



**Title of Programme:** BSc. Degree in Criminology and Psychological Studies

**Administrative Oversight:** Office of the Vice chancellor

**Academic Department:** Department(s) of Law and Psychology/Sociology

**Date of Commencement:** September 2015.

### **Programme Description**

Why does crime occur? What makes people do harm to others? The BSc. Criminology and Psychological Studies explores a range of fascinating issues to do with crime, criminal justice and psychology – including antisocial behaviour, surveillance, security, social justice, social welfare and environmental degradation. Students will gain a thorough understanding of a range of broader psychological and criminological theories and topics, such as how the mind works and the relationship between social welfare and crime control. They will also grasp the complex issues behind so many headlines, TV programmes and political debates. Students will learn how to construct and analyse arguments; think critically about published work across a range of sources; understand and analyse statistical information; and apply concepts and ideas to the real world. They will have their own specialist, subject-based academic support as well as opportunities to join in online communities of other social sciences students for teaching, learning and peer support.

### **Educational aims**

#### **The Criminology strand of this degree aims to:**

- introduce the students to a social constructionist perspective in social science
- teach them how to apply this perspective in analyses of developments in social and criminal justice policy
- enable the students to survey the shifts in criminal justice and social policy that have taken place since the late eighteenth century
- provide the students with an insight into the diverse and expanding boundaries of the discipline of criminology
- help them to communicate and to apply their knowledge in an appropriately scholarly manner to provide a sound basis for further study at third and postgraduate level.

The Psychology strand of this degree aims to provide the students with:

- an understanding of key concepts, theories, methods and debates in psychology
- an appreciation of different perspectives within psychology and the ability to evaluate them critically
- experience of designing, carrying out, analysing and reporting psychological research using a range of research methods.

Both strands of this degree aim to provide the students with support and guidance to improve their own learning and performance and to develop as an independent learners

## **Learning outcomes**

### **Knowledge and understanding**

Learners will know and understand:

- links between the construction of social problems and welfare and criminal justice policies, both historical and contemporary
- patterns and processes in the restructuring of social and criminal justice policies, particularly in the past two decades
- competing rationales for criminal justice
- key debates to be found in contemporary criminology (e.g. crime causation, the meaning of crime, the ubiquity of crime, the nature of justice)
- the relevance of the concepts of discourse, power, social construction, and social difference for the analysis of criminal justice and social policies
- the key approaches to psychology, and the contribution of different theorists to psychological ideas and thinking
- an understanding of a range of research methods, including ethical issues, in psychology and their appropriate use.

### **Cognitive skills**

Students will be able to:

- organise, select, present and evaluate arguments logically
- recognise and use abstract concepts and theories in the fields of criminology and psychology
- read original papers and evaluate them in an appropriately critical, social and scientific manner
- understand and evaluate a range of research strategies and methods used in the study of criminology and psychology
- interpret, use and evaluate different kinds of evidence and understand that data and knowledge are socially constructed and contested.

### **Practical and/or professional skills**

Students will be able to:

- adopt a critical stance towards 'common-sense/taken for granted' understandings of the social world
- apply theory to the study of policy issues
- analyse and assess research findings and appreciate the ethical principles involved
- design and conduct research using a range of methods and types of data analysis and report these in appropriate formats.
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### **Key skills**

Students will be able to:

#### **Communication**

- select, summarise and synthesize information from different sources, including primary text and other multimedia forms
- select and read material in an appropriate way and efficiently and effectively take notes

- present written material in a coherently organised form, with arguments and information in a logical sequence, communicated effectively and referenced appropriately.

### **Numerical skills**

- interpret and present tables, graphs, diagrams and bar charts
- work with quantitative data and apply appropriate statistical procedures.

### **Information technology**

- access, process and prepare information using computers
- use information technology to access library resources.

### **Learning how to learn**

- analyse tasks, make plans for tackling them and manage time
- identify and use sources of support and learn from feedback
- monitor and reflect on personal progress, identifying own strengths and weaknesses.

### **Teaching, learning and assessment methods**

Knowledge and understanding are acquired in a variety of ways, through:

- printed items, such as specially written module texts
- study guides
- methodology handbooks
- assignment and project guides
- a range of multimedia material
- work on original texts

Understanding is enhanced through:

- interactive in-text activities
- self-assessment questions
- work on original texts
- feedback on assignments.

Tutors, through tutorial sessions support your learning by their detailed comments on assignments.

Student learning will be assessed through:

- tutor-marked assignments (TMAs)
- formal examinations.

Cognitive skills are taught and assessed through TMAs based on essays, research reports and short exercises evaluating research methods and questions. Skills progress from exposition, through an ability to compare and contrast, to critical evaluation and application.

### **Communication**

The open nature of entry to the Open Education programme means that at Level 1 there is considerable emphasis on reading and writing skills. These are integrated into the study material and specifically taught and developed in separate texts, via student notes for the tutor-marked assignments, and through tutor feedback.

