

Student Handbook
MSc Forensic Psychology
2019/20
Course Leader: Dr. Carol A. Ireland
School of Psychology



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

This handbook provides an overview of the MSc in Forensic Psychology, delivered by the Department of Psychology at the University of Central Lancashire. It contains details about the requirements and regulations for the named route, along with information that is relevant to all students studying at the University.

Students may choose between a one year full time and a two year part time route on the MSc in Forensic Psychology. Those students registering on the part time route enrol for PS4700 (Advanced Methods in Psychology) in their first year of study, and complete PS4980 (Advanced Forensic Psychology Project) in their second year of study. Students will be encouraged to discuss the planning of their part time module registration with Dr. Carol A Ireland if required.

Eligibility for admission to the MSc in Forensic Psychology is dependent upon having the Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS). GBC status may be fulfilled in one of the following ways:

- Holding a BPS accredited Honours Degree in Psychology;
- Holding a BPS accredited Postgraduate Qualification in Psychology;
- Holding a BPS accredited Conversion Qualification.

Further information about BPS requirements for GBC can be found on the BPS website <http://www.bps.org.uk/>. If students obtained their degree from a non-UK institution they will be required to submit their course transcript to the BPS or obtain an accredited Conversion Qualification. The Department of Psychology at the University of Central Lancashire runs a one year Psychology Conversion MSc

https://www.uclan.ac.uk/courses/psychology_conversion_msc.php

This is a BPS accredited Conversion Qualification. The standard entry level is a 2:1 or equivalent although a 2:2 may be considered on an individual basis if a higher degree is also held, and/or a good grade in their undergraduate psychology project is attained (high pass grade and above).

1.1 Rationale, aims and learning outcomes of the course

The course is built around the fundamental theoretical, methodological and applied areas of Forensic Psychology.

The major aim of the programme is to equip those psychology graduates with the BPS graduate basis for Chartered Membership (GBC) for Stage 1 professional training in Forensic Psychology, and to equip them with some of the knowledge needed for future practice as Chartered Psychologist and Forensic Psychologists (following completion of Stage 2 training – a *minimum* of two years supervised practice). The programme further aims to facilitate and evaluate student competence in core academic areas of forensic psychology, through supportive seminars, lectures, coursework, examination and independent study and research supervision. There will be a specific aim of facilitating and evaluating student competence in the production of a research project designed to assess their ability to integrate core information from the course, implement it within a research setting, and demonstrate a good level of organisational and communication skill. The project is also an opportunity for the student to crystallize their research interests and the programme team can provide expertise in a wide range of academic and applied forensic psychology research areas (e.g. violent and sexual offenders, forensic mental health, stalking, domestic violence, forensic lie detection, jury decision making, aggression within secure settings,

personality disorder, psychopathy, women offenders and young and juvenile offenders). Ultimately, successful completion of this course will lead to an MSc in Forensic Psychology.

In terms of the Course Philosophy, the MSc Forensic Psychology programme at the University of Central Lancashire incorporates changes reflecting the demand for quality training within the UK and other EU countries.

The programme has been specifically designed to reflect the academic skills required to apply psychology to a forensic setting. These settings include universities, prisons, secure hospitals, probation, police services and the courts. The programme provides a strong emphasis on the application of forensic psychology, with all the more theoretical modules including topics on how the theory is applied in practice.

The programme is generally built-around the notion of a 'seamless sentence' and follows the progression of an offender from their first contact with the criminal justice system until their eventual release into the community and/or transfer to conditions of less security. The role of ongoing assessment, intervention and throughcare are emphasised throughout. In addition, attention is given to the victim and pre-trial issues (including civil justice).

In the provision of the course, students will be equipped with grounding in the theoretical principles of Forensic Psychology and the application of these theories to a practical forensic setting. To foster professional growth, a strong emphasis has been placed upon developing professional report writing and presentation skills, methodological rigour, research expertise, independent learning and critical thinking. To facilitate this, students will be exposed to a learning and research environment that is rich in mentoring opportunities from members of the programme team with academic and/or practical forensic experience.

Major Learning Outcomes¹

On completion of the course, students will be able to:

1. Identify, explore and critically evaluate psychological theories pertaining to criminal behaviour and the application of psychology to the legal system.
2. Demonstrate an understanding of the application of psychological theory to forensic psychology including professional practice and working with specific client groups (both treatment and assessment).
3. Demonstrate appreciation of the role of ethics and professional standards within the discipline.
4. Use a wide range of methodological and statistical techniques currently employed in the discipline.
5. Apply skills to future professional practice, under supervision such as writing and presenting professional reports, conducting a risk assessment and applying motivational techniques to report writing.
6. Use statistical software packages (e.g. SPSS) competently and apply these to a research question, with enhanced critical evaluation skill and application of relevant theory.

