

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Science and Technology
<b>Final award(s), title(s) and credits</b> MSc Investigative Forensic Psychology: 180 credits (90 ECTS credits)	
<b>Intermediate award(s), title(s) and credits</b> PG Diploma in Forensic and Investigative Psychology: 120 credits (60 ECTS credits) PG Certificate Psychology: 60 credits (30 ECTS) CPD: Equates to 20 credits (10 ECTS credits) per unit completed	
<b>UCAS Programme Code(s) (where applicable and if known)</b> N/A	<b>HESA JACS (Joint Academic Coding System) Code(s) and percentage split per programme/pathway</b> C800 Psychology C816 Forensic Psychology
<b>External reference points</b> QAA benchmarks for undergraduate psychology degrees QAA benchmarks for Economic and Social Research Council (ESRC) QAA Masters Characteristics 2015 National Framework for Higher Education Qualifications The UK Quality Code for Higher Education: Part A	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Not applicable	
<b>Places of delivery</b> Bournemouth University, Talbot Campus	
<b>Mode(s) of delivery</b> Full-time Part-time (September start only) CPD	<b>Language of delivery</b> English
<b>Typical duration</b> Full-time delivery: 12 months (September and January start dates) Part-time delivery: 24 months (September start only)	
<b>Date of first intake</b> September 2022	<b>Expected start dates</b> January September
<b>Maximum student numbers</b> Not applicable	<b>Placements</b> Not applicable
<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> November 2023	
<b>Version number</b> 2.2-0924	
<b>Evaluation and modification reference numbers</b> E212220 EC 2122 77 EC 2223 02 FST 2223 07, approved 30/11/2022, previously v2.0-0922 FST2324 08, approved 22/11/2023, previously v2.1	
<b>Author</b> Fay Sweeting	

**Programme Specification – Section 1**

**PROGRAMME STRUCTURE – FULL-TIME DELIVERY**

<b>Programme Award and Title: MSc Investigative Forensic Psychology</b>								
<b>Year 1/Level 7</b>								
Students are required to complete all of the 6 core units and one of the two optional units, or a combination of any units for the award of the PG Cert or Dip. CPD will be offered for the units Professional practice in Forensic Science and Investigative Psychology.								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Behavioural Analysis of Serious Crime	Core	20		100		20	1.0	101294
Professional Practice and Court Skills	Core	20		50	50	30	2.1	100387
Investigative Psychology	Core	20		50	50	20	3.2	100387
Research Project	Core	60		100		60	3.0	101294
Advanced Quantitative Methods	Option	20	25	75		20	1.0	101294
Advanced Qualitative Methods	Option	20		100		20	1.0	101294
Introduction to Research Methods	Core	20		100		20	1.0	101294
Digital Methods and Data Skills	Core	20		50	50	20	1.0	101294
<b>Progression requirements:</b> Not applicable								
<b>Exit qualification:</b>								
CPD equivalent to 20 credits per unit undertaken at Level 7.								
PG Cert Psychology requires 60 credits at Level 7.								
PG Dip Investigative Forensic Psychology requires 120 credits at Level 7.								
MSc Investigative Forensic Psychology requires 180 credits at Level 7.								

