Course Handbook
Professional Doctorate-Criminal Justice
September 2019-20
Professor Stuart Kirby
School of Forensic and Applied Sciences

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

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1 WELCOME TO THE COURSE

Welcome to the School of Forensic and Applied Sciences at the University of Central Lancashire (UCLan) and congratulations on your acceptance to the Professional Doctorate in Criminal Justice. This is recognition of your professional standing and represents an excellent personal opportunity to innovate aspects of your current practice while studying for this Doctoral Award.

The Award is managed by Professor Stuart Kirby.

This programme has undergone significant development. It aims to fuse the best international academic research with a wider understanding of professional practice. On successful completion you will have achieved a high degree of personal development and be able to produce an original piece of work that furthers professional knowledge.

The purpose of this handbook is threefold. First, it aims to address many of the administrative and logistical questions that you may have during the early stages of your study. Secondly, it addresses academic issues such as the programme of work that will be necessary to progress through this award. Finally, the handbook provides a description of the tools that you will be using throughout your study. This handbook should be used alongside other university guides and is also available in electronic format.

We are aware of the challenges of mixing academic study with a professional occupation. To assist, you will be supported by a team of academics and administrators, who are here to help. If you have a problem or question, either phone or email any of them. The numbers and email addresses can be found in this handbook.

I would like to take this opportunity to wish you the very best in your studies.

Stuart Kirby
School of Forensic and Applied Sciences

1.1 Rationale, aims and learning outcomes of the course

The Professional Doctorate provides an alternative award for the traditional Doctor of Philosophy (PhD). The D.Prof is a unique programme designed for professionals working in the Criminal Justice sector who are interested in furthering their development as expert practitioners. The student is able to research their area of interest and expertise while continuing to work. The student is able to add value to their organisation while enhancing their career prospects and expanding their professional network.

The aim of the overall programme is encapsulated in this quote:

"Whereas the 'traditional' Doctor of Philosophy degree is intended to develop professional researchers*, the professional doctorate is designed to develop* researching professionals"* (Bourner, Bowden and Laing, 2010).

The Professional Doctorate in Criminal Justice (D.Prof. Criminal Justice), has been designed to provide students with comprehensive and advanced ability, to utilize a range of analytical and research skills, to critically interpret criminal justice policy and practice in a range of contexts. The aims of the programme are to:

- Work within a framework for personal, professional and academic development at doctoral level with a view to making an original contribution to knowledge and professional practice in the criminal justice sector to a standard meriting publication.
- Develop a professional approach to research practice in criminal justice by analysing and critiquing the philosophical dimensions of research methodology and the use of current research techniques
- Work within a framework in which they can generate original knowledge through the research of criminal justice related issues and contribute to the state of the art/ influencing policy and practice within their own area of professional involvement.
- Enable the development and understanding of criminal justice theories and concepts in real world settings.
- Enhance the development of reflective practice through discussion and networking with others who may be working in different sectors of criminal justice.
- Synthesise ideas, concepts and approaches from their profession with relevant theoretical frameworks to create solutions, drive change, innovate and make a difference within their workplace.

On successful completion of the programme students will have demonstrated an advanced ability to:

- Identify and critically evaluate relevant theoretical and research developments within their area of professional practice;
- Deconstruct theoretical and philosophical bases of qualitative and quantitative methodologies in criminological research for further critical analysis;
- Critically analyse ethical issues arising from undertaking research within institutional settings and how these might be addressed;
- Evaluate concepts relating to professionalism, professional knowledge and professional practice for greater understanding, within the context of criminal justice and their own professional practice.

Subject Specific Skills
- Utilise high level skills needed for advanced academic study in difficult and complex contexts, which are unpredictable and require new strategic approaches;

- Research, analyse, synthesise, evaluate and critique information and evidence so as to transfer new theoretical, research and professional understanding into a major piece of written work relating to professional practice;
- Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints;
- Justify research methodologies and research paradigms on which their enquiry is based;
- Challenge current assumptions and accepted practice within Criminal Justice and their own area of professional practice;
- Complete a doctoral thesis in Criminal Justice (defended within a viva voce examination), which makes a substantial and original contribution to professional practice.

Thinking Skills
- Evaluate and justify the selection of qualitative and/or quantitative research methodologies to conduct research leading to the production of a thesis in relation to their professional practice of a standard meriting publication;
- Conduct in-depth and effective searches of relevant literature and research and critically evaluate the results from the various sources of information and data available;
- Conceptualise, design, and write a substantial research project which makes an original contribution to applied and/or theoretical knowledge of a standard meriting publication;
- Demonstrate a reflective, thoughtful and flexible approach to project planning, research, methodology and professional development;
- Interact and network with a multi-disciplinary cohort of students to gain and share insights and views with others;
- Contribute to the development of professional practice in criminal justice by the dissemination of their understanding through a variety of formats;
- Manage complex research tasks independently, and deal with problematic situations as they arise.

Other skills relevant to professional and personal development

- Communicate effectively, both orally and in writing, illustrating research and professional understanding, making recommendations to academic and professional communities;
- Apply key personal, social, technical and other transferable skills relevant to your profession;
- Manage change effectively, prioritise time and workloads and respond to changing professional demands;
- Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation;

- Identify learning needs and be autonomous in the planning and management of personal;
- Demonstrate a reflective and thoughtful approach to research, professional development and application to personal areas of practice;
- Provide authoritative solutions when presented with complex practical, ethical or criminological problems within a professional context.

1.2 Course Team

Name	Role	Contact me for…	Email	Telephone
Professor Stuart Kirby	Course Leader/Academic advisor	All queries regarding the course	Skirby1@uclan.ac.uk	Tel 01772 894176 Ext 4176
Dr. Rebecca Coleman	Course support	Queries in relation to methodology and academic writing	RColeman3@uclan.ac.uk	Tel.01772 894251 Ext 4251

1.3 Expertise of staff

The course team is led by Professor Stuart Kirby, Ph.D., C.Psychol. Stuart served within Lancashire Police between 1977 – 2007 in a variety of uniform and detective roles retiring as Detective Chief Superintendent, Specialist Crime and Operations Division. Since then he has worked at Lancaster University and latterly at UCLan. His Ph.D. was on the subject of Child Sex Offenders and he has conducted research and published widely in the area of policing, crime reduction, and serious and organised crime. He has also designed and presented Criminal Justice lectures and programmes to academic audiences and Criminal Justice Agencies in the UK and internationally (Europe, UAE, India, North America, Australia).