¹ More specific Learning Outcomes for each module are provided on the Module Description Forms.

7. Explore, critically evaluate and integrate information from the research literature in a purposeful way.
8. Formulate hypotheses and plan research in a systematic and meaningful way.
9. Demonstrate a technical and critical knowledge of issues in research design and analysis.

***This competence is demonstrated at an academic level. It should not be confused with Stage 2 supervised practice.**

Gaining Chartered Psychologist and Forensic Psychologist Status

For psychologists in the UK, the British Psychological Society (BPS) can confer the status of Chartered Psychologist, and as part of being a Full Member of the Division of Forensic Psychology. This is needed in order to then become a Forensic Psychologist by the Health Care and Professions Council, which is our regulatory body. Current BPS regulations require that students should possess a qualification that confers the Graduate Basis for Chartered Membership (GBC) of the BPS. All students on this MSc. are expected to have already satisfied this requirement. In addition, two further stages must be completed:

- (a) An appropriate accredited postgraduate qualification (Stage 1)
- (b) A *minimum* of two year's supervised experience by a Chartered Psychologist, who is also a Forensic Psychologist (Stage 2).

Successful completion of the MSc in Forensic Psychology will fulfil Stage 1 of the BPS requirements.

After completion of the MSc, students may gain supervised experience as a Trainee Forensic Psychologist in a variety of settings, including the Prison and Probation Service, Police settings, private practice, the NHS and in secure hospitals in the private sector (plus in other settings).

1.2 Course Team

In addition to a commitment to the excellence of the MSc in Forensic Psychology, the team that delivers the programme is actively engaged in research in a number of forensic psychology fields (e.g. bullying in prisons, stalking, domestic violence, fear of crime, rape, lie detection, jury decision making and cognitive interviewing). They regularly publish in leading forensic journals and present papers at both national and international conferences. The team includes seven practicing Chartered and Forensic Psychologists who have links with the NHS, private health services, community services, prison service, Courts and the Police. Their commitment is to complement the academic Forensic Psychology team by focusing on applying the theory underpinning the work of a forensic psychologist and by providing students with skills that they may apply in the workplace. The Course Team is as follows:

Name	Designation	Room(Darwin)
Zainab Al-Attar zainab.alattar@btinternet.com	Module Leader Dissertation supervisor	DB231

Beth Richardson BHRichardson@uclan.ac.uk	Dissertation supervisor	DB210
Jo Bryce JBryce@uclan.ac.uk	Dissertation supervisor	DB208
Abigail Thornton AThornton4@uclan.ac.uk	Dissertation supervisor Module Leader	DB206
Ioan Ohlsson IMOhlsson1@uclan.ac.uk	Lectures, Marker, Dissertation supervisor	DB231
Kimberley McNeill KMcNeill@uclan.ac.uk	Lectures, Marker, Dissertation supervisor	DB231
Carol Ireland caireland@uclan.ac.uk	<u>Course Director</u> , Module Leader, Dissertation supervisor	DB209
Jane L. Ireland JLIreland1@uclan.ac.uk	PS4804 Module Leader, Dissertation supervisor	DB231
Paul Taylor PJTaylor@uclan.ac.uk	module leader	DB107
Roxanne Khan RKhan2@uclan.ac.uk	Dissertation supervisor	DB221
Michael Lewis MLewis9@uclan.ac.uk	Module Leader, Dissertation supervisor	DB231
Gail Derefaka GDerefaka1@uclan.ac.uk	Lectures, Marker, Dissertation supervisor	DB231
Paul Seager PBSeager@uclan.ac.uk	Dissertation supervisor	DB104
Rachel Worthington REWorthington@uclan.ac.uk	Module Leader Dissertation supervisor	DB231
Cath Sullivan CSullivan@uclan.ac.uk	lecturer, Dissertation Supervisor	DB216
Simon Chu SChu@uclan.ac.uk	Dissertation Supervisor	DB215
Charlie Frowd CFrowd1@uclan.ac.uk	Dissertation Supervisor	DB116

1.3 Expertise of staff

The team that delivers the programme is actively engaged in research in a number of forensic psychology fields (e.g. bullying in prisons, stalking, domestic violence, fear of crime, rape, lie detection, terrorism, jury decision making and cognitive interviewing). They regularly publish in leading forensic journals and present papers at both national and international conferences. The team includes seven practicing Chartered and Forensic Psychologists who have links with the

NHS, private health services, community services, prison service, Courts and the Police. Their commitment is to complement the academic Forensic Psychology team by focusing on applying the theory underpinning the work of a forensic psychologist and by providing students with skills that they may apply in the workplace

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Staff will normally attempt to contact you by email. You should expect to receive a reply to your email (not necessarily a resolution to the query) within 3 working days (unless the staff member is on annual leave/away from the university).