In addition the ENG 1105 course which students are expected to take will enhance their reading and writing skills. At Levels 2 and 3 students are assumed to have developed abilities in these areas, although tutor feedback on writing and reporting skills continues to be important. However, the material from which they work becomes increasingly complex and diverse and more sophisticated skills of interpretation, selection and synthesis are required. These skills are central to the presentation of written assignments and, consequently, throughout the award receive continuous assessment and examination.

### **Numerical skills**

At Level 2 students will undertake work with statistical data and manipulate figures and percentages. At Level 3 they will be required to deconstruct official criminal statistics.

### **Information technology**

Students have the opportunity to work with information technology on each of the modules. They will be expected to use word processing packages to prepare and present the tutor-marked assignments.

### **Learning how to learn**

As students will be studying at a distance and part time, a strong emphasis is placed on helping them to develop as an independent learner. At Level 1 this means developing basic skills (e.g. of time planning, using support). It also means laying the foundation for increasing emphasis on reflection at Levels 2 and 3. This is not assessed directly but is demonstrated by their ability to study autonomously. Self-assessed activities are also built into the teaching texts. The tutors' written responses on assignments are intended, in part, to help students learn from feedback and enable them to improve subsequent submissions.

Practical and professional skills are taught and assessed throughout the award, including essay-based TMAs and exam questions that require the application of theory to criminological and psychological issues and a critical stance toward understanding the social world. Research reports and questions focusing on methods support the development of design and analytical skills as well as an understanding of ethical issues.

### **Justification for the programme and expected annual student intake:**

Employers value the diverse skills of social science and psychology graduates very highly. Combining psychology with criminology in this degree course will provide the students with a particularly strong set of transferable skills. These include the ability to:

- identify, gather, analyse and assess evidence
- present reasoned and coherent arguments
- write clearly in a range of styles such as essays, reports and policy reviews
- understand and analyse statistical information
- apply learning to real world problems and situations
- conduct independent work and research
- plan and reflect on their own work and learning.

The BSc (Honours) Criminology and Psychological Studies is relevant to a very broad range of careers including those within the criminal justice system, such as the police, prison and probation services, and organisations concerned with:

- the care and resettlement of offenders
- civil liberties
- human rights
- social justice
- victim support

- crime prevention
- community safety
- conflict resolution.

The inclusion of this programme is due primarily as a result of the request by the Home Affairs Ministry in addressing the above issues.

In addition, the psychological skills graduates will develop will be valuable to occupations in many other sectors, including: education, health, human resources, management, social services, advertising, and career counselling.

.As indicated above the demand for personnel skilled in crime and human services is high and obvious in every sector of the Guyana national development and also in the Caribbean. The spate of crime manifested in human trafficking, domestic violence, murder, robbery in the region underscore the need for this course. And within the context of Open Education; it is to, like others, ensure availability and accessibility especially those in the hinterland.

The initial intake will be 50 students. Preference will be given to applications living outside of Region 4 and 6 in Guyana and all school teachers irrespective of where they resides.

**Commencement date:** September 2015.

**Entry Requirements:** CXC or CSEC with passes in Mathematics, English, and 3 other subjects at grades I, II, III. Mature candidates with lesser qualifications must pass the UG entrance examination before being admitted into the programme.

**Duration:** Within the context of the Open Education philosophy the duration depends on the entry point and how fast an individual can progress. The programme is organized into four (4) stages; and is designed to be completed between 4 to 8 years.

**Programme Evaluation and Grading Scheme:** The programme will be evaluated through course work four (4) assignments with a weight of 10% each (total 40%) and final examination with a weight of 60%.

### **Programme Details**

Students are expected to complete 360 credits of studies to be awarded the degree in four stages. This is arranged into 90 credits per stage.

Credits measure the student workload required for the successful completion of a study programme or qualification - one credit represents about 10 hours of study. Students will be awarded credit after they have successfully completed a module. For example, if they study a 60-credit module and successfully pass it, they will be awarded the full 60 credits.

## DETAILS

Stage	UG Course Code	OU Course code	Course Title	Credits
1	ENG 1108		Introduction to Use of English	10 credits
1	ENG 1209		The Use of English II	10
1	CPO 1001	DD131	Introducing the social sciences – part one	30
1	CPO1002	DD208	Welfare, crime and society	60
				<b>110 credits</b>
2	CPO2001	DSE141	Discovering psychology	30
2	CPO2002	DSE212	Exploring psychology	60
				<b>90credits</b>
3	CPO3001	DD307	Social psychology: critical perspectives on self and others	60
3	SOC 3001		Social Science Methodology 1	10credits
3	CPO3002	DD206	The Use of social science	60
				<b>130 credits</b>
4	CPO4001	DD301	Crime and justice	60
4	SOC 4001		Social Science Methodology II	10 credits
				<b>70 Credits</b>
			<b>Total</b>	<b>380credits</b>

**Collaborating Institutions:** Ministry of Education and Open University, UK

Students graduate with 360 credits with optional courses at stages 3 and 4

**COST: The cost per year is G\$ 2500 (Two thousand and five hundred Guyanese Dollars) per credit.**

Grading Scheme:

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

### What's included

Printed study texts, online study texts, website, DVDs, online forums, and a Sense Board.