The Professional Doctorate course is delivered by a diverse range of experienced research/practitioner active staff from within the School of Forensic and Applied Sciences and other schools. You can access information (e.g. about staff research interest and publications) via staff profiles (available through the appropriate School web pages). In addition specialist staff such as those from the University Learning Information Service may contribute to modules where their particular expertise will enhance your learning experience

1.4 Academic Advisor

Your Academic Advisor is Professor Stuart Kirby who will provide academic support during the year. He will be the first point of call for many of the questions that you might have during the year. Professor Kirby will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. Following enrolment, Professor Kirby will contact you by email and confirm mutually convenient times when he can offer supervision and support.

General information about Research Student Support can be found in the [Student Handbook for Postgraduate Research](#).

We recognise that you are adult learners who may have significant external responsibilities associated with employment and/or personal circumstances. We understand you may have multiple demands on your time and as such have designed the programme to include extensive use of Blackboard (eLearn), which promotes access to a variety of resources and materials designed to meet the learning needs of part-time students. The modules use a range of learning opportunities available online including: taught interactive adobe sessions; workshops; seminars and self-directed off site study.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the Foster Hub which is 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.

Course specific information is also available via school Blackboard sites.

Your administration centre is the Foster Hub, Foster Building.

The contact telephone number is 0177289 1990/1991

Email contact is 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 as unread.

We understand how important it is for you to have accurate information and to be clear about how we communicate with each other. The Course leader and administrative staff will normally communicate with you via email. Please remember to regularly use and check your university email account.

Extensive use will be made of adobe and skype to provide teaching and learning sessions and interactive workshops. Students will be expected to have access to a suitable computer, headset, webcam and a good broadband. Module leaders and teams will always use blackboard/online tools (e.g. announcements) to routinely communicate with you about particular modules. Again you need to use Blackboard to access information about specific modules, your timetables, information on progression, details of exams etc.

The team will generally be available between Mon- Fri 9am-5pm and appointments can be made through their university email addresses.

1.6.1 General information for students

- Academic staff are involved in a range of activities, including teaching across a number of different courses, attending meetings inside and outside the university and undertaking scholarly research. We afford a high level of priority to student emails and telephone messages but realistically responses are unlikely to be instant, as staff are often not at their desk.
- The Academic regulations state that Academic and Administrative staff are not permitted to give out marks via email or on the telephone. Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.

1.6.2 Emails

- Students should use appropriate language in emails at all times.
- Where staff are away from the University, they will routinely use their automated email response facility/voicemail, which will clearly state a return date. This will ensure that students are aware when staff are on leave or working away from the University.
- Staff aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.
- If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students are advised to bring the matter to the attention of another member of staff, such as their course leader for further progression.

1.6.3 Feedback

Students will receive written or audio dictation feedback, one to one feedback in person, or via Adobe Connect. This feedback is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take time to understand their feedback, as well as accessing their mark. If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them. It should be noted that all Adobe Connect Sessions are recorded and available for students to review/revise at a later date.

1.7 External Examiner

There is an academic and professional external examiner for the Professional Doctorate. The academic role is conducted by Dr Les Humphreys, Lecturer in Criminology at Lancaster University and the professional role is conducted by Superintendent Marcus Noden, Greater Manchester Police. You can access External Examiner reports electronically via Blackboard.

2. STRUCTURE OF THE COURSE

The Professional Doctorate in Criminal Justice is either Full- time or Part- time to accommodate individual circumstances.

The course is potentially 3 years Full time (1year Masters + 2 years Professional Doctorate Thesis) or 6 years Part time (2 years Masters + 4 years Professional Doctorate Thesis). If students are admitted directly at stage 2 this will be reduced to 2 years full time or 4 years part time, as they are engaged directly on the doctoral thesis. The course will be delivered using either the traditional classroom method or the interactive online classroom with the tutor and one or more students. This online method replicates a more traditional classroom based lecture (or tutorial) where all participants can see and engage with each other in real-time. The lectures are recorded and are accessible to all students for future reference and revision. Student feedback can also be delivered by audio dictation via our Turnitin system or in written format whichever is more appropriate for the student.

The table (2.1) below shows an overview of the programme. Note that *Part-time students typically take three modules each year. As such the table provides an example of a typical PT course (i.e. 3x modules in Yr. 1 followed by 3x modules (Inc. Option) plus Dissertation for MSc in Yr. 2. Each student will therefore have an individual programme tailored to their needs and the pre-requisite requirements of any of the modules. There are two types of module (Comp) = Compulsory module and (O) = Optional module

2.1 Overall structure

Module code	Module Title	Credit rating		Full Time		Part Time*
Stage 1				**Year 1**		**Year 1**
FZ4730	Criminal Justice- An International Perspective (Comp)	20		Year long		Year long (Y1)
FZ4701	Research Methods (Comp)	20		Semester 2		Semester 2 (Y1)
FZ4728	Decision Making in the context of Threat, Risk and Harm (Comp)	20		Semester 2		Semester 2 (Y2)
FZ4725	Organisational development and partnerships (Comp)	20		Semester 1		Semester 1 (Y1)
FZ4729	Research in Practice (Comp)	20		Semester 2		Semester 2 (Y2)
	Choose one module from the list below.					
FZ4709	Countering Terrorism in the 21st Century (O)	20		Semester 1		Semester 1 (Y2)
FZ4720	Open Source Internet Investigation (O)	20		Block		Block (Y2)
LA4501	International Criminal Law and Security (O)	20		Semester 1		Semester 1 (Y2)
FZ4707	MSc Dissertation (Comp)	60		Semester 3		Yr 2-Year long
	AWARD			**MSc Criminal Justice** Requires **180** credits at Level 7 (must include FZ4730 and FZ4701)		**MSc Criminal Justice** Requires **180** credits at Level 7 (must include FZ4730 and FZ4701)
Stage 2				**Years 2&3**		**Years 3,4,5&6**
FZ5001	Doctoral Study and Reflective Practice (Comp)	20		Year 2/Semester 1		Year 3/Semester 1
FZ5002	Thesis (Comp)	340		Year long		Year long
	AWARD			Professional Doctorate in Criminal Justice (D.Prof. Criminal Justice).		Professional Doctorate in Criminal Justice (D.Prof. Criminal Justice)

2.2 Modules available

STAGE 1

FZ4701 Research methods for Crime and Criminal Justice (Comp): The aim of the module is to provide students with transferable career skills that will allow them to communicate ideas via a variety of media, to manage, plan and evaluate projects, to gain practical experience of designing social scientific experiments and to select and apply suitable statistical methods to evaluate the output. It will also give insight into some of the legal and ethical issues surrounding such work.