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically (via Dr. Carol A. Ireland caireland@uclan.ac.uk). The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Dr. Louise Almond,
School of Psychology,

University of Liverpool.

Note: The Course Director (Dr. Carol A Ireland) is responsible for the academic and practical content of the course, accreditation issues, assessment and day to day running of the course, including deadlines, extensions and extenuating circumstances. Queries relating to the above should be directed to Dr. Carol A. Ireland (CAIreland@uclan.ac.uk).



2. Structure of the course

2.1 Overall structure

The MSc Forensic Psychology programme is based upon nine modules (with one module being equivalent to six hours of study per week for the duration of an academic year) organized to deliver all of the core areas identified in the British Psychological Society Membership and Qualifications Board document 'Criteria for the Accreditation of M.Sc. Programmes in Forensic Psychology' (published in 2000, by the BPS Division of Forensic Psychology Training Committee). All teaching takes place on the University Campus. All components of the MSc are required to be successfully completed in order to be awarded the MSc.

Part-Time Study

Although students are able to complete the MSc in one year full-time (12 months, from September to August/September), students may wish to take the course part-time. The course team are committed to ensuring evening provision where possible for at least some modules², to help facilitate a part-time route to students who may find it difficult to attend all modules during the day. Some modules, will, therefore require evening attendance for both full-time and part-time students.

Allocation of Core Curriculum Areas to Modules

Module	Core Curriculum Area Covered
PS4700 Advanced Methods in Psychology	Primary Coverage of Core Area Methodological issues commensurate with the Master's level of education/Research
PS4980 Advanced Forensic Psychology Project	Primary Coverage of Core Area Methodological issues commensurate with the master's level of education/research Psychology applied to the process of investigation

² Some modules, however, require attendance during the day.

<p>PS4801 Psychology and the Legal System</p>	<p>Primary Coverage of Core Area Psychology applied to the custodial process Appreciation of the legal framework of the law and the civil and criminal justice systems Psychology applied to the legal process including legal research methods Psychology applied to throughcare Assessment and intervention with offenders Assessment and intervention with litigants, appellants and individuals seeking arbitration and mediation Applications and interventions within criminal and civil justice systems</p>
<p>PS4802 Personal Attributes of Offenders and Victims</p>	<p>Primary Coverage of Core Area Psychology and criminal behaviour Assessment and intervention with victims of offences (adults and children)</p>
<p>PS4803 Professional Practice: Forensic Consultancy and Supervision</p>	<p>Primary Coverage of Core Area Appreciation of the ethical and professional considerations of forensic practice Criteria for professional report production Consultancy, project management and organizational interventions Giving of expert witness testimony Psychology applied to the process of investigation</p>
<p>PS4804 Forensic Risk Assessment</p>	<p>Primary Coverage of Core Area Psychology and criminal behaviour Appreciation of the ethical and professional considerations of forensic practice Assessment and intervention with offenders (adults and children) Approaches to assessment Criteria for professional report production Appreciation of the legal framework of the law and the civil and criminal justice systems Psychology applied to the legal process Applications and interventions within criminal and civil justice systems Giving of expert witness testimony [<i>written testimony</i>] <i>Some</i> coverage of psychology applied to the custodial process and throughcare <i>Some</i> coverage of assessment and intervention with litigants with regards to risk</p>
<p>PS4805 Psychology, Investigation and the Courtroom</p>	<p>Primary Coverage of Core Area Psychology applied to the process of investigation Psychology applied to the legal process Appreciation of the ethical and professional considerations of forensic practice Giving of expert witness testimony Assessment and intervention with victims of offences (adults and children) [<i>witnesses</i>].</p>

<p>PS4806 Violent and Sexual Offenders: Intervention</p>	<p>Primary Coverage of Core Area Psychology and criminal behaviour Appreciation of the ethical and professional considerations of forensic practice Assessment and intervention with offenders (adults and children) Applications and interventions within criminal and civil justice systems Approaches to assessment Criteria for professional report production</p>
<p>PS4807 Forensic Mental Health</p>	<p>Primary Coverage of Core Area Approaches to assessment Assessment and intervention with offenders (adults and children) Appreciation of the legal framework of the law and the civil and criminal justice systems Appreciation of the ethical and professional considerations of forensic practice Applications and interventions within criminal and civil justice systems</p>

