Part A: Programme Summary Information

1. **Title of programme:** MSc Investigative and Forensic Psychology

2. **Programme Code:** PSIF

3. **Entry Award(s):**

   - **MA**
   - **MSc**
     - Credit: 180
     - Level: 7
   - **PGDip**
   - **PGCert**
   - **PG Award**
   - **DPS**
   - **CPS**
   - **Other (please specify below):**

4. **Exit Awards:**

   - **PGDip**
     - Credit: 120
     - Level: 7
   - **PGCert**
     - Credit: 60
     - Level: 7
   - **PG Award**
   - **CPS**

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>5.</td>
<td>Date of first intake: <strong>September 1994</strong></td>
</tr>
<tr>
<td>6.</td>
<td>Frequency of intake: <strong>Annually</strong></td>
</tr>
<tr>
<td>7.</td>
<td>Duration and mode of study: <strong>1 year, full time</strong></td>
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<tr>
<td>8.</td>
<td>Applicable framework: <strong>Framework for Postgraduate Modular Provision 2014-15</strong></td>
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<tr>
<td></td>
<td>Framework exemption required: <strong>X</strong> No (please go to section 9)</td>
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<tr>
<td></td>
<td>Please indicate the applicable boxes: <strong>Yes (please provide a brief summary below)</strong></td>
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<tr>
<td>9.</td>
<td>Date exemption approved by AQSC:</td>
</tr>
<tr>
<td>10.</td>
<td>Applicable Ordinance: <strong>Ordinance 42, General Ordinance for Modular Master’s Degrees, Postgraduate Diplomas and Postgraduate Certificates.</strong></td>
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<td></td>
<td>New/revised Ordinance required: <strong>☒</strong> No (please go to section 10)</td>
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<td></td>
<td>Please indicate the applicable boxes: <strong>☐</strong> Yes (please provide a brief summary below)**</td>
</tr>
<tr>
<td>11.</td>
<td>Faculty: <strong>Health and Life Sciences</strong></td>
</tr>
<tr>
<td>12.</td>
<td>Level 2 School/Institute: <strong>Institute of Learning and Teaching</strong></td>
</tr>
<tr>
<td>13.</td>
<td>Level 1 unit: <strong>School of Psychology</strong></td>
</tr>
<tr>
<td>14.</td>
<td>Campus: <strong>Liverpool campus</strong></td>
</tr>
<tr>
<td>15.</td>
<td>Other contributors from UoL: <strong>Department of Psychological Sciences</strong></td>
</tr>
<tr>
<td>16.</td>
<td>Teaching other than at UoL: <strong>n/a</strong></td>
</tr>
<tr>
<td>17.</td>
<td>Director of Studies: <strong>Dr Louise Almond</strong></td>
</tr>
<tr>
<td>18.</td>
<td>Board of Studies: <strong>School of Psychology</strong></td>
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<tr>
<td></td>
<td>Board of Examiners: <strong>School of Psychology</strong></td>
</tr>
</tbody>
</table>
Programme Specification PG

19. **External Examiner(s):**
   - Name: Dr Maria Ioannou
   - Institution: University of Huddersfield

20. **Professional, Statutory or Regulatory body:**
    The programme is accredited by the British Psychological Society every five years. It was last accredited in 2013.

21. **QAA Subject benchmark Statements(s):**
    None

22. **Other reference points:**
    QAA The UK Quality Code for Higher Education

23. **Fees:**
    Faculty PGT Fee

24. **Additional costs to the student:**
    n/a

25. **AQSC approval:**
    1993

**Part B: Programme Aims & Objectives**

26. **Aims of the Programme**
    The MSc Investigative and Forensic Psychology at the University of Liverpool provides Stage 1 academic underpinning in Investigative and Forensic psychology, which is intended to support students’ access to a diversity of potential careers. Successful completion of the MSc is the first step in the process of being recognised as a Chartered Forensic Psychologist by the British Psychological Society.

