research methods, including qualitative and quantitative methods, interpret findings, and present structured arguments supported by evidence.
- Apply written and verbal communication skills, including the ability to convey ideas clearly and effectively to varied audiences.
- Capability to demonstrate engagement in further learning or work, showing an understanding of their strengths and areas for growth in academic or professional contexts.

Level 5

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Knowledge and a deeper understanding of social science disciplines and will be able to apply theoretical knowledge to complex real-world problems, particularly in work-based settings, linked to criminology and psychology.
- The ability to evaluate diverse perspectives, identify patterns, and offer innovative solutions to social challenges related to criminology and psychology.
- Demonstrate teamwork, leadership, and organisational skills relevant to professional environments, gained through practical experience in work-based settings.
- Be equipped to take initiative in learning or work, with a strong sense of ethical responsibility and cultural awareness, prepared for careers or continued study at Level 6.

8.   Programme Structure

Module Title	Core / Option	Credits	Level	Delivery
Academic Skills and Criminological Theory	C	20	4	T1
Psychological Perspectives and Human Behaviour	C	20	4	T1
Youth, Crime and Justice	C	20	4	T2
Psychology of Individual Differences and Personality	C	20	4	T2
Crime, Deviance and Society	C	20	4	T3
Psychology and Mental Health of Offenders	C	20	4	T3
Criminal Justice, Crime Prevention and Criminal Law	C	20	5	T1
Crime and Abnormal Psychology	C	20	5	T1
Crime in the Digital World	C	20	5	T2
Work-Based Learning and Social Research	C	40	5	T2 & T3
Psychology of Addiction	C	20	5	T3

9.   Teaching and Learning Strategy

Level 4

At Level 4, the teaching and learning strategy for the FdA Criminology with Psychology degree is designed to provide students with a strong foundation in the core principles and theoretical frameworks within criminology and psychology. The focus is on creating a structured and supportive learning environment that helps students transition into higher education. Key features of this strategy include interactive lectures and seminars. The lectures will introduce foundational concepts across disciplines, including criminology and psychology. Seminars complement these lectures by encouraging discussion, critical analysis, and collaborative learning. This approach fosters active engagement with the material and helps students develop a deeper understanding of theoretical constructs. Skill-Building Workshops will focus on developing essential academic skills, such as critical reading, academic writing, and referencing. These skills are integral to successful learning and assessment at Level 4 and provide the tools necessary for independent inquiry. Formative assessments, such as quizzes, short essays, and group presentations, are incorporated to provide feedback on progress and identify areas for improvement. These assessments help students build confidence and competence in applying theoretical knowledge to practical contexts. Blended learning, a combination of face-to-face instruction and online learning resources, allows students to engage

with material flexibly. Online platforms provide access to lecture slides, supplementary readings, and discussion forums, enabling students to consolidate their learning outside scheduled classes. There is emphasis on introductory research skills, such as designing simple surveys or analysing qualitative data. These activities encourage students to explore evidence-based approaches and prepare them for more advanced research at Level 5. Students can receive personalised support, including one-on-one tutorials offering feedback and guidance, helping students navigate their academic and personal development. The goal at Level 4 is to cultivate foundational knowledge, academic confidence, and a sense of inquiry, setting the stage for more specialised and independent learning at Level 5.

Level 5

At Level 5, the teaching and learning strategy builds on the foundational knowledge and skills acquired at Level 4, with a focus on deepening understanding, critical thinking, and independent learning. The strategy aims to equip students with advanced competencies and practical experience that align with academic progression and career readiness. Teaching at Level 5 delves into more complex and specialised topics, encouraging students to evaluate theoretical perspectives and their application to real-world issues. Seminars and case studies are employed to challenge students to think independently and argue persuasively. Project-Based Learning, students undertake more significant, structured projects that simulate professional and research-based scenarios. These projects often involve collaboration, promoting teamwork and problem-solving skills. Level 5 emphasises advanced research methodologies and mixed-methods research. Students engage in designing and conducting independent studies, enabling them to apply theoretical knowledge to empirical inquiry. Reflective learning is encouraged through journals, peer reviews, and self-assessment exercises. This strategy promotes self-awareness and a deeper understanding of personal academic and professional development. Work-Based Learning Opportunities, placement opportunities or community-based projects are integrated to enhance experiential learning. These experiences allow students to apply their knowledge in practical settings, develop professional skills, and explore career interests. Real-world problems and scenarios are introduced to encourage creative solutions and interdisciplinary thinking. Problem-based learning sessions often involve working in small groups, fostering collaboration and the ability to synthesise diverse perspectives. Assessments at Level 5 are designed to test higher-order thinking skills. Essays, research reports, and presentations require students to demonstrate independence in research, analysis, and synthesis of ideas. Workshops and seminars geared towards academic and professional progression help students explore opportunities for further study or careers in relevant sectors. The strategy at Level 5 is tailored to refine students' expertise, foster autonomy, and enhance their readiness for both academic advancement and professional engagement.