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. Details of the modules that form the MSc Forensic Psychology are as follows:

Module Outlines

PS4700 – Advanced Methods in Psychology

The module will cover a variety of methodologies, univariate and multivariate statistical techniques, as well as important theoretical and methodological issues. Initial sessions will review techniques typically covered at undergraduate level (for instance, two sample designs, correlational designs and factorial designs), however, a more critical approach will be adopted from the outset. For example, greater emphasis will be placed upon such issues as reliability, validity, effect sizes, statistical power and significance. Theoretical and methodological issues introduced on the course will be set in context by way of examples drawn from the current literature. More advanced techniques, reflecting recent developments in research design and statistics will be introduced later in the course (for instance, qualitative methods, factor analysis, meta analysis, multiple regression and structural equation modelling). Appropriate computer software will be introduced where appropriate and extensive use will be made of statistical software, particularly SPSS for Windows.

PS4980 – Advanced Forensic Psychology Project

Students will be expected to take a major responsibility for designing, conducting, analysing and interpreting the results of a substantial empirical investigation that will make a contribution to the discipline.

PS4801 – Psychology and the Legal System

This covers a range of areas, such as: Definitions of crime, Psychology and the legal process; Litigation vs. mediation and arbitration; Civil and criminal legislation; EC law, The Race Relations Act and the Human Rights Act; The relationship between the legal system and the victim; Juvenile justice and detention orders; Punishment and treatment: The role of detention and custody; The seamless sentence: the throughcare process; Child protection litigation and the family court; The Victims Charter and witness protection; Crime as a social function and the role of probation.

PS4802 – Personal Attributes of Offenders and Victims

This covers a range of areas, such as: Personal attributes of offenders and victims; The role of victims and victimology; Theories of offending; The drug-crime connection; Stalking and domestic violence; Acquisitive offenders and offending across the lifespan.

PS4803 – Professional Practice: Forensic Consultancy and Supervision

This covers the following: The psychologist as a consultant: Core competencies, roles and applications to forensic settings; Project management and organisational intervention: Case-studies; Working independently: Ethical and professional considerations and the role of supervision; Conducting investigations: The use of cognitive interviewing techniques; Training others: Planning, implementing and evaluating training; Communicating effectively: Presenting evidence and providing feedback; Consultancy in practice: Demonstrating the consultancy skills needed using the Negotiation Adviser role as an illustration.

PS4804 – Forensic Risk Assessment

This covers the following: Risk assessment as 'litigation support' and its role in protecting victims; Overview of risk assessment and actuarial vs. clinical approaches; Ethics and professional issues in risk assessment; Structured clinical assessment and incorporating treatment gains; Assessing risk across the lifespan; Compiling assessments: Good practice; Completing assessments: The Historical, Clinical and Risk Management Guide; Functional Analysis: Its link to assessment; and completing and presenting a professional report with attention to the Civil Procedure Rules (Part 35).

PS4805 – Psychology, Investigation and the Courtroom

This covers the following: Child witnesses in court; Giving of expert testimony; Eyewitness testimony; Forensic lie detection; Memory and interviewing; Offender profiling and the psychology of the judge and jury.

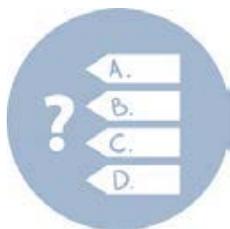
PS4806 – Violent and Sexual Offenders: Intervention

This covers the following: The 'what works' debate and effective treatment approaches for offenders across the lifespan; Assessment approaches and how these link to treatment; Motivational Interviewing: Assessing readiness for treatment and applying it to offenders in denial; Treatment approaches for violent offenders across the lifespan; Treatment approaches for sexual offenders across the lifespan; Summarising treatment outcome: Compiling and presenting treatment needs reports to clients.

PS4807 – Forensic Mental Health

This covers the following: The patient versus offender debate: Overview of the research, ethical and practical arguments and implications for risk assessment; Working with mentally ill and personality-disordered offenders: Implications for assessment, management and treatment; An introduction to mental illness, including schizophrenia, bi-polar affective disorder, anxiety disorders and depressive disorders; Psychoses - hallucinations and delusions; An introduction to personality disorders: What it is and the dimensional versus categorical debate; Therapy

interfering behaviours: Overview and practical techniques for minimising. Mental disorders: Overview of the role of psychologists in relation to the legal framework, including the impact of D.S.P.D; An introduction to working with distressed clients: Suicide and self-injury and practical techniques for dealing with acute mental health distress; Ethical considerations when working with mentally disordered offenders: 'Capacity', 'Consent', 'Responsibility' and 'Treatability'.