FZ4728 Decision Making in the Context of Threat, Risk and Harm (Comp): The purpose of this module is to provide students with the knowledge, understanding and skills required to be sufficiently aware of factors that influence decision making particularly in relation to prioritisation and which organisational models may assist in making decisions more informed. The module will provide learners with the key principles that emerge from organisational development models including stakeholder management and how they can be used to influence informed thinking and decision making. The module will promote confidence and critical reflection from an ethical, legal, political and professional standpoint, providing opportunities for applied learning and continuous professional development.

FZ4725 Organisational Development and Partnerships (Comp): The purpose of this module is to provide students with the knowledge, understanding and skills required to critically evaluate organisational development in single and multi-agency Early Action Partnerships. Students will be able to critically appraise how organisational development models are best synergised and the importance of common approaches to organisational development in multi-agency Early Action Partnerships. The module will promote confidence and critical reflection on theory and practice from an ethical, legal, political, personal and professional standpoint, providing opportunities for applied learning and continuous professional development.

FZ4729 Research in Practice (Comp): The purpose of this module is to enhance students' knowledge and understanding of the nature of inquiry and to develop knowledge and skills in study design, assessing research quality, validity and critical evaluation. Following on from the more technical aspects of the Research Methods module this module allows students to develop and apply knowledge of qualitative and quantitative research techniques to distinguish appropriately between method and methodology and to assess the quality and validity of research. The module provides students with a theoretical framework upon which to base both empirical and practical approaches to research and the skills and understanding necessary to work independently, interpret and report results from research, in practice.

FZ4730 Criminal Justice an International Perspective (Comp): This module aims to develop the students' ability to critically understand the wider criminal justice system

at a conceptual and practical level, by exploring social, economic and political contexts at UK and international level. Commencing with a critical exploration as to the causes of crime, it will examine how different countries identify and prioritise crime through political influences. The module will then concentrate on the way Criminal Justice Systems are orientated, with a particular focus on their philosophy, institutional practice, processes and outcomes. Whilst the focus will be on the UK, other mechanisms such as those in continental Europe and the issues surrounding Sharia law, will be considered. Consideration will also be given to the role of the police and prosecuting authorities. This will extend to ethical considerations, the potential for the abuse of power, and how unintended consequences can be generated from its operation.

FZ4707 MSc Dissertation (Comp): This module will develop the students' ability to understand and define clearly a problem to be solved; develop the ability to extract relevant material from a literature survey; develop the ability to design and undertake an original investigation; develop the ability to present, analyse and interpret results; develop the ability to present a coherent, critical account of the work and how it relates to that of others; develop management skills; achieve a measure of independence; integrate different aspects of the course.

Students are asked to add to the compulsory modules with one from the list below:

FZ4709 Countering Terrorism in the 21st Century (O): This module will offer a detailed examination of the ideas, techniques and practicalities of modern-day counter-terrorism across the globe, with a primarily UK and European focus. The tradecraft and training of contemporary (and potentially future) violent extremism will link with an exploration of the motives and methodologies outlined in other modules. Students will explore the similarities and differences in forms of cyber-terrorism and the links with security of national infrastructures. The module will also explore how ideas around supporting those people vulnerable to radicalisation can have an influence.

FZ4720 Open Source Internet Investigation (O): The Internet contains millions of pages of content, most of which is free & legal to access, which is a valuable source of information / intelligence, often referred to as Open Source Intelligence / OSINT that can be used during research, an enquiry or investigation. However due to the vastness of the Internet those hoping or needing to use the internet as an investigative tool need to understand how to successfully operate in an on-line world within the rule of law. The aims of this module are to develop the knowledge and skills required to gather open source intelligence and to critically review its use as an investigative tool. On completion of the module students will be familiar with the law, practice and procedure in relation to the gathering of open source intelligence in the UK and be aware of the difficulties of obtaining this type of material under international jurisdiction. The module will develop the ability to investigate offences such as fraud, intellectual property crime

offences (copyright), child abuse and those which are not covered by other modules but which are an everyday part of a crime investigator's terms of reference.

LA4501 International Criminal Law and Security (O): This module aims to introduce students to the substantive doctrine, values and policies of international criminal law at a postgraduate level of analysis requiring sustained critical analysis and independent research.

STAGE 2

FZ5001 Doctoral Study/Reflective Practice (Comp): This module will enable the practitioner-researcher to gain a wider understanding of Criminal Justice research in light of current theories and innovative praxis, enabling a development of their practice to the highest standard. The module aims to provide resources and tools as well as a forum for the professional practitioner to engage in critical and purposive reflection, analysis and inquiry of Criminal Justice practice research.

FZ5002 Thesis in Criminal Justice (Comp): This module will provide students with the subject skills and knowledge to enable them to make a significant and original contribution to knowledge in the context of professional practice in the field of Criminal Justice. This is by producing a substantial written piece of work amounting to an original contribution to applied and/or theoretical knowledge of a standard meriting publication. To impart behaviours and attributes of reflective practice and applied research appropriate for a professional in the field of Criminal Justice. This thesis follows a structured process requiring annual progression submissions.

2.3 Course requirements
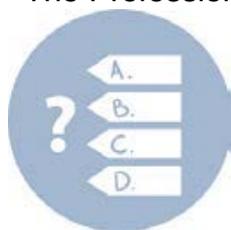
The Professional Doctorate will be run on a Full time and Part time basis. It is separated into stage 1 and stage 2. The method of teaching will be by traditional/online study to accommodate the majority of working professionals on the course. If you are completing the MSc in Criminal Justice, the modules in Criminal Justice and Research Methods for Crime and Criminal Justice are compulsory. You also have an option module that can be chosen from the list provided.