    Whilst there is a particular emphasis on policing, decision making and criminal investigation, the programme does provide a much broader foundation in the whole chronological sequence of investigative and forensic psychology; from the prior criminogenic/causal pathway and the initial crime to the reintegratio of the offender into society. That is to say, the programme recognises the pluralistic and integrated nature of working with the Prisons, the Probationary Services, Special Hospitals and the Courts and takes the student through the whole sequence of events from the initial investigation, court proceedings and custody, through to throughcare, risk assessment and rehabilitation.

**No.** | **Aim:**
---|---
1 | On completion of the programme the student should have:
2 | A foundation in the science of Investigative and Forensic Psychology
3 | The knowledge, skills and attitudes to enable them to put Investigative and Forensic psychological principles into effect in a variety of settings including research, practice and the interface of applied research.
4 | Ability to develop professional roles as psychologists relevant to forensic settings.
### Learning Outcomes – Master’s degree

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will be able demonstrate a systematic understanding and critical awareness of a complex body of knowledge informed by the latest research in forensic psychology</td>
</tr>
<tr>
<td>2</td>
<td>Students will have a comprehensive understanding of a range of techniques applicable to their own research and forensic practice</td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate originality in the application of knowledge and how the boundaries of knowledge are advanced through research and scholarship</td>
</tr>
<tr>
<td>4</td>
<td>Students will be able to evaluate critically research and advanced scholarship in forensic psychology</td>
</tr>
<tr>
<td>5</td>
<td>Students will undertake an independent research for the generation of new knowledge in forensic psychology</td>
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</table>

### Learning Outcomes – Postgraduate Diploma

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Students will be able demonstrate a systematic understanding and critical awareness of a complex body of knowledge informed by the latest research in forensic psychology</td>
</tr>
<tr>
<td>7</td>
<td>Students will be have a comprehensive understanding of a range of techniques applicable to their own research and forensic practice</td>
</tr>
<tr>
<td>8</td>
<td>Students will demonstrate originality in the application of knowledge and how the boundaries of knowledge are advanced through research and scholarship</td>
</tr>
<tr>
<td>9</td>
<td>Students will be able to evaluate critically research and advanced scholarship in forensic psychology</td>
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</tbody>
</table>

### Learning Outcomes – Postgraduate Certificate

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Students will be able to demonstrate a systematic understanding and critical awareness of knowledge informed by the latest research in forensic psychology</td>
</tr>
<tr>
<td>11</td>
<td>Students will have the ability to make use of scholarly reviews and primary sources to comment on particular aspects of current research or advanced scholarship in forensic psychology</td>
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</tbody>
</table>

### Learning Outcomes – Postgraduate Award

The learning outcomes for the Postgraduate Award are variable, depending on the modules to the value of 30 credits that have been successful passed.

### Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 6 &amp; 10</td>
<td>PSYC702</td>
<td>Essay</td>
<td></td>
</tr>
</tbody>
</table>
Programme Specification PG

<table>
<thead>
<tr>
<th>Skills and attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All</td>
<td>LS, RS, ES</td>
<td>Essays, Dissertation</td>
</tr>
<tr>
<td>2</td>
<td>PSYC702, PSYC703, PSYC706</td>
<td>RS, ES</td>
<td>Practitioner reports</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>LS, RS, ES</td>
<td>Essays, Practitioner reports</td>
</tr>
<tr>
<td></td>
<td>PSYC702, PSYC703</td>
<td>RS, ES</td>
<td>Practitioner reports, Dissertations</td>
</tr>
<tr>
<td></td>
<td>PSYC702</td>
<td></td>
<td>Student led Seminars</td>
</tr>
</tbody>
</table>
Career opportunities:

The programme provides a wide range of input from external speakers, many of whom are alumni of the programme. Additionally, the provision of applied research opportunities and professional liaisons with the police, emergency services, prison services, secure hospitals, government departments and private companies give students access to a range of academics and practitioners. This often results in job opportunities and many employers have specifically asked students from the Investigative and Forensic Psychology programme to apply for posts that they are about to advertise.