2.3 Course requirements

Course Requirements

In order to be awarded the MSc Forensic Psychology, all modules must have been successfully completed.

Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Regulations for the Award

General Regulations for the Award of M.Sc. in Forensic Psychology

- To be eligible for the award of M.Sc. Forensic Psychology, the student must have passed PS4980, PS4700, PS4801, PS4802, PS4803, PS4804, PS4805 and PS4806 and PS4807.
- The award of Distinction will be made where the advanced project component has been graded 70% - 100% and the average % mark across ALL modules (including the advanced project) is in the range 70% - 100%.
- The award of Merit will be made when the student is not eligible for a Distinction and where the advanced project component and the average % mark across ALL modules (including the advanced project) is 60% or above.

Regulations for the Award of Postgraduate Diploma in Psychology

- To be eligible for the award of Postgraduate Diploma in Psychology, the student must have passed PS4700 and four other Level 4 modules.

Regulations for the Award of Postgraduate Certificate in Psychology

- To be eligible for the award of Postgraduate Certificate in Psychology, the student must have passed three modules at Level 4.

2.4 Module Registration Options

All modules are required to be undertaken and passed to be awarded the MSc Forensic Psychology. Your progression is monitored by the Course Leader across the year, and discussions may take place where any issues are noted. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

Overall Timetable

Semester 1 (Sept-Dec)	Semester 2 (Jan-March/April)	Semester 3 (April-Sept)
PS4801	PS4803	PS4806
PS4802	PS4805	PS4807
PS4804		
PS4980 (YEAR LONG)		
PS4700 (SEMESTERS 1 AND 2)		

Please go to the online summary timetable:

http://www.uclan.ac.uk/courses/assets/timetableweb_FINAL.pdf.pdf

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. The online timetable (detailed above) offers you an idea in terms of the contact time etc. At this is post-graduate study, you further have to allow for self-study time, and if full time, this would be expected to be at least 12 hours per week.

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Dr. Carol A. Ireland (caireland@uclan.ac.uk).

Student attendance at timetabled learning activities of Courses and Modules is required. Notification of illness or exceptional requests for leave of absence must be made to the Head of Department or nominee (usually the Course Director).

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties: - Students who do not respond to communications concerning continuous unauthorised absence may be deemed to have withdrawn from the course.

The date of withdrawal will be recorded as the last day of attendance.

Notification of illness or exceptional requests for leave of absence must be made to:

Dr. Carol A. Ireland

caireland@uclan.ac.uk

If you are an international student, it is important to be aware of your student responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Also, be aware that each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Students should report non-attendance to the hub email –

FosterHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891990 or 01772 891991. The interns will report the non-attendance to the academic adviser who can disseminate the information accordingly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Students are encouraged to learn by applying psychological approaches and theories to assignments, and where some of these assignments are modelled of work that would be required if employed in a forensic setting (e.g. consultancy report, treatment need report). Students are encouraged to learn by applying their knowledge. Teaching methods are varied and it is expected for students to engage in pre-reading. It is expected that improved in knowledge and skill is to be observed as the course progresses.

3.2 Study skills

There are a variety of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

We are committed to supporting students in developing their study skills. This is via clear instruction during modules, as well as detailed assignment feedback. In terms of specific services we would recommend the following: WISER

https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1 LIS
https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

Learning resources

Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Further details on the library can be found at:

<https://www.uclan.ac.uk/students/study/library/index.php>

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. The module handbooks will direct you in terms of requirements.

3.4 Personal development planning

This course supports you in personal development planning, and noting your aspirations and how you can be supported in achieving these. At various points across the course students are encouraged to re-address and develop their aspirations. This is done via written personal development planning and module leader support. Dr. Carol A. Ireland is always available in order to assist you in developing your aspirations.

3.5 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment.
- You will then be ready to learn how to successfully tackle the recruitment process.

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills. Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and

Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).



4.1 Academic Advisors

You will be allocated an academic advisor on the course. Their role is someone you can go to for help and advice relating to your course and wider opportunities.

You will be able to access this information through your My UCLan page. If you have any queries regarding this, please contact Foster Hub (details above).