### What students will need

Students will need a headset with a microphone and earphones to take part in online tutorials and collaborative activities. They will need a computer with internet access to study this course. It includes online activities – they can access using a web browser – and some course software provided on DVD.

- If students have purchased a new desktop or laptop computer running Windows since 2007, or an Apple Mac (OS X 10.6 or later) or Linux computer, they should have no problems completing the computer-based activities.
- A netbook, tablet containing all the learning materials will be provided.

## Course Outlines

<b>Course Code</b>	ENG 1108
<b>Course Title</b>	Introduction to the Use of English
<b>Number of Credit</b>	10
<b>Programme Stage</b>	One
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

### Course summary

The Introduction to the Use of English is a foundation course required for students who enter the University of Guyana and are largely from Creole speaking backgrounds. The course introduces students to language as it is used in academic settings and targets the development of reading and writing skills for the tasks required at university. It aims to provide interactive settings for students to develop and increase their language awareness and attain confidence to aim for mastery of oral and written Standard English.

### Learning outcomes

At the end of the course the student would increase their:

- language awareness;
- skills in listening/viewing/reading and responding to English used in academic settings;
- critical thinking and level of comprehension of written English;
- skills in writing well-developed essays on topical issues;

### Course content:

- Introduction to language in the Guyana context
- Different types of writings
- Rhetorical strategies and paragraphing
- Literal and interpretative meanings
- Higher order level of thinking; analysis, synthesis and evaluation
- Sentence construction.
- Essay writing – topic, thesis , paragraphing, structure and development

### Evaluation

Grammar- punctuation, vocabulary, verbs, tenses Evaluation: Course work: Portfolio (5 pieces)  
Two in-class tests = 50% Examination: One three-hour written paper = 50

### Grading Scheme:

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

### **Recommended Readings**

Bailey, S (2011). *Academic Writing: A Handbook for International Students*. 3rd Ed. London: Routledge.

Gillett, A. (2012). *Using English for Academic Purposes: A Guide for Students in Higher Education*, Online at <http://www.uefap.com>

Lowe, C and Zemliansky, P. (eds) (2009). *Writing Spaces: Readings on Writing*. Vol. 1 Indiana: Parlor Press

Lowe, C and Zemliansky, P. (eds) (2009). *Writing Spaces: Readings on Writing*. Vol. 2 Indiana: Parlor Press



## Course Outlines

<b>Course Code</b>	ENG 1209
<b>Course Title</b>	The Use of English II
<b>Number of Credit</b>	10 credits
<b>Programme Stage</b>	One
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

### Course summary

This course is designed to help students develop the skills that will enable them to critically analyze information and write logical arguments, adapting their writing to suit different purposes and audiences. The skills acquired should also enable them to write critical reviews and business correspondence.

### Learning outcomes

By the end of the course students would be able to:

- critically analyze information and develop logical arguments
- apply current conventions and techniques to compose letters, memoranda, e-mail messages and other business correspondence
- engage in various stages of the planning and writing process to produce well-structured, well-written critical reviews
- appropriately use information from the internet, library databases and other information sources
- increase their communicative competence in the use of English through form- and meaning-focused activities (e.g., language exercises, drama routines, and field excursions).

### Course content:

- Business Correspondence: letters, memoranda & emails.
- Paraphrasing & Summary Writing.
- Techniques of Referencing.
- Critical Review: review materials - excerpts, documentaries, movies, novels, journal articles, etc.

## Recommended Readings

1. Aaron, Jane E. *The Little, Brown Handbook*. Second Edition. New York: Pearson Education Inc., 2005.
2. Kirszner, Laurie G. and Stephen R. Mandell. *The Holt Handbook*. Fifth Edition. San Diego: Harcourt Brace College, 1999.
3. Langan, John. *English Skills*. Eighth Edition. Boston: The McGraw-Hill Companies, Inc., 2005.
4. Watkins, Floyd C., William B. Dillingham and John Hiers. *Practical English Handbook*. Eleventh Edition. Boston: Houghton Mifflin Company, 2001.
5. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Third Edition. New York: Routledge, 2011

<http://www.routledge.com/books/details/9780415595810/>

## Evaluation

*Course Work:* Three (2) assessments = 50%

*Examination:* One three-hour written paper = 50%

**Note:** Students MUST obtain a PASS in BOTH Coursework and Examination for successful completion of this course

## Grading Scheme:

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

## Course Outlines

<b>Course Code</b>	CPO 1001(DD131)
<b>Course Title</b>	Introducing the social sciences – part one
<b>Number of Credit</b>	30
<b>Programme Stage</b>	One
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

The module titled- Introducing the social sciences – part 1, introduce the students to university-level study of the social sciences by looking at the making of contemporary society. Subjects like psychology, social policy and criminology, geography and environment, politics and international studies, economics and sociology are briefly introduced.. The course explored a range of topics that centre on questions of society's relationship to the environment, of people's identities, and issues of social order and governance. The aim is for the students to acquire personal and working life skills in addition to independent study skills.