**Programme Specification - Section 2**

**PROGRAMME STRUCTURE – PART-TIME DELIVERY**

<b>Programme Award and Title: MSc Investigative Forensic Psychology</b>								
<b>Year 1+2/Level 7</b>								
Students are required to complete all of the 6 core units and one of the two optional units, or a combination of any units for the award of the PG Cert or Dip. CPD will be offered for the units Professional practice in Forensic Science and Investigative Psychology.								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings <sup>1</sup>			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Behavioural Analysis of Serious Crime	Core	20		100		20	1.0	101294
Professional Practice and Court Skills	Core	20		50	50	30	2.1	100387
Investigative Psychology	Core	20		50	50	20	3.2	100387
Research Project	Core	60		100		60	3.0	101294
Advanced Quantitative Methods	Option	20	25	75		20	1.0	101294
Advanced Qualitative Methods	Option	20		100		20	1.0	101294
Introduction to Research Methods	Core	20		100		20	1.0	101294
Digital Methods and Data Skills	Core	20		50	50	20	1.0	101294
<b>Progression requirements:</b> Not applicable								
<b>Exit qualification:</b> CPD equivalent to 20 credits per unit undertaken at Level 7. PG Cert Psychology requires 60 credits at Level 7. PG Dip Investigative Forensic Psychology requires 120 credits at Level 7. MSc Investigative Forensic Psychology requires 180 credits at Level 7.								

### AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme(s);
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

### AIMS OF THE PROGRAMME(S)

This programme aims to develop informed, evaluative and employable graduates, who:

- have a comprehensive knowledge about forensic psychology with a particular emphasis on how it can be applied to investigations;
- can critically evaluate a variety of sources of information including research articles, information from witnesses and professional reports;
- can responsibly and pragmatically apply findings from research into real world situations;
- are aware of their professional responsibilities working in the field - for example when writing reports, being an expert witness or conducting research. These can include consideration of ethics, managing personal development and building resilience.

This programme will provide a route into PhD-level research by adhering to the teaching outcomes set by the ESRC. The MSc Investigative Forensic Psychology will focus upon theoretical and investigative aspects of forensic psychology, tracking how psychology and other disciplines can assist the criminal justice process from the crime scene to the courtroom. The programme will be multi-disciplinary and, although based in the Department of Psychology, will involve departmental links with the Department of Archeology, Anthropology and Forensic Science (from whom we borrow one unit). As well as teaching underlying theory and specific scientific methods, the programme will include guest speakers - practitioners working as or with psychologists, and expert researchers working in the forensic field. Fieldwork, case studies and exercises based on the real experiences of those working in key professions will be an integral feature of the programme. As such, the course will be highly pragmatic, providing valuable insight into forensic investigative processes and enhancing the future employability of students. Overall, this programme will provide students with the critical, methodological and practical skills that are necessary for the advancement and creation of knowledge in the area of Forensic and Investigative Psychology.

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme is directly aligned with the University's strategic plan and the fusion agenda by:

The MSc Investigative Forensic Psychology was originally designed in accordance with Bournemouth University's 2012-18 strategic plan, the central tenets of which are upheld in BU2025. This combines inspirational teaching from world-class researchers and those working in the professional field (e.g., Dorset Police, clinical forensic psychologists, National Crime Agency, National Major Crime Analysts) we are dedicated to excellence. Co-creation and co-production of knowledge between staff and students will be facilitated by both jointly engaging in pragmatic, innovative, problem-based research (in addition to the provision of the Voluntary Research Apprenticeship Scheme, during which successful candidates work along side academic members of staff on research projects within their research centers/laboratories). In line with BU2025, enhancements to inclusivity and diversity have been undertaken – for example including case studies and reading of International significance. Moreover, any students make a positive contribution to enriching society in their applied research projects – some of which involve working on real life problems encountered by the police and others; and by undertaking voluntary work or going on to work in policing or related fields.

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Students will further engage in a range of innovative teaching and coursework activities, a pedagogical approach well aligned with the Centre of Excellence in Learning's current delivery focus, offering students the opportunity to learn by engaging in a series of tasks that have a theoretical/practical focus (e.g., writing a case for support for a grant proposal, using facilities such as the crime scene house and by undertaking exercises including having to present evidence in a mock courtroom). This range of assessment is designed to equip students with the full range of skills necessary to succeed in the field. Indeed, the programme is specifically designed to prepare students for the workplace, providing them with an understanding of their professional responsibilities such as the need for integrity, personal resilience, and continual professional learning and development – thus creating highly employable graduates with the skills necessary to succeed. In line with the University's student-centred approach to learning, the choice of part- and full-time options affords students the opportunity to tailor their experience to their personal needs and requirements.

### LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

### STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

### INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

#### PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

<b>A: Subject knowledge and understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
<b>A1</b> Forensic and investigative psychology with a particular emphasis on how it can be applied to different types of investigation and at different stages of criminal justice;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"><li>• Lectures (A1 – A5);</li><li>• Directed reading (A1, A2, A4, A5);</li><li>• Role-play/group exercises (A1, A2, A4);</li></ul>
<b>A2</b> The roles undertaken (including role boundaries) and forensic environments in which psychologists work;	
<b>A3</b> The multidisciplinary nature of the work – how, when and why psychologists engage with other experts and professionals;	

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<p><b>A4</b> The limitations of current knowledge and practices;</p> <p><b>A5</b> Research approaches and methods applicable to forensic and investigative psychology.</p>	<ul style="list-style-type: none"> <li>• Independent research (for project) (A1, A4, A5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework – including essays, reports, presentations, case for support, in-class test (A1 – A5);</li> <li>• Project (A1, A4, A5).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p><b>B1</b> Critically evaluate theory and practice from a variety of sources of information including research literature, information from witnesses and professional reports;</p> <p><b>B2</b> Analyse and synthesise information, ensuring a coherent understanding;</p> <p><b>B3</b> Integrate and summarise evidence from a range of sources to construct and test hypotheses, and propose potential research or practice solutions;</p> <p><b>B4</b> Draw conclusions which are supported by evidence;</p> <p><b>B5</b> Manage complexity, uncertainty and ambiguity.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes).</p> <p>These will be operationalised throughout the delivery via:</p> <ul style="list-style-type: none"> <li>• Lectures (B1, B2, B3, B4);</li> <li>• Directed reading (B1 - B5) – e.g. the students will need to self prioritise which reading to do, and also find their own resources;</li> <li>• Role-play/group exercises (B2, B3, B5) e.g. the students will be given group exercises where there could be a range of answers to assist them in dealing with complexity and ambiguity.</li> <li>• Independent research (for project) (B1 – B5) e.g. this research will involve a level of complexity.</li> </ul>
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework – including essays (gathering data from a variety of sources, however there may not always be research available), reports (which may be based on incomplete or unknown/ambiguous information e.g. from witness statements), presentations, case for support, in-class test (B1 – B5);</li> </ul>

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	<ul style="list-style-type: none"> <li>Project (B1 – B5) – some studies and methods may be complex and ambiguous as to which would be the most appropriate research method to use in certain circumstances (for example when are focus groups preferable to interviews).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>C1</b> Demonstrate confidence and competence in the use of a variety of research methods and data analysis;</p> <p><b>C2</b> Conduct relevant and pragmatic research;</p> <p><b>C3</b> Use appropriate skills to communicate effectively in a variety of situations;</p> <p><b>C4</b> Responsibly and practically prepare, apply and present findings from research, into real world situations;</p> <p><b>C5</b> Be made aware of their professional and ethical responsibilities working in the field.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>Lectures (C1, C5);</li> <li>Directed reading (C1 - C5);</li> <li>Role-play/group exercises (C3, C4, C5);</li> <li>Independent research (for project) (C1 – C5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>Coursework – including essays, reports, presentations, case for support, in-class test (C1, C3, C4, C5);</li> <li>Project (C1 - C5).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>D1</b> Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</p> <p><b>D2</b> Critically and independently evaluate academic and professional material;</p> <p><b>D3</b> Collect, select, and analyse a range of data;</p> <p><b>D4</b> Engage in analytical thinking and problem-solving skills applied to a variety of scenarios;</p> <p><b>D5</b> Demonstrate competence in communicating ideas and documented findings via written, oral and visual media;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>Lectures (D1 – D4, D6);</li> <li>Directed reading (D2, D3, D4, D6 );</li> <li>Role-play/group exercises (D1 - D6);</li> <li>Independent research (for project) (D2 – D6).</li> </ul>

