

**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 CPD	<b>Language of delivery</b> English
<b>Typical duration</b> 12 months	
<b>Date of first intake</b> September 2019	<b>Expected start dates</b> 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> April 2019 for September 2019 Cohort	
<b>Version number</b> 1.1-0919	
<b>Evaluation and modification reference numbers</b> E1516051 BU181901	
<b>Author</b> Terri Cole, Jane Elsley, Julie Kirkby	

## Programme Specification – Section 1

### PROGRAMME STRUCTURE

Programme Award and Title: MSc Investigative Forensic Psychology								
<b>Stage 1/Level 7</b> Students are required to complete all 7 core 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			
Advanced Statistics	Core	20		25	75	20	2.1	101294
Advanced Research Methods	Core	20		50	50	20	2.1	101294
Key Transferable Skills: Presentation and Scientific Writing	Core	20		50	50	20	2.1	101294
Forensic Perspectives in Face-Processing	Core	20		100		20	2.1	101294
Professional practice in Forensic Science	Core	20		50	50	20	3.1	100387
Investigative Psychology	Core	20		50	50	20	2.1	100387
Research Project	Core	60		100		60	2.1	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 programme aligns with the University's Fusion policy and Bournemouth University's 2012-2018 strategic plan by combining 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). 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).

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

## Programme Specification - Section 2

learning and development – thus creating highly employable graduates with the skills necessary to succeed.

### 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

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</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>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;</p> <p><b>A2</b> The roles undertaken (including role boundaries) and forensic environments in which psychologists work;</p> <p><b>A3</b> The multidisciplinary nature of the work – how, when and why psychologists engage with other experts and professionals;</p> <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>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <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> <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</li> </ul>

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	<p>support, in-class test (A1 – A5);</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>• Lectures (B1, B2, B3, B4);</li> <li>• Directed reading (B1 - B5);</li> <li>• Role-play/group exercises (B2, B3, B5);</li> <li>• Independent research (for project) (B1 – B5).</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 (B1 – B5);</li> <li>• Project (B1 – B5).</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> </ul>

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	<ul style="list-style-type: none"> <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><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.</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> <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 (D1 - D6);</li> <li>Project (D1 - D6).</li> </ul>

### ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations with the following exceptions:

- 1) The applicant should normally have achieved a minimum classification of 2:1 in a UK Psychology degree or related subject however those with less standard/traditional qualifications with additional relevant experience will be considered on a case-by-case basis.
- 2) A satisfactory Personal Statement on the Application Form showing evidence of motivation and/or experience to study the main topics of the programmes is required.
- 3) Two satisfactory references are required.
- 4) For applicants for whom English is not their first language, an English Language certificate such as IELTS (academic) with a score of 6.5 Writing and 6.5 Oral is required.
- 5) Applicants without an undergraduate Psychology degree are expected to have a GCSE in Mathematics with at least a grade C or overseas equivalent.

The postgraduate admissions regulations are specified under the following link:  
<https://intranetsp.bournemouth.ac.uk/pandptest/3a-postgraduate-admissions-regulations.doc>.

### PROGRESSION ROUTES

Not applicable

## **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	Advanced Statistics					X		X	X	X	X	X	X		X	X	X	X	X	X	X	X
	Advanced Research Methods					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Key Transferrable Skills						X	X	X	X	X			X		X	X	X	X	X	X	X
	Forensic Perspectives in Face Processing	X	X		X	X	X	X	X	X	X				X	X	X	X	X	X	X	X
	Investigative Psychology	X	X	X	X		X	X	X	X	X			X	X	X	X	X	X	X	X	X
	Professional Practice in Forensic Science	X	X	X	X		X	X	X	X	X			X	X	X	X	X	X	X	X	X
Research Project	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<p><b>A – Subject Knowledge and Understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. 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>2. The roles undertaken (including role boundaries) and forensic environments in which psychologists work;</li> <li>3. The multidisciplinary nature of the work – how, when and why psychologists engage with other experts and professionals;</li> <li>4. The limitations of current knowledge and practices;</li> <li>5. Research approaches and methods applicable to forensic and investigative psychology</li> </ol>							<p><b>C – Subject-specific/Practical Skills</b> This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate confidence and competence in the use of a variety of research methods and data analysis;</li> <li>2. Conduct relevant and pragmatic research;</li> <li>3. Use appropriate skills to communicate effectively in a variety of situations;</li> <li>4. Responsibly and practically prepare, apply and present findings from research, into real world situations;</li> <li>5. Be made aware of their professional and ethical responsibilities working in the field.</li> </ol>															
<p><b>B – Intellectual Skills</b> This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate theory and practice from a variety of sources of information including research literature, information from witnesses and professional reports;</li> <li>2. Analyse and synthesise information, ensuring a coherent understanding;</li> <li>3. Integrate and summarise evidence from a range of sources to construct and test hypotheses, and propose potential research or practice solutions;</li> <li>4. Draw conclusions which are supported by evidence;</li> <li>5. Manage complexity, uncertainty and ambiguity.</li> </ol>							<p><b>D – Transferable Skills</b> This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> <li>1. Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</li> <li>2. Critically and independently evaluate academic and professional material;</li> <li>3. Collect, select, and analyse a range of data;</li> <li>4. Engage in analytical thinking and problem-solving skills applied to a variety of scenarios;</li> <li>5. Demonstrate competence in communicating ideas and documented findings via written, oral and visual media;</li> <li>6. 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>															