### Learning outcomes:

#### Knowledge and understanding

On completing this module, students will be able to demonstrate:

- an awareness of the nature of the social sciences and the way they develop through a process of questions, arguments, evidence and criticism
- . - an understanding of how social and material lives are related and an awareness of the issue of sustainability
- an awareness of how identities are made and some of the connections and disconnections between people
- . - an awareness of questions of social order and how societies are ordered and governed
- an awareness of inequalities, differences and diversity in contemporary societies
- an awareness of a range of different disciplinary approaches in the social sciences.

#### Cognitive skills

On completing this module, students will be able to demonstrate:

- . an ability to construct a simple social science argument using appropriate concepts, theories and evidence
- . an ability to use examples, illustrations and case studies in presenting an argument
- . an ability to select and use different forms of evidence, both quantitative and qualitative 1 Module guide 9
- . an ability to compare and criticise different theoretical positions or arguments.

## **Key skills**

On completing this module, students will be able to demonstrate:

- . an ability to access, and make notes on, information from a range of sources, including written, audio-visual and online
- . an ability to read and understand information from tables, graphs, charts, maps and diagrams
- . an ability to communicate ideas and information in a variety of different forms
- . an ability to undertake simple arithmetical calculations
- . an ability to communicate in a way which recognises differences and diversity.

## **Practical and/or professional skills**

On completing this module, they will be able to demonstrate:

- . an ability to plan study, manage time effectively and meet deadlines
- . an ability to organise and complete a programme of individual work
- . an ability to learn from feedback and reflect on own learning processes
- . an ability to plan a study pathway to link learning with personal and/or career goals.

## **Course Content:**

The course is organized into nine broad topic areas, namely,

- The consumer society
- One- stop shopping
- Economics and Politics: The Rubbish society
- Our identity
- Connecting people and places
- Living together; living apart
- Social order
- Disorder on the street
- Population: the makeup.

## **Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

## **Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

## **Recommended texts:**

All recommended text and reading materials will be provided to students and a tablet computer as part of the course.

## Course Outline

<b>Course Code</b>	CPO2002 (DD208)
<b>Course Title</b>	Welfare, crime and society
<b>Number of Credit</b>	60
<b>Programme Stage</b>	One
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

The course is concerned with how the four key issues of – surveillance, social justice, security and community – help us understand the complex and dynamic relationship between welfare, crime and society. At the heart of the course is the suggestion that it is difficult, even impossible, to draw a clear or firm line between social welfare and crime control policies – whether it be in terms of policy intentions or effect. It equips the students with the knowledge and skills to perform their society security related functions.

### Learning outcomes:

#### 1. Knowledge and understanding

- of key concepts and theories relevant to the study of social policy and criminology
- of some of the methodological and epistemological problems associated with the study of social issues, problems and policies
- of the ways in which social interests, positions and values may impact on policies and practice, and the ability to reflect on these critically
- of the institutions, policies and practices through which relations between welfare, crime and society are manifested and governed.

#### 2 Cognitive skills

- the ability to analyse social science arguments with confidence and a level of critical awareness.
- the ability to identify, draw on and use the study materials with specific questions in mind.
- the capacity to compare and contrast different social science perspectives and theories.
- the ability to identify, reflect on and evaluate different types of evidence deployed in the study of social issues.

#### 3 Key skills

##### (a) Communication and information literacy

- the ability to communicate effectively your own understanding of academic material
- the ability to write clear and well-structured essays in an appropriate style
- the ability to access, select and organize material from a range of media as used in the module
- the ability to access, interpret and make use of information from original sources provided by the module team

the ability to access and make use of information from sources not provided by the module team  
the ability to demonstrate examination skills, and associated skills of review and summary.

**(b) Lifelong learning skills**

the ability to work to an agreed timetable, analyse tasks and set out your own plans for tackling them; you will become more confident in planning and managing your own learning  
the ability to reflect on your own learning.

**4 Practical and/or professional skills**

the capacity for using reflexive 'learning to learn' key skills, which are relevant to workplace practices and non-OU contexts  
the ability to interpret and write different kinds of documents  
the ability to apply your learning from DD208 to the analysis of non-module situations and examples.