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

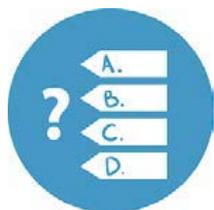
Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The Module Description Forms provide information about the assessment required for each module, whereas the assessment grid above summarises the assessment for each module across the year. All assessments link to the learning outcomes of the course and each relevant module. Given below are the guidelines and rules concerning coursework deadlines, submissions and extensions. This is followed by more specific details relating to the advanced project. Level 4 marking criteria are reproduced at the end of this handbook.

5.2 Notification of assignments and examination arrangements

Details in regard to requirements for individual assessments and their respective deadlines for submission will be provided in the Module Handbook. In terms of any examinations, the Module Leader will be able to confirm this once the examination dates have been set. This will also be available on the online timetable.

Assignments are generally submitted electronically – details in regard to how this is expected is noted in each module handbook. The marking criteria for assessment is detailed later in this handbook.

5.3 Referencing

Unless indicated differently in the Module Handbook, the APA referencing style is expected. There are lots of online resources for this, yet a good example is as follows:

http://lis.tees.ac.uk/referencing/ssl_apa.pdf

5.4 Confidential material

You are not expected to access any confidential information on this course.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For instance, we have moved some modules and altered some assignments in regard to student feedback.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

There are a variety of opportunities available for students to voice their opinion within the course (SSLCs as noted below). Examples could include discussions with module leaders, the Course Director and Module Evaluations that take place at the end of each module.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

Gaining membership to the British Psychological Society (BPS)

It can be helpful for students to join the British Psychological Society, and this is something we would encourage on the course. This can ensure they are kept continually up to date with a range of Psychological issues.

Graduate membership is open to everyone who has completed a BPS accredited undergraduate degree **or** postgraduate conversion course. You will have met this requirement by acceptance on to the MSc Forensic Psychology at this University. If you are not already a member, more details can be found at the following link:

<https://www.bps.org.uk/join-us/membership/graduate-membership>

Graduate Basis for Chartered Membership (GBC) is an entry requirement for all Society accredited postgraduate training courses and is also required to work towards becoming a Chartered Psychologist. The GBC is awarded through a successful application to become a Graduate Member of the Society.

There can be a range of benefits, including:

- You can use the designated graduate member title MBPsS
- You can assist and support schools, colleges or higher education institutions by joining the Directory of Voluntary Careers Speakers.
- You can create contacts and other networking opportunities by joining professional and membership groups.

Yet, there are a wide range of benefits. Please go to the above link to find more details. Or email/phone the details below.

Email: enquiries@bps.org.uk

Tel: +44 (0)116 254 9568

In regard to applying to be a graduate member, lecturers on the course would be happy sign application forms for you etc.

Module outline Form

Module outline forms (including associated summary reading) can be accessed from the [MSc Forensic webpage](#):

http://www.uclan.ac.uk/courses/msc_pgdipl_pgcert_forensic_psychology.php

NOTE: More detailed and specific reading lists will be provided within each module handbook at the start of each semester.

Accreditation of Prior Learning (APL)

The Accreditation of Prior Learning (APL) is a process which enables people of all ages and backgrounds to receive recognition and formal credit for learning acquired in the past through formal study and through work and other life experiences.

For further details of the following APL Handbooks and application forms, please go to:

<http://www.uclan.ac.uk/information/services/sss/accreditation/index.php>

- [Student Handbook for Accreditation of Prior Certificated Learning](#)
- [Application for Accreditation of Prior Certificated Learning](#)
- [Student Handbook free choice elective modules APEL 1001 & 2001](#)
- [Application for Accreditation of Prior Experiential Learning for free choice elective modules](#)
- [APEL 1001 Module Descriptor](#)
- [APEL 2001 Module Descriptor](#)
- [Student Handbook for APEL specific module accreditation](#)
- [Application for Accreditation of Prior Experiential Learning for specific module\(s\)](#)

"Learning is like breathing - we do it all the time"

We all learn throughout our lives in many different ways. We learn in school, college and training courses. But we also learn from experience - by watching others, asking questions and seeking knowledge from books or other sources, solving problems and experiencing failures as well as successes. As adults we continue to learn from our everyday experiences in the family and close to home, as well as in other aspects of our lives, at work and in our communities.



The Accreditation of Prior Learning is based on the premise that an individual's learning can be identified and given credit within academic programmes, regardless of the context in which it is acquired.

You can claim for learning acquired through previous formal study via a process termed Accreditation of Prior Certificate Learning (or AP(C)L) and for learning gained through other life experiences and study which has not been formally assessed via Accreditation of Prior Experiential Learning (or AP(E)L) .

To be given credit on the programme, previous learning needs to be at Higher Education level.