10.   Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership employs an Academic Achievement Service. The Academic Achievement Service is responsible for working with students to support them in the development of their study skills abilities, and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills. Students have access to one support and also to timetabled study skill workshops.

11.   Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office, and a copy is forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources, such as External Examiner reports, are fully reflected upon before being published and also to reduce variability in the quality of information presented.

12.   Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses; on the smaller courses, student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and its remit is to:
• Consider matters relating to the student experience within Higher Education.
• Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
• Provide feedback on areas of good practice.
• Put forward suggestions for the development of Institutional policy and strategy.
• Enhance the student learning experience by promoting academic and research events and cultural events on campus.
• Increase student engagement in all aspects of Higher Education quality processes.

13.   Management of Ethical issues within the programme.

The teaching and learning strategies employed by tutors within TEC Partnership comply with the ethical values of TEC Partnership. All staff teaching on the programme are required to annually engage in Continuing Professional Development to ensure the quality of teaching and learning.

This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and any practical work undertaken.

Where assessments are judged, by module tutors, to require ethical approval, such as in the case of dissertations and final major projects, students will be expected to submit a proposal to the School/Faculty and/or TEC Partnership's Ethics Committee. Information regarding ethics approval can be obtained from https://tecpartnership.com/quality-standards-handbook/ – Section HE14.

14.   Management of Work Based Learning Opportunities

This Foundation Degree is Work-Based Learning, with a minimum of 40 credits of Work-Based Learning and 40 credits of Work-Related Learning. The Work–Related Learning modules will include Youth, Crime and Justice (20 credits), preparing students for careers in sectors such as youth justice, social work, policing and rehabilitation services by simulating real-world professional practices. Developing critical thinking, teamwork and problem-solving skills relevant to working with young offenders and justice professionals. The multi-disciplinary team meeting assessment enhances collaboration, decision-making and problem-solving skills relevant to working in a real-world justice setting. The reflection assessment develops students' self-awareness and professional reflective practice, crucial for roles in youth support and justice. A second Work-Related Learning module includes Psychology and Mental Health (20 credits), the module applies psychological theories to real-world mental health issues, preparing students for careers in psychology, healthcare, and social support services. It encourages critical thinking and professional skills relevant to mental health practice, policy, and

support work. It provides students with essential analytical, research, and communication skills needed for careers in mental health support, counselling, social work, and psychology-related fields.

Students will complete a work-based learning and social research module (40 credits) in which a minimum of 70 hours of work placement will be completed. This will give students the opportunity to gain real-world experience in a sector related to the area of discipline of social sciences.

There is the general expectation that students will actively seek their own placements; however, TEC Partnership has a well-developed and structured placement team who are available to support students in finding, vetting and starting a work-related learning placement. Dependent on the nature of the placement, students may be required to apply for a DBS at the cost of £21.50 for a standard DBS or £49.50 for an enhanced DBS.

15.   Resources needed to pass the programme.

Students may require a DBS at the cost of £21.50 for a standard DBS or £49.50 for an enhanced DBS, this will be dependent on the placement for the Work-Based Learning and Social Research Module at Level 5 of the degree programme.