**Course Content:**

The content of the course is organized along four areas

- Surveillance
- Social justice
- Security
- Community

These are covered comprehensively in the three books for the course as shown below

**Book 1:** *Social Justice: Welfare, Crime and Society*, edited by Janet Newman and Nicola Yeates

**Book 2:** *Security: Welfare, Crime and Society*, edited by Allan Cochrane and Deborah Talbot

**Book 3:** *Community: Welfare, Crime and Society*, edited by Gerry Mooney and Sarah Neal

**Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

**Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:**

All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition

## Course Outlines

<b>Course Code</b>	CPO2001 (DSE141)
<b>Course Title</b>	Discovering psychology
<b>Number of Credit</b>	30
<b>Programme Stage</b>	Two
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

Drawing on a wide range of studies and some classic pieces of psychological research, this key introductory Level 1 course provides an accessible and engaging introduction to the study of psychology. *Discovering psychology* explores the different ways in which psychologists investigate the human mind and behaviour, and shows the students how psychological research addresses real-life issues.

### Learning outcomes:

The course provides opportunities for students to develop and demonstrate the following learning outcomes:

1. Knowledge and understanding.

The students will show:

- an awareness of selected key concepts, theories, studies and debates within psychology.
- a basic appreciation of historical, social and cultural contingency of psychological knowledge and an awareness of the way in which it develops through a process of questions, arguments, evidence and evaluation.
- an awareness of a range of research methods used by psychologists, encompassing both qualitative and quantitative approaches.
- A basic ability to recognise the ways in which psychological knowledge relates to, and can be made relevant to, everyday experience and real-life social phenomena.

2. Cognitive skills:

The students will:

- demonstrate ability to interpret and use appropriately selected key terms and concepts in psychology.
- demonstrate ability to read and interpret some different forms of data.
- begin to make simple comparisons between types of evidence and methods, and identify some of their strengths and weaknesses.
- begin to understand how to form an argument based on psychological research findings or illustrative cases.

3. Key skills

- A basic ability to communicate information accurately and appropriately to the subject, purpose and audience, using a variety of forms including essays and reports (*communication*).

- An ability to write a straightforward and well structured essay that includes a selection of relevant examples, summarises effectively, and recognises the importance of acknowledging sources (*communication*).
- An ability to interpret information from basic tables, graphs, charts and diagrams (*ICT and numerical skills*)
- Demonstrate basic skills in the use of ICT including accessing and searching web pages and using ICT tools appropriate to support distance learning (accessing e-mail, learning from VLE -based course materials and using the e-TMA system) (*ICT and numerical skills*).

#### 4. Practical and/or professional skills.

The students will show

- An ability to plan study and manage a sequence of work that meets a deadline.
- An ability to reflect on the process of learning and engage with feedback received for previous work (*learning how to learn*)
- A basic awareness of and sensitivity to ethics issues in psychological research
- An awareness of how the study of psychology relates to a range of careers.

#### **Course Content:**

- Authoritarian personality
- Orders
- Watching and ;Learning
- Changing behaviour
- Determination to love
- Making friends
- Language and the brain
- Paying attention
- Witnessing and remembering.

#### **Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

#### **Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:** All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition



## Course Outlines

<b>Course Code</b>	CPO2002 (DSE212)
<b>Course Title</b>	Exploring psychology
<b>Number of Credit</b>	60
<b>Programme Stage</b>	Two
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

The course aims to explore the way in which contemporary psychology offers insights into human behaviour and experience. It introduces a wide range of psychological theories and methods, demonstrating how they are typically applied in a number of contexts – both by professional psychologists and by us all in everyday life. Students will also learn how to carry out different types of psychological research.

### Learning outcomes:

The course provides opportunities for students to develop and demonstrate the following learning outcomes:

#### 1. Knowledge and understanding:

- familiarity with some of the key terms and debates across a range of areas within psychology
- knowledge of theoretical concepts and empirical findings associated with a number of different psychological topics
- an understanding of the different perspectives that exist within psychology and how these may be complementary, conflicting or co-existing
- knowledge of a range of research methods used by psychologists, including both quantitative and qualitative approaches
- an understanding of the interrelatedness of theory and method in psychology
- an understanding of experimental design, and of descriptive and inferential statistics
- an understanding of coding qualitative data and of thematic analysis
- an understanding of the role of reflexivity in qualitative research

#### 2. Cognitive skills:

- an ability to select material relevant to a particular question and to write critically about this material
- an ability to construct an argument with appropriate use of evidence, concepts and theories
- an ability to engage in argumentative and/or evaluative analysis of the theoretical and methodological approaches
- an ability to analyse quantitative data and report the results of statistical analysis
- an ability to analyse the transcript of a recorded interview using thematic analysis

### **3. Key skills:**

- an ability to write clearly and concisely (communication)
- an ability to plan, structure and write academic essays (communication)
- an understanding of how to reference academic sources (communication)
- an ability to communicate arguments and evidence and present conclusions in a structured and coherent way (communication)
- an ability to plan, structure and write a quantitative and a qualitative report (communication)
- an ability to summarise and coherently describe material (information literacy)
- an ability to engage with primary source material, i.e. extracts from published journal articles (information literacy)
- an ability to construct and interpret scatterplots, histograms and bar graphs (information literacy, ICT and numerical skills)
- an ability to enter data into a statistical package (SPSS), to generate descriptive statistics and perform an inferential analysis (i.e. the t-test) (ICT and numerical skills)