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<b>D6</b> Manage their own motivation, tasks and behaviour in professionally appropriate ways, demonstrating initiative, self-direction and personal responsibility in the management of learning and research.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"><li>• Coursework – including essays, reports, presentations, case for support, in-class test (D1 - D6);</li><li>• Project (D1 - D6).</li></ul>
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### ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: [MSc Investigative Forensic Psychology | Bournemouth University](#)

### ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations:

<https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx>

### WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Not a formal placement, but students on this programme get the opportunity to engage with the Voluntary Research Apprenticeship scheme, working alongside a member of staff in their laboratory on a course-related topic of research. (optional, zero credits).



## Programme Skills Matrix

Units		Programme Intended Learning Outcomes																				
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 6	D 1	D 2	D 3	D 4	D 5
LEVEL 7	<b>Introduction to Research Methods</b>					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	<b>Digital Methods and Data Skills</b>					x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
	<b>Behavioural Analysis of Serious Crime</b>	x	x		x	x	x	x	x	x					x	x	x	x	x	x	x	x
	<b>Investigative Psychology</b>	x	x	x	x		x	x	x	x	x			x	x	x	x	x	x	x	x	x
	<b>Professional Practice and Court Skills</b>	x	x	x	x		x	x	x	x	x			x	x	x	x	x	x	x	x	x
	<b>Research Project</b>	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	<b>Advanced Quantitative Methods</b>					x		x	x	x	x	x	x		x	x	x	x	x	x	x	x
	<b>Advanced Qualitative Methods</b>					x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>A – Subject Knowledge and Understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of: <ol style="list-style-type: none"> <li>Forensic and investigative psychology with a particular emphasis on how it can be applied to different types of investigation and at different stages of criminal justice;</li> <li>The roles undertaken (including role boundaries) and forensic environments in which psychologists work;</li> <li>The multidisciplinary nature of the work – how, when and why psychologists engage with other experts and professionals;</li> <li>The limitations of current knowledge and practices;</li> <li>Research approaches and methods applicable to forensic and investigative psychology</li> </ol>							<b>C – Subject-specific/Practical Skills</b> This programme provides opportunities for students to: <ol style="list-style-type: none"> <li>Demonstrate confidence and competence in the use of a variety of research methods and data analysis;</li> <li>Conduct relevant and pragmatic research;</li> <li>Use appropriate skills to communicate effectively in a variety of situations;</li> <li>Responsibly and practically prepare, apply and present findings from research, into real world situations;</li> <li>Be made aware of their professional and ethical responsibilities working in the field.</li> </ol>															
<b>B – Intellectual Skills</b> This programme provides opportunities for students to: <ol style="list-style-type: none"> <li>Critically evaluate theory and practice from a variety of sources of information including research literature, information from witnesses and professional reports;</li> <li>Analyse and synthesise information, ensuring a coherent understanding;</li> <li>Integrate and summarise evidence from a range of sources to construct and test hypotheses, and propose potential research or practice solutions;</li> <li>Draw conclusions which are supported by evidence;</li> <li>Manage complexity, uncertainty and ambiguity.</li> </ol>							<b>D – Transferable Skills</b> This programme provides opportunities for students to: <ol style="list-style-type: none"> <li>Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</li> <li>Critically and independently evaluate academic and professional material;</li> <li>Collect, select, and analyse a range of data;</li> <li>Engage in analytical thinking and problem-solving skills applied to a variety of scenarios;</li> <li>Demonstrate competence in communicating ideas and documented findings via written, oral and visual media;</li> <li>Manage their own motivation, tasks and behaviour in professionally appropriate ways, demonstrating initiative, self-direction and personal responsibility in the management of learning and research.</li> </ol>															