Part-time students typically take three modules in year 1 and three modules plus dissertation module in year 2. An individual programme will be worked out for each student to fit in with their needs and the pre-requisite requirements of any of the modules.

On successful completion of stage 1, students will progress to stage 2 (Level 8 modules) and completion of their research thesis supported by their academic advisor. For those students who have already been awarded a Masters degree in relevant subject they may progress directly into stage 2 (subject to interview).

2.3.1 Module Registration Options

Discussions about your progression through the course will take place on an ongoing basis with the course leader. It is an opportunity for you to make plans for your study over the next academic year. The course leader 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. All Professional Doctorate students will undertake an annual progression exercise once they have registered the working title of their research project (in line with the Annual Progression Exercise for research degrees).

2.4 Study Time
2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

The programme has been designed to reflect your professional considerations and offers a flexible and independent learning environment. You are expected to put in approximately **100 hours** for every **10 credits**. So, for a 20 credit module, a comparative amount of independent study should be approximately 200 hours. This indicates the amount of independent study time that you should plan to spend in reading and preparing for assignments.

2.4.3 Attendance Requirements

You are required to attend/log in for all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Professor Stuart Kirby, your Course Leader on skirby1@uclan.ac.uk or telephone 01772 894176 and Foster Hub on 01772 891990/1991 or by email FosterHub@uclan.ac.uk

2.4.4 Data Protection.

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk

3. APPROACHES TO TEACHING AND LEARNING

3.1 Learning and teaching methods

Teaching and learning will be through interactive methods on-line and self-directed study. Extensive use will be made of adobe and skype to provide teaching and learning sessions and interactive workshops. The emphasis of these sessions will be on the student being prepared beforehand by undertaking the appropriate reading, to enable open and creative learning to take place within the learning zone through adobe. The programme and specific modules are based on the principle of student led individual research and reading in preparation for the teaching and online learning sessions. Each module leader will provide the necessary learning materials and advice on their module web page (Blackboard) and they will be available during the week through a discussion forum.

3.2 Study skills

Students will commence the Professional Doctorate with varying levels of academic skills. Some may have English as their second or third language and may, initially, require some additional support on the course. UCLAN provide support for students' academic work through WISER workshops, and support to access Learning and Information Technology through LIS. The links for these services are below.

Wiser link
LIS link

3.3 Learning resources
3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies (ie SPSS) provided by LIS- library and IT staff. Many of these resources can be found by logging into Lynda.com. Please refer to the Student Handbook for further information.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources - e-journals and databases, eBooks, images and texts. For courses that are exclusively online, the programme will make extensive use of Blackboard (eLearn), which promotes access to a variety of resources and materials designed to meet the learning needs of distance learning students.

3.4 Personal development planning

Students on the Professional Doctorate are encouraged to reflect on their biographical career prior to commencing the programme and how completion of the Professional Doctorate can enable them to develop and further their career in a direction appropriate to their expectations and goals. Personal development planning tutorials will be offered as part of this programme and the Academic Advisor will be available

to support the students by offering advice and guidance on how to develop their personal development plan.

3.5 Your career

Your future is important to us and to make sure that you achieve your full potential whilst at UCLAN and beyond, your course has been designed with employability learning integrated into it. The Professional Doctorate is designed for students who intend to further their research careers and develop their professional skills essential to their career progression. We encourage students to record their journey at UCLAN, which will provide the student with a permanent record of all their achievements during their time at UCLAN. The Professional Doctorate is designed to augment students in developing their careers through the following routes:

- To develop a career as an independent researcher;
- To undertake research projects in a particular research setting that you may work in already (or propose to work in), or be associated to in some capacity;
- To engage with other professionals in various criminal justice fields;
- To enhance your career prospects as a researching professional with the ability to contribute to new practice through the generation of original knowledge;
- To enter into a career within academia.

One of your assessment tasks will specifically ask you to reflect on these issues.

4. STUDENT SUPPORT, GUIDANCE, AND CONDUCT

4.1 Academic Advisors

Your Academic Advisor/Course Leader- Professor Stuart Kirby will be your first point of contact and will provide you with online support on request.

4.2 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 student administration such as Council Tax and letters to verify your status. The 'i' can also direct you to the right place to find information on Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi-Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley area (where relevant).

4.3 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 your course lead 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 studies 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 Advisor for advice and information, disability@uclan.ac.uk. The named lead for students with disabilities within the School of Forensic and Applied Sciences is Mark Toogood, room KM106, tel: (01772 89)3528, mtoogood@uclan.ac.uk.

4.4 Health and Safety

In the event of attending the campus you must be aware that all students at UCLAN are responsible for their own safety and for those around them. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially hazardous situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

All students are expected to abide by the Regulations for the Conduct of Students. You are expected to behave in a respectful manner demonstrated by using appropriate language in online learning activities. If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.6 Student Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston Campus, and is the hub for all student activities. Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life*

*Better for Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

It recognises that as distance learning students you may not be able to access the Students' Union in the same way as students who are based around the campus, however, you can still get in touch with the Students' Union via email or telephone if you wish. The Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities Opportunities Centre

We hope your time at UCLan is trouble free, but should you come into difficulties around anything from academic appeals to issues with housing, benefits or debt, then our dedicated staff team in the Student Support Services are on hand to help. As their team is run independently from the university, it can offer impartial advice.
More information on all these issues, as well as details about all their (not-for-profit) commercial services, including the student-bar (Source) and student venue (53 Degree), can be found at http://www.uclansu.co.uk

5. ASSESSMENT

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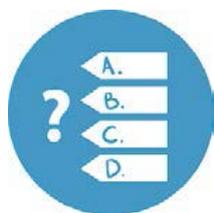
5.1 Assessment Strategy

Course assessments are set out in the module handbooks and are designed to meet the module and course outcomes. The assessment assignments and tasks are specifically designed to equip you with the skills to be able to undertake independent research projects. Whilst undertaking the course you will work with the course team to develop the necessary skills through completion of the specific tasks, and submission of assignments and from the written feedback on your work.