Students attend an event held jointly by the programme staff and the Universities careers service on "Professional Development Issues". This session involves highlighting the importance of proactive management of individual career paths, self-reliance in career planning and developing skills in self-promotion. Clear guidance is given in relation to performance in job interviews, and the construction of CVs. The programme leader and other relevant staff members provide support during this period and assist students in their search for gainful employment. A proportion of students wish to pursue further postgraduate studies and progress to a PhD in Investigative & Forensic Psychology or in other areas of the Social Sciences in the UK or overseas. Students may also choose to progress to Stage 2 of the British Psychological Society Chartership forensic psychology training.

Previous graduates have been employed as crime analysts, professional consultants, police psychologists, royal mail consultants, fraud investigators, health and safety inspectors, assistant psychologists, prison psychologists, probation service workers, security services workers and media researchers. Employers range across government department, public services, private industry and commerce.

Part C: Entrance Requirements

30. Academic Requirements:

The typical minimum entry requirement is a 2:1 Bachelors degree (with Honours) in Psychology, or other relevant discipline, from a UK university. Due to the high demand for places, priority will be given to students who achieve 65% or above in the majority of their modules. Equivalent overseas degrees, together with an acceptable English language qualification (IELTS 7 or equivalent) are accepted. Applications from
international students are welcome. International qualifications will be evaluated in line with the National Recognition Information Centre (NARIC) guidelines. In order to achieve Stage 1 of British Psychological Society Chartership the undergraduate degree must be recognised by the British Psychological Society (known as a GBC degree). We do however, accept applications from students whose degrees who are not GBC but we inform them of the ramifications for their further training.

31. **Work experience:**

Prior forensic experience is not essential; however, it is viewed as giving applicants an advantage at the application and interview stage.

32. **Other requirements:**

n/a

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### Part D: Programme Structure

33. **Programme Structure:**

The MSc programme has 5 required modules.

- **PSYC702; Criminal behaviour; 30 credits; Semester 1**
- **PSYC740; Research methods and statistics; 30 credits; Semester 1**
- **PSYC703; Policing and emergency response; 30 credits; Semester 2**
- **PSYC706; Assessment and legal processes; 30 credits; Semester 2**
- **PSYC705; Dissertation; 60 credits; Semester 3**

The Postgraduate Diploma will be awarded for students who complete all four of the taught modules (PSYC702, PSYC640, PSYC703, & PSYC706) but not the research dissertation (PSYC705).

The Postgraduate Certificate will be awarded for students who complete two taught modules but not the research dissertation (PSYC705).

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34. **Industrial placement/work placement/year abroad:**

n/a

35. **Liaison between the Level 2 Schools/Institutes involved:**

n/a

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### Part E: Learning, Teaching and Assessment Strategies

36. **Learning, Teaching and Assessment Strategies:**

The ‘teaching & learning arc’ for the three broad content specific modules (Criminal behaviour, Policing and emergency response, and Assessment and legal processes) relies on following strategies:

1. **Key readings:** Provision of key readings in advance of lectures in
order to give students an overview of the relevant conceptual models and an understanding of the key debates. Other relevant material may be provided via the web and the Library (further recommended reading lists, example cases and examples of good practice in essays, assignments, etc).

2. Lectures. A series lectures from core teaching staff. These focus on the issues outlined in aims and outcomes.

3. Visiting Speakers. Follow-up lectures from practitioners, in which the applied nature of the concepts is covered (often through lively case examples).

4. Tutorials. Tutorials will be run by core staff and involve students engaging in discussion and interactive sessions, based on their group work and/or online material. This will also enable discussion of any outstanding issues or topics that they may wish to develop for their review-based coursework assessment.

5. Student Seminars. Students will be involved in small-scale self-generated seminar groups, in which each group will deliver a series of short presentations to their fellow students. A few key practitioners may be invited to these events. These will focus on more detailed questions about types of crime or particular controversies in relevant theory. Questions may be set by the programme team to stimulate further critical thinking about the domains covered.

6. Personal development learning log. Finally students will be required to complete a reflective personal development log throughout the programme.