16.   Resources supplied to the student.

N/A

17. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10
Academic Skills and Criminological Theory	4	-	Callie Stephenson	Portfolio (50%) Group Presentation (50%)	N	P		P			P		P	P	
Psychological Perspectives on Human Behaviour	4	-	Victoria Fay	Poster (100%)	N	P		P		P	P		P		
Youth, Crime and Justice	4	WRL	Callie Stephenson	Multi-Disciplinary Team Meeting (70%) Individual Reflection (30%)	N	P		P	P	P	P	P	P		P
Psychology of Individual Differences and Personality	4	-	Victoria Fay	Essay (100%)	Y	P		P		P	P			P	
Crime, Deviance and Society	4	-	Hannah Hunt	Presentation (70%) Annotated Slide Notes (30%)	Y	P	P	P	P		P	P			P
Psychology and Mental Health of Offenders	4	WRL	Victoria Fay	Report (100%)	N	P	P	P	P	P	P	P		P	
Criminal Justice, Crime Prevention and Criminal Law	5	-	Hannah Hunt	Essay (100%)	N	F		F	F	F	F	F		F	
Crime and Abnormal Psychology	5	-	Victoria Fay	Case Study (100%)	N	F	F	F	F	F	F	F		F	F
Crime in the Digital World	5	-	Victoria Fay	Narrated Presentation (50%) Reflection (50%)	N	F	F	F	F		F	F	F		F
Work-Based Learning and Social Research	5	WBL	Callie Stephenson	Research Project (70%) Skills Portfolio (30%)	N		F		F		F		F	F	F
Psychology of Addiction	5	-	Victoria Fay	Micro Teach (50%) Report (50%)	N	F		F	F	F	F				

18. TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations	Modules including psychology of addiction, psychology and mental health and psychology of individual differences and personality encourage students to challenge presumptions and views regarding temporary topics. The assessments consist of various methods, including a micro-teach, report and essay.		
Being productively disruptive		All modules of the programme require and encourage students to take part in discussions and debates surrounding contemporary topics. Students will be required to debate the validity of theory and societal intervention within the fields of criminology and psychology.	
Resilience	The skills portfolio assessment requires students to research and evidence of how both personal and professional resilience can aid in the development of becoming a competent practitioner in industry.		
Preparing for unknown futures	Students will use their Skills portfolio assessment to highlight their key skills linked to employers and higher education. Students will use the portfolio to plan for their future prospects.		
Finding alternative solutions to problems	Assessments within modules, including psychology of addiction, youth, crime and justice and criminal justice, crime		

	control and criminal law, aim to provide opportunities for students to research and explore appropriate interventions and underpin with evidence-based practice.		

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills	The multi-agency team meeting supports students in developing their interaction skills. Students will be expected to communicate with peers in a professional manner.		
Leadership and followership skills	Students will take part in a group presentation. This will require students to delegate tasks and distribute content, demonstrating both leadership and followership skills.		
Project development and/or management	Students will plan a small Research Project as part of their assessment, taking on management of the project with support from tutors.		

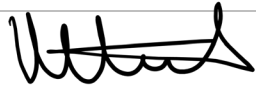| Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	Students will take part in a multi-agency team meeting as an assessment. Students are required to communicate effectively with others in their group to conclude the topic of the assessment. Students will verbally communicate their stance point on the topic and discuss their own recommendations.		

Digital skills and adaptability	Students will be required to use digital skills for their Podcast assessment. Students will be expected to discuss change and adaptability in the world of digital crime and what this means for the future of policing and the criminal justice system.		
Timekeeping	Presentation, podcast, micro-teach. In each of the assessments listed, the students are expected to stay within the time frame and limit they are given.		
Self-presentation		As part of the work-based learning and social research module, students will attend a work placement for at least 70 hours. Students will be expected to show and present good self-presentation in all they do at their placement.	

Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values		The work-based learning and social research module requires students to recognise the importance of professional attitudes and morals. Students will put these into practice when in their placements.	
Ethics and morals	Students will write a report on the topic of psychology and mental health. Within this, students will be addressing ethics surrounding the mental health and well-being of others.		
Self-Care and Care of others	Students will write a Case study for the module psychology of addiction. Students will address the care of the		

	individual included within the case study and further highlight the care of those immediately involved with the individual.		

The completed validation document must be submitted electronically to
HEQA@tecpartnership.ac.uk for final approval.

19.   FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	22 May 2025
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	23-05-26
Date approved by HE Curriculum, Quality and Standards	23-05-26

20.   Revision history

Version	Details of Major Modification	Date of Approval
1		
2		
3		
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