5.2 Notification of assignments and examination arrangements

Submission deadlines are listed in each module handbook and all course work must be submitted electronically through Turnitin. This system enables students to check the originality of their work before they make their final submission. The marking criteria to be used can be found in the Assessment Handbook

5.3 Referencing

The Harvard system of referencing is used for this course and examples of this referencing system are illustrated in the references at the back of each module

handbook. Additional guidance can be found in the [Assessment Handbook](#) which is also available on Blackboard.

5.4 Confidential material

Whilst studying for the Professional Doctorate, students will be engaged in research issues and projects that necessitate strict adherence to the principle of confidentiality and the Data Protection Act. Students will be expected to submit a research proposal to the School of Forensic and Applied Sciences Research Ethics committee and adhere to UCLan's Research Ethics Regulations.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the relevant module leader or your academic advisor.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments [Academic Regulations: G2.4](#). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations: G7 and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this

includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

• Re-presentation is an attempt to gain credit twice for the same piece of work.

Turnitin enables you to check and make changes to your work prior to the submission deadline. You can resubmit your work to the system as many times as you wish, up to 24 hours ahead of the submission deadline. Students are strongly advised to ensure that they are satisfied that the final submission is the version they wish to be assessed.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented.

Section 5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section 1 . You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 7 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice Centre suadvice@uclan.ac.uk for support and advice.(Advice and Representation Centre)

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 VOICE

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 ongoing 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. There will be regular opportunities to feedback on your learning experience through on-line discussions and online Module Feedback Questionnaires (MFQs). The Students Union can support you in voicing your opinion, provide ongoing advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey in semester 1.

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), and members of Students' Council 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.

7.1 Course Representatives and School Presidents.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. A course representative can also represent the online student community. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course

representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.2 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 (on-line) via the use of Adobe connect. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting 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. resources, IT, library;

- Any other issues raised by students or staff.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Student Complaints Procedure](#).

8. APPENDICES
8.1 Programme Specification(s)

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
3.	**University School/Centre**	Forensic and Applied Sciences
4.	**External Accreditation**	None
5.	**Title of Final Award**	Professional Doctorate Criminal Justice
6.	**Modes of Attendance offered**	Full-time (on campus and distance learning) Part-time (on campus and distance learning)
7a)	**UCAS Code**	N/A
7b)	**JACS Code**	F410
7c)	**HECOS Code**	100486
8.	**Relevant Subject Benchmarking Group(s)**	http://www.qaa.ac.uk/en/Publications/Documents/Doctoral_Characteristics.pdf http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-2010.pdf QAA Doctoral degree characteristics
9.	**Other external influences**	UK Professional Standards Framework United Kingdom Council for Graduate Education, 2002 Vitae Joint Statement of the Research Councils'/AHRB'S Skills Training Requirements for Research Students QAA Quality Code

10. Date of production/revision of this form	April 2018

11. Aims of the Programme

- Work within a framework for personal, professional and academic development at doctoral level with a view to making an original contribution to knowledge and professional practice in the criminal justice sector to a standard meriting publication.
- Develop a professional approach to research practice in criminal justice by analysing and critiquing the philosophical dimensions of research methodology and the use of current research techniques
- Work within a framework in which they can generate original knowledge through the research of criminal justice related issues and contribute to the state of the art/ influencing policy and practice within their own area of professional involvement.
- Enable the development and understanding of criminal justice theories and concepts in real world settings.
- Enhance the development of reflective practice through discussion and networking with others who may be working in different sectors of criminal justice.
- Synthesise ideas, concepts and approaches from their profession with relevant theoretical frameworks to create solutions, drive change, innovate and make a difference within their workplace.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On successful completion of the programme students will be able to:

A1. Identify and critically evaluate relevant theoretical and research developments within their area of professional practice;

A2. Deconstruct theoretical and philosophical bases of qualitative and quantitative methodologies in criminological research for further critical analysis;

A3. Critically analyse ethical issues arising from undertaking research within institutional settings and how these might be addressed;

A4. Evaluate concepts relating to professionalism, professional knowledge and professional practice for greater understanding within the context of criminal justice and their own professional practice;
.

Teaching and Learning Methods

The teaching and learning pathway is based upon an alignment between taught modules, the learning objectives and the assessments in each of the modules.

Students are required to undertake significant background reading and literature searching and complete applied research tasks in the completion of assignments.

The majority of the teaching is provided either in face-to-face lectures, seminars and one to one discussions with tutors and the thesis supervisor.

Active learning is encouraged and facilitated by the application of course material to 'real world' case studies and students' own research.

The course will be delivered using the interactive online classroom with the tutor and one or more students which replicates a more traditional classroom based lecture or tutorial where all participants can see and engage with each other in real-time. The lectures are recorded and are accessible to all students for future reference and revision. Student feedback can also be delivered by audio dictation via our Turnitin system or in written format whichever is more appropriate for the student.

The course can be delivered either online, with students having the option to attend the module lectures, or on-campus.

Assessment methods

A1-A4 are assessed in Part 1 through a range of coursework assignments including a reflective portfolio which will require students to review the philosophies and theories underpinning research and knowledge, and develop and justify their methodological position as a researcher practitioner; the design of qualitative and quantitative research instruments which will require students to justify, evaluate and critique the choice of research method and the use of the instrument in the investigation and critically analyse the relevant practical, theoretical and ethical issues; the preparation of a research proposal.

In Part 2 students are assessed on A1-A4 through the final thesis and the viva voce examination.

B. Subject-specific skills

On successful completion of the programme students will be able to:

B1. Utilise high level skills needed for advanced academic study in difficult and complex contexts which are unpredictable and require new strategic approaches;

B2. Research, analyse, synthesise, evaluate and critique information and evidence so as to transfer new theoretical, research and professional understanding into a major piece of written work relating to professional practice;

B3. Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints;

B4. Justify research methodologies and research paradigms on which their enquiry is based;

B5. Challenge current assumptions and accepted practice within criminal justice and their own area of professional practice;

B6. Completion of a doctorate thesis in Criminal Justice which you defend within a viva and makes a substantial and original contribution to professional practice.
.