### **4. Practical and/or professional skills:**

- an ability to identify and consider ethical issues involved in carrying out psychological research, in particular when conducting experiments and interview-based psychological research
- an ability to conduct a psychological experiment including recruitment, testing and debriefing of participants and collecting quantitative data

### **Course Content:**

- Psychology in the 21<sup>st</sup> Century
- Identities and diversities
- Evolutionary psychology
- Three approaches to learning
- Biological processes and psychological explanation.
- Personality : Individual differences
- Perception and attention
- Perception and understanding the social world.
- Memory, structure, processes and skills
- Person psychology: psychoanalytic and humanistic perspectives.
- Life development
- Doing thematic analysis
- Language and meaning
- The psychology of sex and gender.

### **Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

### **Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:** All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition

## Course Outlines

<b>Course Code</b>	CPO3001 ( DD307)
<b>Course Title</b>	Social psychology: critical perspectives on self and others
<b>Number of Credit</b>	60
<b>Programme Stage</b>	Three
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

This Level 3 course uses traditional and cutting-edge social psychological theories to explore some of the most exciting and pressing issues we face in our complex, fast changing world. Topics in the course include crowds, emotions, conflict, relationships, the body, personality, obedience and group processes. Working with multimedia materials, students will develop advanced academic skills of critical evaluation and argument and will have the opportunity to conduct their own independent research project – consolidating and deepening your understanding. The course will also contribute to students' personal development by encouraging them to reflect on their life in the light of social psychological evidence.

### Learning outcomes:

The course provides opportunities for students to develop and demonstrate the following learning outcomes:

#### 1. Knowledge and understanding:

On completion of this course students will have:

1. An understanding of contemporary issues in social psychology.
2. A strong empirical foundation for analysing key contemporary issues of how to understand themselves and other people in a complex, fast-changing and globalised world.
3. Understanding of the issues involved in conducting research in social psychology, including ethical issues and research design.
4. Appreciation of the social and historical context within which contemporary research is done.
5. Knowledge of the underlying theories that organise social psychological knowledge.
6. Comprehensions of a broad range of social psychology perspectives including discursive psychological, cognitive social, phenomenological and social psychoanalytic.
7. Familiarity with contemporary debates in social psychology.
8. Understand the contested nature of forms of knowledge in the social sciences and the potential uncertainty, ambiguity and limits of knowledge in social psychology.
9. Have a systematic, critical and sophisticated understanding of key ideas, theoretical debates and epistemology within social psychology.

#### 2. Cognitive skills:

By the end of this course, students will be able to:

1. Apply the course materials to specific questions.
2. Critically evaluate/assess with confidence different theoretical approaches
3. Synthesise and critically evaluate information and arguments from different sources and media
4. Critically evaluate research evidence and methods presented in social psychological publication

5. Appropriately formulate research questions/hypotheses.
6. Assess contrasting theoretical approaches and explanations.
7. Pursue a specific question and carry out a piece of independent research utilising appropriate methods and showing awareness of their limitations
8. Apply course ideas and issues to everyday situations.
9. Construct a sophisticated social science argument

### **3. Key skills:**

By the end of this course, students will be able to:

1. Select, organize and present material clearly and logically.
2. Work from original texts and data.
3. Access and use appropriate resources using a range of media including ICT.
4. Work to an agreed timetable, analyse tasks and set out plans for tackling them.
5. Independently write up different kinds of material, including TMAs, research reports and examination answers.
6. Analyse and interpret research data.
7. Communicate complex information, arguments and ideas effectively
8. Reflect on the role of the researcher.
9. Plan, design and write up an independent piece of work.
10. Develop examination skills, and associated skills of review and summary.

### **4. Practical and/or professional skills:**

By the end of this course, students will be able to:

1. Independently find and review appropriate literature.
2. Design and carry out a research project with limited guidance.
3. Present research findings clearly and concisely using appropriate formats.
4. Develop relevant key skills for transfer to the psychological careers.
5. Appreciate that different social psychological traditions have different epistemologies and history

### **Course Content:**

- Crowds, Groups and Teams
- Self and "Selves"
- Close relation
- Individual differences
- Personality theories: Traits, Biological, and Cognitive social approaches.
- Problems in Personality measurement
- Emotion and Attitudes
- Fundamental attribution error
- Social adjustment
- Prejudice, conflict and conflict reduction.
- Group processes – social identity theory
- Obedience
- The production of knowledge

### **Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

**Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:**

All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition

## Course Outlines

<b>Course Code</b>	SOC: 3001
<b>Course Title</b>	Social Science Methodology 1
<b>Number of Credit</b>	10
<b>Programme Stage</b>	Three
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

This course serves to introduce students to the philosophical and methodological orientations of Social Science Methodology. It presents an opportunity for students to acquire the necessary competencies to conduct quantitative, qualitative and mixed methods research. The course examines different methodological models, theoretical orientations along with parametric and non- parametric statistical applications that should be employed when conducting social science research. Therefore, students are expected to develop a critical mind to accurately and objectively apply research methods in the production of empirical knowledge and contextually employ sociological theories to comprehend social phenomena.