The objective of the 6-point process is to (a) provide initial conceptual knowledge (b) allow for reflection, debate and consideration of the strengths and weaknesses of these models to applied practise (c) consolidate the knowledge and provide a supportive tutorial based framework for clarification and links to subsequent research / practise and (d) provide a link to the practitioner community.

The assessment strategy for each of these 3 discipline specific modules is as follows:
An essay which measures their level of understanding and ability to critically evaluate previous research and forensic methodologies.
A practitioner report which gives the student the opportunity to assimilate their knowledge from the module and apply it to a specific case.
Research Methods Module
The research methods module is taken by all MSc Psychology students and relies on lectures and lectures with practical sessions incorporated. This is to enable the students to gain a comprehensive theoretical understanding before gaining first-hand experience of conducting particular methods. Practical work is facilitated by datasets and detailed handouts. In the lectures students are given case examples and asked to discuss their perspectives in groups.

In recognition of the variability in students’ prior knowledge and understanding in statistics, lecture slides, podcasts and practical exercises are provided online for the students to work through in their own time. This allows the more advanced material to be covered in the lectures whilst also ensuring all students have a basic understanding prior to these lectures. A drop in workshop will be used to address any additional issues or concerns the students have with this material. In order to ensure the students do cover this online material a formative assessment will be given prior to the advanced statistics lectures to assess the student level of understanding.

The assessment strategy for this module is as follows:
Essay, which assesses the students’ level of understanding and ability to critically evaluate research methodologies.
In class test, which involves the students assimilating the knowledge gained in the lectures to identify, apply and write up an appropriate statistical analysis using a provided dataset.

Dissertation
To prepare a significant piece of empirical or archival study that will be an original or critical exposition of existing knowledge within the field. Students will demonstrate the ability to select an appropriate problem, evaluate the relative usefulness of the solution, develop the research design and demonstrate the appropriate analyses and computing skills.

36a. Learning, Teaching and Assessment methods:
Lectures
Tutorials
Seminars
Workshop
Group work
Online work
Essays
Practitioner reports
Statistics exam
Empirical research project
37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the 'Your University' handbook.

The marking descriptors for the School of Psychology will be used in marking all work on this programme. These are:

**Distinction – 70% and above**

Work that is graded within this range is exceptionally good. The student will have clearly met the criteria for a merit and the work will meet the following criteria:

- Addresses the question in a focussed and authoritative manner.
- Provides a comprehensive and accurate coverage of the area.
- Offers deep insight into theoretical issues.
- Demonstrates ability to integrate a wide range of different kinds of knowledge from within and outside the practice/discipline area.
- Demonstrates highly developed theoretical and methodological skills of critical analysis.
- Offers a convincing line of argument that can be followed very easily throughout.
- Generates = new ideas and/or handles information in novel ways.
- Provides wide-ranging and appropriate evidential support for claims that are made.

* Ability to apply theory and research knowledge to forensic professional practice.
* Significant insight into the interaction between academic and practitioner issues.

**Merit – 60%-69%**
Work that is graded within this range is highly competent. The student will have met the specific learning outcomes fully and the work will meet the following criteria:

- Addresses the question in an explicit and relevant manner.
- Provides a reasonably comprehensive and generally accurate coverage of the area.
- Demonstrates good understanding of theoretical issues.
- Demonstrates ability to integrate a fairly wide range of different kinds of knowledge from within and outside the practice/discipline area.
- Demonstrates reasonably well developed theoretical and methodological skills of critical analysis.
- The line of argument is well organised, structured and clearly presented
- Arguments made are supported with reference to relevant literature.

* Some ability to apply theory and research knowledge to forensic professional practice.
* Reasonable insight into the interaction between academic and practitioner issues.

**Pass – 50%-59%**
Work that is graded within this range shows an acceptable level of competence. The student will have met the specific learning outcomes and the work will meet the following criteria:

- The work is clearly presented and attempts to address the question.
- Draws on relevant material but does not use it to explicitly address some key issues in the question.
- Provides a generally accurate coverage of the area, though with some omissions and errors.
- Demonstrates some understanding of theoretical issues.
- Demonstrates the ability to integrate a range of different kinds of knowledge from within and outside the practice/discipline area.
- There is some evidence of critical analysis of theoretical and methodological issues
- The argument is not well developed
- There is a tendency to make claims without supporting evidence.
* Limited ability to apply theory and research knowledge to forensic professional practice.
* Some insight into the interaction between academic and practitioner issues.