Teaching and Learning Methods

The teaching and learning pathway is based upon an alignment between taught modules, the learning objectives and the assessments in each of the modules.

Students are required to undertake significant background reading and literature searching and complete applied research tasks in the completion of assignments.

The majority of the teaching is provided either in face-to-face lectures, seminars and one to one discussions with tutors and the thesis supervisor.

Active learning is encouraged and facilitated by the application of course material to 'real world' case studies and students' own research.

The course will be delivered using the interactive online classroom with the tutor and one or more students which replicates a more traditional classroom based lecture or tutorial where all participants can see and engage with each other in real-time. The lectures are recorded and are accessible to all students for future reference and revision. Student feedback can also be delivered by audio dictation via our Turnitin system or in written format whichever is more appropriate for the student.

The course can be delivered either online, with students having the option to attend the module lectures, or on-campus.

Assessment methods

B1 – B6 are assessed in Part 1 through coursework assignments including the design of qualitative and quantitative research instruments which will require students to justify, evaluate and critique the choice of research method and the use of the instrument in the investigation and critically analyse the relevant practical, theoretical and ethical issues; a report or journal article ready for submission to a named peer reviewed journal or professional publication; a portfolio which requires students to critically reflect upon their own skills, identify gaps, and develop a personal and professional development plan for the doctoral programme.

In Part 2 students are assessed on B1-B6 through the final thesis and the viva voce examination.

C. Thinking Skills

On successful completion of the programme students will be able to:

C1. Evaluate and justify the selection of qualitative and/or quantitative research methodologies to conduct research leading to the production of a thesis in relation to their professional practice of a standard meriting publication;

C2. Conduct in-depth and effective searches of relevant literature and research and critically evaluate the results from the various sources of information and data available;

C3. Conceptualise, design, and write a substantial research project which makes an original contribution to applied and/or theoretical knowledge of a standard meriting publication;

C4. Demonstrate a reflective, thoughtful and flexible approach to project planning, research, methodology and professional development;

C5. Interact and network with a multi-disciplinary cohort of students to gain and share insights and views with others;

C6. Contribute to the development of professional practice in criminal justice by the dissemination of their understanding through a variety of formats;

C7. Manage complex research tasks independently, and deal with problematic situations as they arise

.

Teaching and Learning Methods

The teaching and learning pathway is based upon an alignment between taught modules, the learning objectives and the assessments in each of the modules.

Students are required to undertake significant background reading and literature searching and complete applied research tasks acquiring hands on experience with quantitative and qualitative data analysis packages in the completion of assignments.

The majority of the teaching is provided either in face-to-face lectures, seminars and one to one discussions with tutors and the thesis supervisor.

Active learning is encouraged and facilitated by the application of course material to 'real world' case studies and students' own research.

These concepts are developed through the preparation of a project proposal and the research project within input from a supervisor and the support of the student cohort.

The course will be delivered using the interactive online classroom with the tutor and one or more students which replicates a more traditional classroom based lecture or tutorial where all participants can see and engage with each other in real-time. The lectures are recorded and are accessible to all students for future reference and revision. Student feedback can also be delivered by audio dictation via our Turnitin system or in written format whichever is more appropriate for the student.

The course can be delivered either online, with students having the option to attend the module lectures, or on-campus.

Assessment methods

C1 – C7 are assessed through coursework, including a research proposal; the design of qualitative and quantitative research instruments which will require students to justify, evaluate and critique the choice of research method and the use of the instrument in the investigation and critically analyse the relevant practical, theoretical and ethical issues; a portfolio which requires students to critically reflect upon their own skills, identify gaps, and develop a personal and professional development plan for the doctoral programme.

In Part 2 students are assessed on C1-C7 through the final thesis and the viva voce examination.

D. Other skills relevant to employability and personal development

On successful completion of the programme students will be able to:

D1. Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities;

D2. Apply key personal, social, technical and other transferable skills relevant to employability;

D3. Manage change effectively, prioritise time and workloads and respond to changing professional demands;

D4. Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation;

D5. Identify learning needs and be autonomous in the planning and management of their own learning;

D6. Demonstrate a reflective and thoughtful approach to their research, professional development and application to their own area of practice;

D7. Provide authoritative solutions when presented with complex practical, ethical or criminological problems within a professional context.
.

Teaching and Learning Methods

The teaching and learning pathway is based upon an alignment between taught modules, the learning objectives and the assessments in each of the modules.

Students are required to undertake significant background reading and literature searching and complete applied research tasks acquiring hands on experience with quantitative and qualitative data analysis packages in the completion of assignments.

The majority of the teaching is provided either in face-to-face lectures, seminars and one to one discussions with tutors and the thesis supervisor.

Active learning is encouraged and facilitated by the application of course material to 'real world' case studies and students' own research.

These concepts are developed through the preparation of a project proposal and the research project with input from a supervisor and the support of the student cohort.

The course will be delivered using the interactive online classroom with the tutor and one or more students which replicates a more traditional classroom based lecture or tutorial where all participants can see and engage with each other in real-time. The lectures are recorded and are accessible to all students for future reference and revision. Student feedback can also be delivered by audio dictation via our Turnitin system or in written format whichever is more appropriate for the student.

The course can be delivered either online, with students having the option to attend the module lectures, or on-campus.

Assessment methods

D1 – D7 are assessed through coursework, including the preparation of a report or journal article ready for submission to a named peer reviewed journal or professional publication; a lecture or a report which provides a critical reflection on the student's learning and development.