### Learning outcomes:

Students will demonstrate research competencies to conduct causative, descriptive and applied research. Specifically students will be able to:

1. Develop a understanding of the philosophical underpinning of social science research
2. Develop a profound understanding of the major methodological orientations guiding social science research.
3. Acquire a wide range of theoretical and methodological skills in conducting quantitative, qualitative and mixed methods research.
4. Formulate a vivid understanding of the principles guiding theory construction.
5. Think sociologically and apply sociological theories to analyze social phenomena.
6. Comprehend the nature of philosophical and sociological concepts.
7. Translate their knowledge, understanding and appreciation of social instructions into appropriate adaptive behaviors, which result in enriched productive lives.

**Course Content:**

- Philosophy and structure of science
- Social research theories
- Dimensions of research
- Research design
- Measurement
- Quantitative data collection and analysis
- Reading and writing social research

**Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

**Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:**

All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition

## Course Outlines

<b>Course Code</b>	CPO 3002 (DD206)
<b>Course Title</b>	The Use of Social Science
<b>Number of Credit</b>	60
<b>Programme Stage</b>	Three
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

The narrative of this course focuses on the uses of social science in *making 'private troubles' into 'public issues'* – making everyday dilemmas, predicaments and problems visible, actionable, and open to debate, contestation or resolution. In making everyday concerns into public issues, social science is used to disclose different forms of association out of which social life is woven. It is assumed in this module that social science knowledge is produced by a range of academic, commercial, governmental and non-governmental organisations. It is an interdisciplinary approach based on the acknowledgement that certain practices, controversies, and debates cross-cut formal disciplinary boundaries, and integrates social scientists into interdisciplinary fields of inquiry. The three themes of description, understanding, and enactment (DUE) are used as framework for taking actions based on our understanding of social issues.

### Learning outcomes:

The course provides opportunities for students to develop and demonstrate the following learning outcomes:

1. Knowledge and understanding:

The students will understand

- The distinctiveness and diversity of approaches in interdisciplinary social science.
- The value of interdisciplinary inquiry in producing synthetic knowledge of a range of concepts, theories and debates central to interdisciplinary social scientific research.
- The uses of social science in producing authoritative knowledge, informing policy and practice, and linking personal issues and social problems.
- How social science questions taken for granted arrangements and assumptions, imagine alternatives, and shapes the social worlds in which we live.
- The critical and contested nature of social scientific inquiry.



## 2, COGNITIVE SKILLS

At the end of the module , the students will be able to:

- Compare, contrast, critically evaluate and synthesise different approaches to social scientific inquiry.
- Construct arguments that relate to the uses of social science, applying appropriate evidence, concepts and theories.
- Engage with debates about the uses of social science, including the place of research methods within those debates .
- Recognise the significance of different value positions underpinning social scientific inquiry

### 3. KEY SKILLS: The students will be able to:

- Select, interpret, use and evaluate information from a range of sources (including written, visual, statistical or numerical), some of which you will have found independently.
- Effectively communicate coherent arguments using a range of presentation styles suitable for different audiences, including essays, reports and presentations.
- Use ICT tools competently to search electronic databases, to identify, select and retrieve online sources, and to participate in online interactive communication.
- Work collaboratively, monitor and reflect on learning, use feedback constructively and plan work to a deadline.

### 4. .Practical and/or Professional skills.

At the end of the course the students would be able to:

- Find, interpret, evaluate and present information and convey arguments in appropriate formats, including reports, presentations and essays.
- Demonstrate competence in a range of highly transferable skills, including collaborative working, taking responsibility for planning a sequence of work to a deadline, communicating effectively in different environments and media formats, and using feedback from others constructively.
- Use knowledge and skills about the uses of social science to engage critically with problems and issues relating to personal and non-academic contexts (e.g. the workplace and voluntary work
- Reflect on the value of the skills and aptitudes developed on the module and how they might be applied in the workplace or other public or professional context.

### **Course Content:**

The course content include;;

- Nature of social science evidence
- Evidence searching and retrieval
- Intimate and personal relationship- friendship, family and sexuality
- Work- earning, getting, and spending.

- Social mobility- moving, mediating and imaging.
- Participation- sharing, demanding and joining
- Making use of social science- synthesis and enacting social worlds.

**Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

**Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:**

All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition

## Course Outlines

<b>Course Code</b>	CPO4001 (DD301)
<b>Course Title</b>	Crime and justice
<b>Number of Credit</b>	60
<b>Programme Stage</b>	Four
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

Crime, disorder, and justice are increasingly pressing concerns across the world. Fear of crime and proliferating global threats contribute to an increasing sense of insecurity. Local concerns – for example street crime – are now accompanied by twenty-first century global concerns about human trafficking, cyber-crime, terrorism and human rights violations to name but a few. These ‘threats’ have implications for justice, as the boundaries between crime control and civil liberties are being increasingly redrawn. Students will explore crime and justice in both global and local contexts, and in particular the way that crime and justice are being continually redefined by global economic, social and political change.