For more information please email APLUnit@uclan.ac.uk

Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston campus University of Central Lancashire Cyprus
3. University School/Centre	School of Psychology – UCLan Preston School of Sciences – UCLan Cyprus
4. External Accreditation	Division of Forensic Psychology Training Committee of the British Psychological Society (UK only) Cyprus Agency for Quality Assurance and Accreditation in Higher Education
5. Title of Final Award	MSc Forensic Psychology
6. Modes of Attendance offered	Full-time and Part-time
7a) UCAS Code	N/A
7b) JACS Code	C816
7c) HECoS code	100387
8. Relevant Subject Benchmarking Group(s)	Psychology
9. Other external influences	Division of Forensic Psychology Training Committee of the British Psychological Society
10. Date of production/revision of this form	September 2018
11. Aims of the Programme	<ul style="list-style-type: none">To equip psychology graduates with the BPS graduate basis for chartered membership (GBC) for Stage 1 professional training in Forensic Psychology, and to equip them with some of the knowledge needed for future practice as potential Chartered Forensic Psychologists.

- | |
|---|
| <ul style="list-style-type: none">• To facilitate and evaluate student competence in core academic areas of forensic psychology, through supportive seminars, lectures, coursework, examination, independent study and research supervision. |
| <ul style="list-style-type: none">• To facilitate and evaluate student competence in the production of a research project designed to assess their ability to integrate core information from the course, implement it within a research setting, and demonstrate a good level of organizational and communication skill. |

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Upon completion of the programme a successful student will be able to:

A1. Identify, explore and critically evaluate psychological theories pertaining to criminal behaviour and the application of psychology to the legal system.

A2. Demonstrate application of psychological theory to forensic psychology including professional practice and working with specific client groups (both treatment and assessment).

A3. Demonstrate application of the role of ethics and professional standards within the discipline.

A4. Use a wide range of methodological and statistical techniques currently employed in the discipline

Teaching and Learning Methods

The core theoretical basis of forensic psychology will be presented via lectures and supported seminars where guided practice will be important. Independent study will also be incorporated, as well as research supervision to assist with the production of a final research project

Assessment methods

The learning outcomes will be assessed through a combination of unseen examinations, coursework (essays, presentations and practical assignments) and the research project.

B. Subject-specific skills

Upon completion of the programme a successful student will be able to:

B1. Apply skills to future professional practice, under supervision such as writing and presenting professional reports, conducting a risk assessment and applying motivational techniques to report writing.

B2. Use statistical software packages (e.g. SPSS) competently and apply these to a research question, with enhanced critical evaluation skill and application of relevant theory.

Teaching and Learning Methods

Workshops and practical exercises are used for students to develop competence in the use of statistical software packages (e.g. SPSS). The research project also requires students to develop research specific skills.

Assessment methods

The learning outcomes will be assessed through coursework (e.g., through professional reports, including a legal report and treatment summary document, and statistics coursework).

C. Thinking Skills

Upon completion of the programme a successful student will be able to:

C1. Explore, critically evaluate and integrate information from the research literature in a purposeful way.

C2. Formulate hypotheses and plan research in a systematic and meaningful way.

C3. Demonstrate a technical and critical knowledge of issues in research design and analysis.

C4. Interpret and present statistical tests appropriately, and to communicate these effectively in written reports

Teaching and Learning Methods

This will be achieved through participation in lectures and seminars and through conducting an empirical piece of research. The course structure incorporates a large component of coursework where literature search, critical evaluation, integration and presentation of information (both written and oral) are important.

Assessment methods

Completion of a research project will represent the primary form of assessment. This requires students to develop skills in research methodology and statistical analysis, along with the ability to integrate and synthesize information in an organised and purposeful manner. C3 and C4 will also be demonstrated via individual pieces of statistical coursework.

D. Other skills relevant to employability and personal development

Upon completion of the programme a successful student will be able to:

D1. Demonstrate skills in the areas of communication (oral and written) and organization.

Teaching and Learning Methods

The majority of seminar work will be focused on the development of communication (oral and written) and organization skills. Research supervision will also focus on these skill areas.