In Part 2 students are assessed on D1-D7 through the final thesis, a viva voce examination and a presentation given to an invited audience prior to the viva voce examination.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 8	FZ5002	Thesis in Criminal Justice (Comp)	340	**Professional Doctorate Criminal Justice** requires 540 credits consisting of : 360 credits at Level 8 and 180 credits at Level 7
	FZ5001	Doctoral Study and Reflective Practice (Comp)	20	
Level 7	FZ4707	MSc Dissertation (Comp)	60	**MSc Criminal Justice** Requires 180 credits at Level 7 (must include FZ4730 and FZ4701)
	FZ4730	Criminal Justice- An International perspective (Comp)	20	
	FZ4701	Research methods (Comp)	20	**Postgraduate Diploma Criminal Justice** Requires 120 credits at Level 7 (must include FZ4730 and FZ4701)
	FZ4729	Research in Practice (Comp)	20	
	FZ4725	Organisational Development and Partnerships (Comp)	20	**Postgraduate Certificate Criminal Justice** Requires 60 credits at Level 7 (must include FZ4730 and FZ4701).
	FZ4728	Decision Making in the context of Threat, Risk and Harm (Comp)	20	
	FZ4709	Choose 1 module from list below:	20	
	FZ4720	Countering Terrorism in the 21st Century (O)	20	
	LA4501		20	

| | | Open Source Internet Investigation (O) | | |
| | | International Criminal Law and Security (O) | | |

15. Personal Development Planning

Students are required to maintain a Progress File which is reviewed annually by the full Supervisory Team, Research Degrees Tutor (RDT), and Head of School. Supervision records, research training programme certificates, and reflective evaluation of the students' progress must be contained within the Progress File.

The Progress File should also include an archive of seminar or conference presentations given during completion of the professional doctorate, together with peer feedback. As well as assisting the student to own, manage, map, focus, monitor, and review their own learning experiences, the Progress File assists the Supervisory Team and RDT in identifying and understanding the students particular learning preferences, expectations, and requirements; specific areas where any additional support is required; plus specific strengths and weaknesses of the programme design and implementation.

Students may create a separate Personal Development Plan (PDP) or, as recommended, extend their Progress File so that it includes all that would be incorporated into a PDP. The Progress File/PDP should record/ document and reflectively evaluate any internship(s) or placement(s) undertaken during their professional doctorate. Links to journal articles or chapters the student has published during their professional doctorate should be contained within their Progress File/PDP, together with digital archive(s) of related activities such as presentations.

The Progress File/PDP is valuable for taking stock of the students' progress throughout the professional doctorate and beyond, mapping progress against the time management plan and plan of work that the student has generated for research programme approval within the first months of their level eight study, and accounting for any revisions so that their practitioner-research project is always planned through to successful timely completion.

The students' Progress File/PDP can be enhanced by using it also to catalogue valuable opportunities for Continuing Professional Development (CPD) and/or career development that arise during the course of their professional doctorate, such as: membership of professional bodies and associations, key contacts, post-doctoral funding opportunities, prospective post-doctoral collaborative opportunities, prospective publishing or research opportunities.

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.

A. Academic Admissions Criteria
Students with an undergraduate degree will commence at Stage 1 of the Professional Doctorate programme.
The possession of a good honours degree will be required and the applicant will be able to:-
(a) demonstrate the ability to work at Masters level and
(b) demonstrate they are or have been active in professional practice in the area of criminal justice (e.g. through engagement in research projects, publications, presentation of papers at conferences, professional qualifications).

Holders of a relevant Masters degree (Pass) may enter directly at Stage Two of the Professional Doctorate programme subject to an interview.

If you do not possess a relevant Masters degree but want to progress to the Professional Doctorate programme at Stage 2, UCLan and other universities provide a considerable choice on relevant Masters degrees. Please speak to the course leader for further information.

Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6.5

ALL applicants will be interviewed prior to acceptance on the course and if appropriate an AP(E)L application will be considered.

Two references will be required.

B. Disability
The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at UCLAN on a course of their choice

Please consult the UCLAN admissions department for the most up to date requirements.

17. Key sources of information about the programme
• University web site www.uclan.ac.uk
• School website www.uclan.ac.uk/forensic
• Course Leader

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)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development						
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
LEVEL	FZ5002	Thesis in Criminal Justice	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	FZ5001	Doctoral Study and Reflective Practice	Comp	X	X	X	X	X	X	X	X	X	x	X	X	X	X		X		X	X	X			X	x
LEVEL 7	FZ4707	MSc Dissertation	Comp	X	X	X	X	X	X	X	X			X	X	X	X		X		X	X	X	X			
	FZ4730	Criminal Justice – An International perspective	Comp	X		X	X		X	X	X	X		X	X	X	X		X	X	X	X	X	X	X		
	FZ4701	Research Methods	Comp	X	X	X		X	X	X	X			X	X	X	X	X			X	X	X	X		X	X
	FZ4729	Research in Practice	Comp	X	X	X	X		X	X	X	X			X		X				X	X	X	X		X	X
	FZ4725	Organisational Development and Partnerships	Comp	X		X	X	X	X	X		X			X	X	X				X	X	X	X		X	X
	FZ4728	Decision Making in the context of Threat, Risk and Harm	Comp	X		X	X	X	X	X				X	X		X				X	X	X	X		X	X
		Optional Module																									
	FZ4709	Countering Terrorism in the 21st Century	O	X	X	X	X	X	X	X	X	X		X	X			X	X	X	X	X	X		X	X	X
	FZ4720	Open Source Internet Investigation	O	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X
	LA4501	International Criminal Law and Security	O	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Postgraduate Certificate in Criminal Justice.
Requires 60 credits at Level 7 (must include FZ4730 and FZ4701).

A1. Identify and critically evaluate relevant theoretical and research developments within their area of professional practice;

A2. Deconstruct theoretical and philosophical bases of qualitative and quantitative methodologies in criminological research for further critical analysis;

A3. Critically analyse ethical issues arising from undertaking research within institutional settings and how these might be addressed;

A4. Evaluate concepts relating to professionalism, professional knowledge and professional practice for greater understanding within the context of criminal justice and their own professional practice;

B1. Utilise high level skills needed for advanced academic study in difficult and complex contexts which are unpredictable and require new strategic approaches;

B2. Research, analyse, synthesise, evaluate and critique information and evidence so as to transfer new theoretical, research and professional understanding into a major piece of written work relating to professional practice;

B3. Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints;

B4. Justify research methodologies and research paradigms on which their enquiry is based;

B5. Challenge current assumptions and accepted practice within criminal justice and their own area of professional practice;

C1. Evaluate and justify the selection of qualitative and/or quantitative research methodologies to conduct research leading to the production of a thesis in relation to their professional practice of a standard meriting publication;

C2. Conduct in-depth and effective searches of relevant literature and research and critically evaluate the results from the various sources of information and data available;

C3. Conceptualise, design, and write a substantial research project which makes an original contribution to applied and/or theoretical knowledge of a standard meriting publication;

C4. Demonstrate a reflective, thoughtful and flexible approach to project planning, research, methodology and professional development;

C5. Interact and network with a multi-disciplinary cohort of students to gain and share insights and views with others;

C6. Contribute to the development of professional practice in criminal justice by the dissemination of their understanding through a variety of formats;

C7. Manage complex research tasks independently, and deal with problematic situations as they arise.