**Compensable Fail –**
40%-49%
Work that is graded within this range demonstrates some knowledge and understanding of the area. The student will have met some of the specific learning outcomes and the work will meet the following criteria:

- The question is not answered directly.
- Gaps in knowledge and understanding are evident.
- Sparse coverage of relevant information with substantial amounts of irrelevant and/or inaccurate information.
- Draws on a limited range of different kinds of knowledge from within and outside the practice/discipline area.
- Includes only implicit critical evaluation of the material, usually through structure.
- The argument is poorly developed and expressed
- Evidence is not appropriately used to support claims that are made.
  * Very limited ability to apply theory and research knowledge to forensic professional practice.
  * Lack of understanding or misunderstanding of the interaction between academic and practitioner issues.

Non-compensable Fail – 39% and below
Work that is graded within this range is clearly highly deficient, though these deficiencies may be in a number of areas:

- Complete failure to answer the question set or anything similar to it.
- Profound misunderstanding of basic material.
- Superficial, inadequate or irrelevant information.
- Incoherent presentation.
- Sparse evidence of critical evaluation.
- Lack a line of argument.
- Failure to use evidence to support claims that are made.
  * Sparse evidence of application of theory and research knowledge to forensic professional practice.
  * Demonstrates little understanding or profound misunderstanding of the interaction between academic and practitioner issues.

38. Student representation and feedback:
All students on the course are encouraged to stand for election in the School of Psychology’s Staff-Student Liaison Committee (SSLC) in accordance with the University Code of Practice on Student Representation.

Information on the election process and dates will be announced at the start of the academic year.

The SSLC will normally meet at least three times a year. The membership of the SSLC, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the SSLC will be carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them by the Guild of
Students.

The list of the contact details of the Student Representatives will be posted to VITAL under the banner “School of Psychology - General Information”. Student Representatives (one from each PGT course) attend the Staff/Student Liaison Committee meetings. The agenda and minutes of these meetings are sent to Representatives and are also posted on VITAL under the banner “School of Psychology - General Information”. The committee meets twice in each Semester; dates to be confirmed. All Student Representatives on Staff/Student Liaison Committees are offered training by the Guild of Students and may have an opportunity to represent the School at the Student Senate, at faculty committees, or at the University Senate. The committee’s membership, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation.

The Staff/Student Liaison Committee’s function is to make recommendations and report to the Board of Studies on all matters concerning staff/student relationships and learning and teaching. In addition to Student Representatives, the membership of the Staff/Student Liaison Committee consists of Director of Undergraduate Studies, the Year 1, 2 and 3 Coordinators, the Combined Honours Coordinator, the Director of Postgraduate studies, the Examinations Officer (if such input is needed) the School Administrator and the Senior Student Experience Administrator.

At the end of each module students are asked to complete module evaluation. Quantitative measures are taken on overall organisation and satisfaction, subject knowledge, delivery, learning resources and tutorials if relevant. The module coordinator then produces a response which is fed back to the students through VITAL.

Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

The programme is accredited by the British Psychological Society every five years as Stage 1 of becoming a Chartered Forensic Psychologists. The last accreditation visit was July 2013. Students with Graduate Basis for Chartership (GBC) who complete this course will be eligible to enrol on Stage 2 of becoming a Chartered Forensic Psychologist.

Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy.

The University’s Diversity and Equality of Opportunity Policy provides the overarching framework for translating this commitment into actions and has supporting Disability, Gender and Race Equality Schemes and Age, Religion and Belief and Sexual Orientation Action Plans. The Dignity at
Work and Study Policy further outlines the University’s commitment to eliminating bullying and harassment. These documents and further information can be found at: http://www.liv.ac.uk/hr/diversity_equality

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
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