Assessment methods

Communication will be assessed via coursework and examination. Organizational skills will be assessed through coursework and the research project.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating UK/ECTS	
Level 7	PS4700	Advanced Methods in Psychology	40/20	MSc in Forensic Psychology Requires 180 credits at Level 7/90 ECTS at Level 7, excluding CO4808 Postgraduate Diploma in Forensic Psychology Requires 120 credits at level 7/60 ECTS at level 7 Postgraduate Certificate in Psychology Requires 60 credits at level 7/30 ECTS at level 7. In order for students to gain MSc Forensic Psychology with Practical Experience students must have 180 credits/90 ECTS at level 7 and successfully passed CO4808 (80 notional credits)
	PS4980	Advanced Forensic Psychology Project	40/20	
	PS4801	Psychology and the Legal System	15/7.5	
	PS4802	Personal Attributes of Offenders and Victims	15/7.5	
	PS4803	Professional Practice: Forensic Consultancy and Supervision	10/5	
	PS4804	Forensic Risk Assessment	20/10	
	PS4805	Psychology, Investigation and the Courtroom	20/10	
	PS4806	Violent and Sexual Offenders: Intervention	10/5	
	PS4807	Forensic Mental Health	10/5	
			OPTION for Cyprus Only on Successful Completion of 180 / 90 ECTS	
	CO4808	Practical Experience	NOTIONAL Credits (not part of the award) 80 / 40 ECTS	
15. Personal Development Planning				
<p>All students are required to complete a personal development plan and log at the start of the programme and during the course. All personal development plans/logs are considered and commented on by the Course Leader. Personal development is therefore integral to the programme and students are encouraged to reflect, to consider their career goals and how these can be achieved, and to reflect on their own skills development and areas of strength and required improvement. Support and advice on these areas is provided by the Course Leader and programme team. The mandatory module PS4803 is specifically covers supervision as a personal development issue (as per British Psychological Society Guidelines – Division of Forensic Psychology).</p>				
16. Admissions criteria *				

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

Students should have a minimum of an upper second class honours degree in Psychology (or an equivalent Psychology qualification) recognised by the BPS as conferring GBC.

Students with a degree that does not confer GBC, but has a good match of curriculum, and/or with a relevant lower second class honours degree, but showing a good final year performance, including a good quality dissertation/research project, will be considered on an individual basis.

A minimum IELTS score of 6.5 or equivalent qualifications.

17. Key sources of information about the programme

UCLan Website:

<http://www.uclan.ac.uk/schools/psychology/>

BPS Division of Forensic Psychology Website:

<http://www.bps.org.uk/dfp/>

UCLan Cyprus Website:

<http://www.uclancyprus.ac.cy/en/>

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes							Other skills relevant to employability and personal development
				Knowledge and understanding	Subject-specific Skills				Thinking Skills		

				A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	D1
LEVEL 7	PS4700	Advanced Methods in Psychology	C				✓		✓	✓	✓	✓	✓	✓
	PS4980	Advanced Forensic Psychology Project	C	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	PS4801	Psychology and the Legal System	C	✓	✓	✓				✓				✓
	PS4802	Personal Attributes of Offenders and Victims	C	✓	✓	✓				✓				✓
	PS4803	Professional Practice: Forensic Consultancy and Supervision	C	✓	✓	✓		✓		✓				✓
	PS4804	Forensic Risk Assessment	C	✓	✓	✓		✓		✓				✓
	PS4805	Psychology, Investigation and the Courtroom	C	✓	✓	✓				✓				✓
	PS4806	Violent and Sexual Offenders: Intervention	C	✓	✓	✓		✓		✓				✓
	PS4807	Forensic Mental Health	C	✓	✓	✓		✓		✓				✓

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Postgraduate Diploma in Forensic Psychology

A1. Identify, explore and critically evaluate psychological theories pertaining to criminal behaviour and the application of psychology to the legal system.

A2. Demonstrate application of psychological theory to forensic psychology including professional practice and working with specific client groups (both treatment and assessment).

A3. Demonstrate application of the role of ethics and professional standards within the discipline.

A4. Use a wide range of methodological and statistical techniques currently employed in the discipline

B1. Apply skills to future professional practice, under supervision such as writing and presenting professional reports, conducting a risk assessment and applying motivational techniques to report writing.

C1. Explore, critically evaluate and integrate information from the research literature in a purposeful way.

D1. Demonstrate skills in the areas of communication (oral and written) and organization.

Learning outcomes for the award of: Postgraduate Certificate in Psychology

A1. Identify, explore and critically evaluate psychological theories pertaining to criminal behaviour and the application of psychology to the legal system.

A2. Demonstrate application of psychological theory to forensic psychology including professional practice and working with specific client groups (both treatment and assessment).

A3. Demonstrate application of the role of ethics and professional standards within the discipline.

A4. Use a wide range of methodological and statistical techniques currently employed in the discipline

C1. Explore, critically evaluate and integrate information from the research literature in a purposeful way.

D1. Demonstrate skills in the areas of communication (oral and written) and organization.