### Learning outcomes:

The course provides opportunities for students to develop and demonstrate the following learning outcomes:

#### 1. Knowledge and understanding:

- Demonstrate knowledge and a critical understanding of elected approaches to the study of crime and justice;
- Understand how ‘crime’ and ‘justice’ are historically and geographically located in terms of the global/local;
- Understand how the course themes illuminate crime and justice;
- Develop critical understandings of the relationships between criminological perspectives, research and policy;  
Describe how ideas of crime and justice are contested.

Key employability skills/attributes:

- Demonstrate systematic knowledge and critical understanding of the subject, some of it in specialist areas.

## 2. Cognitive skills

- Critically evaluate different types of evidence;
- Synthesise argument by drawing across the course materials
- Evaluate and challenge information from multiple sources utilizing the techniques of social science argument.
- Critically evaluate 'primary' texts;
- Recognise the strengths and limitations of identified approaches to the study of crime and justice
- Identify and formulate questions appropriately to explore relevant issues;
- Understand the relationship between policy, theory and practice.

### Key employability skills/attributes

- Select and use techniques of analysis, synthesise, critically analyse information, arguments and assumptions from different sources, recognising potential ambiguities and uncertainties of knowledge.

## 3. Key skills

- Communicate complex information, arguments and ideas clearly in written form;
- Select, summarise and synthesise information from different criminological sources including primary texts;
- Write utilizing the stylistic and referencing conventions of the social sciences;
- Utilize electronic sources of information with appropriate discrimination and critical awareness;
- Plan, monitor and reflect upon own learning;
- Provide an explicit statement of independent study.

### Key employability skills/attributes

- Identify appropriate questions, communicate complex arguments, evaluate and use data, with ICT skills, and, as an independent learner, plan, evaluate and seek ways to improve performance.

## 4. Practical and/or professional skills.

- Demonstrate an awareness of the ethical implications of social science research and knowledge;
- Demonstrate an awareness of the utility of criminological approaches in policy and practice.
- To critically examine and analyse primary texts;

- To integrate and critically demonstrate the relationship between theory, research methods and policy;
- Demonstrate an ability to apply relevant research methodologies to the analysis of documents;
- To demonstrate the centrality of core course themes to the chosen

**Course Content:**

- Crime: Local and Global
- Interrogating crime
- Global cities, segregation and transgression
- Cybercrime transgression and virtual environment
- Gender abuse and people trafficking
- Crime , harm and corporate power
- Eco-crime
- The state ,terrorism, and crime against humanity
- Criminal justice : local and global
- Punitiveness and culture s of control
- Conflict resolution, restoration, informal justice
- Risk reduction assessment and management.
- Surveillance and social ordering
- Transnational policing and security
- Justice, globalization and human rights

**Evaluation:**

- Four course work assignments at 10% each (40%)
- One final examination (60%)

**Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:**

All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition

## Course Outlines

<b>Course Code</b>	SOC 4001
<b>Course Title</b>	Social Science Methodology II
<b>Number of Credit</b>	10
<b>Programme Stage</b>	Four
<b>Mode of delivery</b>	Distance Mode
<b>Co-requisites and Pre-requisites</b>	None
<b>Duration in weeks</b>	Not applicable

**Name of Lecturer(s):** Not applicable (Programme Coordinator yet to be appointed)

### Course summary

This course will provide students with an understanding and practical (hands-on) experience in the crafting of a research proposal. It is a follow-up to SOC 3104 and is essentially task oriented; requiring students to choose a research question or problem, and select basic research methods, theories and statistical/analytical techniques applicable to their individual research project.

Students are trained to follow a specific format in a logical order to achieve the final out-put of a research proposal. It is expected that after successful completion of this course, students would have improved their competencies in proposal writing for the purpose of scientific inquiry and development/policy intervention projects.

### Learning outcomes:

The learning outcomes are the same as in the introductory course on research methodology (SOC 3104).

In addition the student would demonstrate the skills

- In practically carrying out social research
- In critiquing a research report / an academic piece

### Course Content:

- Selecting and planning the research proposal/project
- Ethics and safety in social research
- Literature review
- Research design
- Quantitative and qualitative research; Mixed research
- Data collection and methodology
- Analysis and report writing.

**Evaluation:**

1. The Inception report	10 marks
2. The theoretical framework and literature review	20 marks
3. The Research Methodology	20 marks
4. The Comprehensive Research and final proposal	<u>50</u> marks
<b>Total</b>	<u>100</u> marks

**Grading Scheme:**

A	100 - 75%
B	74 - 65%
C	64 - 55%
D	54 - 40%
F	39 % & below Fail

**Recommended texts:**

All recommended text and reading materials will be provided to students and a tablet computer as part of the tuition