D1. Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities;

D2. Apply key personal, social, technical and other transferable skills relevant to employability;

D3. Manage change effectively, prioritise time and workloads and respond to changing professional demands;

D4. Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation;

D6. Demonstrate a reflective and thoughtful approach to their research, professional development and application to their own area of practice;

D7. Provide authoritative solutions when presented with complex practical, ethical or criminological problems within a professional context.

Also including the Learning Outcomes of the other 20 Credit module chosen to complete the 60 Credits for the PG Certificate. The Curriculum Skills Map at Section 18 will provide details of the additional Learning Outcomes for the chosen module.

Learning outcomes for the award of: Postgraduate Diploma in Criminal Justice.
Requires 120 credits at Level 7 (must include FZ4730 and FZ4701)

A1.Identify and critically evaluate relevant theoretical and research developments within their area of professional practice;

A2. Deconstruct theoretical and philosophical bases of qualitative and quantitative methodologies in criminological research for further critical analysis;

A3. Critically analyse ethical issues arising from undertaking research within institutional settings and how these might be addressed;

A4. Evaluate concepts relating to professionalism, professional knowledge and professional practice for greater understanding within the context of criminal justice and their own professional practice;

B1. Utilise high level skills needed for advanced academic study in difficult and complex contexts which are unpredictable and require new strategic approaches;

B2. Research, analyse, synthesise, evaluate and critique information and evidence so as to transfer new theoretical, research and professional understanding into a major piece of written work relating to professional practice;

B3. Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints;

B4. Justify research methodologies and research paradigms on which their enquiry is based;

B5. Challenge current assumptions and accepted practice within criminal justice and their own area of professional practice;

C1. Evaluate and justify the selection of qualitative and/or quantitative research methodologies to conduct research leading to the production of a thesis in relation to their professional practice of a standard meriting publication;

C2. Conduct in-depth and effective searches of relevant literature and research and critically evaluate the results from the various sources of information and data available;

C3. Conceptualise, design, and write a substantial research project which makes an original contribution to applied and/or theoretical knowledge of a standard meriting publication;

C4. Demonstrate a reflective, thoughtful and flexible approach to project planning, research, methodology and professional development;

C5. Interact and network with a multi-disciplinary cohort of students to gain and share insights and views with others;

C6. Contribute to the development of professional practice in criminal justice by the dissemination of their understanding through a variety of formats;

C7. Manage complex research tasks independently, and deal with problematic situations as they arise.

D1. Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities;

D2. Apply key personal, social, technical and other transferable skills relevant to employability;

D3. Manage change effectively, prioritise time and workloads and respond to changing professional demands;

D4. Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation;

D6. Demonstrate a reflective and thoughtful approach to their research, professional development and application to their own area of practice;

D7. Provide authoritative solutions when presented with complex practical, ethical or criminological problems within a professional context.

Also including the Learning Outcomes of the other 20 Credit modules (four in total) chosen to complete the 120 Credits for the PG Diploma. The Curriculum Skills Map at Section 18 will provide details of the additional Learning Outcomes for the chosen modules.

Learning outcomes for the award of: Master's Degree in Criminal Justice.
Requires 180 credits at Level 7 (must include FZ4730, FZ4701 and FZ4707)

A1. Identify and critically evaluate relevant theoretical and research developments within their area of professional practice;

A2. Deconstruct theoretical and philosophical bases of qualitative and quantitative methodologies in criminological research for further critical analysis;

A3. Critically analyse ethical issues arising from undertaking research within institutional settings and how these might be addressed;

A4. Evaluate concepts relating to professionalism, professional knowledge and professional practice for greater understanding within the context of criminal justice and their own professional practice;

B1. Utilise high level skills needed for advanced academic study in difficult and complex contexts which are unpredictable and require new strategic approaches;

B2. Research, analyse, synthesise, evaluate and critique information and evidence so as to transfer new theoretical, research and professional understanding into a major piece of written work relating to professional practice;

B3. Critically analyse the methodological, theoretical and ethical dimensions of research and show a critical awareness of potential limitations and constraints;

B4. Justify research methodologies and research paradigms on which their enquiry is based;

B5. Challenge current assumptions and accepted practice within criminal justice and their own area of professional practice;

C1. Evaluate and justify the selection of qualitative and/or quantitative research methodologies to conduct research leading to the production of a thesis in relation to their professional practice of a standard meriting publication;

C2. Conduct in-depth and effective searches of relevant literature and research and critically evaluate the results from the various sources of information and data available;

C3. Conceptualise, design, and write a substantial research project which makes an original contribution to applied and/or theoretical knowledge of a standard meriting publication;

C4. Demonstrate a reflective, thoughtful and flexible approach to project planning, research, methodology and professional development;

C5. Interact and network with a multi-disciplinary cohort of students to gain and share insights and views with others;

C6. Contribute to the development of professional practice in criminal justice by the dissemination of their understanding through a variety of formats;

C7. Manage complex research tasks independently, and deal with problematic situations as they arise.

D1. Communicate effectively in writing and orally theoretical, research and professional understanding and recommendations to academic and professional communities;

D2. Apply key personal, social, technical and other transferable skills relevant to employability;

D3. Manage change effectively, prioritise time and workloads and respond to changing professional demands;

D4. Command the attention and respect of others in providing professional and intellectual leadership, inspiration and motivation;

D6. Demonstrate a reflective and thoughtful approach to their research, professional development and application to their own area of practice;

D7. Provide authoritative solutions when presented with complex practical, ethical or criminological problems within a professional context.

Also including the Learning Outcomes of the other 20 Credit modules (six in total) chosen to complete the 180 Credits for the Master's Degree. The Curriculum Skills Map at Section 18 will provide details of the additional Learning Outcomes for the chosen modules.