

## Programme Specification for MSc Forensic Psychology

This document applies to Academic Year 2019/20 onwards

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	British Psychological Society (BPS) Division of Forensic Psychology (DFP) (Subject to approval)
4.	<b>Final award or awards</b>	Postgraduate Certificate in Forensic Psychology (PG Cert), Postgraduate Diploma in Forensic Psychology (PG Dip), Master of Science in Forensic Psychology (MSc).
5.	<b>Programme title</b>	MSc Forensic Psychology
6.	<b>Pathways available</b>	N/A
7.	<b>Mode and/or site of delivery</b>	Block Teaching Delivery (University of Worcester Campus)
8.	<b>Mode of attendance and duration</b>	Full-time (1 year) (From 2020/21) Part-time (2-4 years) (From 2019/20) Block delivery (Weekends)
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	This programme of study meets the QAA descriptor at Master's level ( <a href="#">QAA Master's Degree Characteristics (September 2015)</a> ); the descriptor for a higher education qualification at Level 7 on the <a href="#">Framework for Higher Education Qualifications (FHEQ)</a> and was designed to meet the requirements of Stage 1 of the BPS Diploma in Forensic Psychology as dictated by the <a href="#">Standards for the Accreditation of Masters &amp; Doctoral Programmes in Forensic Psychology (January 2019)</a> .
11.	<b>Date of Programme Specification preparation/ revision</b>	Approval June 2019 August 2019, AQU amendments to Section 19

### 12. Educational aims of the programme

The MSc Forensic Psychology programme has been designed to cover the British Psychological Society (BPS) Division of Forensic Psychology Training Committee (DFPTC) core curriculum and is suitable for students who wish to pursue a career in Forensic Psychology or within the Criminal Justice System. The programme will provide graduates with exemption from Stage 1 of the Qualification in Forensic Psychology (QFP) (subject to BPS accreditation being granted) and will allow graduates to go on to complete Stage 2 of the QFP (a period of supervised practice) and become chartered and registered forensic psychologists. Completion of the programme will provide career opportunities in a variety of forensic and criminal justice system settings, including the prison, probation and police services, local government, and other agencies. Graduates of the programme will have the option to go on to complete the full professional training route in the form of Stage 2 of the Qualification in Forensic Psychology (QFP) if they wish to work as a forensic psychologist, or will have opportunities to work within a variety of allied forensic professions/roles if they choose not to continue with Stage 2. Such roles are varied but include Assistant Forensic/Clinical

Psychologist, Offender Behaviour Programme/Treatment Facilitator, Crime Scene Analyst, Intelligence Analyst, Police Officer/Staff, Prison Officer, Probation Officer, and Lecturer/Researcher in Forensic Psychology.

The programme provides students with an opportunity to understand how Psychology is applied within forensic settings, focusing on the key themes, theory and practical skills that are relevant to understanding crime and the legal/criminal justice systems. The programme has been designed with an underpinning ethos of reflective practice and ethical/professional decision-making and is delivered by a team of academics who have experience of working within forensic settings and/or conducting applied research from a forensic psychological perspective. The programme delivery is also complemented by the use of expert visiting lecturers who are currently working as practitioners in the field, enabling students to make links between theory, research and practice and to get insight into the various allied forensic professional roles/career pathways that will be available to them upon completion of the course.

### **Programme Aims:**

The programme was designed to meet the accreditation criteria of the British Psychological Society (BPS) Division of Forensic Psychology Training Committee (DFPTC), and thus to provide exemption from Stage 1 of the BPS Diploma in Forensic Psychology (QFP). The course will cover the core curriculum as stipulated by the BPS DFPTC, which includes:

1. Research and research methods
2. The legal and criminal justice context for forensic psychology
3. Assessment and formulation
4. Interventions
5. Client groups
6. Forensic settings
7. Development and training
8. Advice and consultancy

The course is, therefore, primarily aimed at students who wish to pursue a career as a Chartered and Registered Forensic Psychologist, but is also appropriate for those who wish to work within allied forensic professional roles. The specific aims of the programme are:

1. To provide students with a systematic understanding of the areas of forensic psychology outlined within the DFPTC curriculum.
2. To provide students with an understanding of the core professional and research ethics that are relevant to the discipline of forensic psychology.
3. To develop a set of core transferable skills that are relevant to the practice of forensic psychology and employment within a variety of forensic settings (for instance the demonstration of sound judgement, ethical decision-making, decision making in complex and unpredictable situations, critical reflection, and personal responsibility).
4. To develop competence in research methodology and data analysis, as evidenced by the design and execution of an independent piece of empirical research.
5. To develop advanced abilities to communicate psychological information effectively both orally and in writing using a range of media.

**13. Intended learning outcomes and learning, teaching and assessment methods**  
**Specific Programme Intended Learning Outcomes:**

<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>	<b>Award</b>
1.	Critically analyse and evaluate the current knowledge, theory and evidence base relevant to the forensic psychology discipline.	MPSY4183 MPSY4172	PG Cert PG Dip MSc
2.	Demonstrate a critical awareness of the workings and procedures of the criminal and civil justice systems.	MPSY4171 MPSY4170	PG Cert PG Dip MSc
3.	Demonstrate a comprehensive critical understanding of quantitative and qualitative research methods and how to use relevant research theory to inform research design.	MPSY4182 MPSY4000	PG Cert PG Dip MSc
4.	Critically discuss how theory and research inform professional practice within the discipline of forensic psychology.	MPSY4173 MPSY4170	PG Cert PG Dip MSc
5.	Critically analyse and evaluate the treatment approaches/interventions that are used with specific client groups encountered in forensic settings.	MPSY4172 MPSY4173	PG Cert PG Dip MSc
6.	Critically synthesise information from a range of sources in order to demonstrate a coherent and comprehensive understanding of the links between theory and practice.	MPSY4172 MPSY4173	PG Cert PG Dip MSc
7.	Communicate advanced ideas in an accessible way which critically demonstrates a conceptual understanding of contemporary developments within forensic settings.	MPSY4171 MPSY4172	PG Cert PG Dip MSc
8.	Demonstrate a critical awareness of the need to work professionally in accordance with appropriate ethical, professional and legal frameworks/codes of conduct.	MPSY4167	PG Dip MSc
9.	Critically apply the skills required to produce professional reports based on theoretical knowledge and practice guidelines.	MPSY4173	PG Dip MSc
10.	Communicate complex ideas effectively and coherently, in a variety of formats, to different audiences.	MPSY4172 MPSY4171	PG Dip MSc
11.	Take responsibility for personal and professional learning and development, and demonstrate an awareness of future career opportunities and challenges.	MPSY4167	PG Dip MSc
12.	Design, conduct and evaluate a piece of empirical research relating to a forensic psychology topic.	MPSY4182 MPSY4000	MSc

**Learning, teaching and assessment**

**Teaching**

The programme is taught in blocks of 2 days at a time, with each 15-credit taught module having 2 x 2-day blocks of teaching (i.e. 4 days of teaching in total) spread over the Semester. 30-credit taught modules will be delivered in 4 x 2-day teaching blocks (i.e. 8 days of teaching in total) over two Semesters. Students are taught through a combination of interactive

workshops, lectures, seminars, and practical activities. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing subject specific skills and applied individual and group project work.

This formalised teaching pattern is then enhanced by the Personal Academic Tutoring system whereby students will have an opportunity to meet with their personal tutor at regular intervals (at least three times) throughout the academic year. E-learning via use of the University's Virtual Learning Environment (VLE) (Blackboard) and E-mail is central to the course delivery due to the block-teaching format. These technologies are utilised to support student learning between teaching blocks/lectures and enrich the student learning environment. Teaching methods are supplemented and enhanced via use of the VLE (Blackboard), which is used to 1) expose students to various learning tools and subject content materials in a variety of mediums (i.e. discussion forums, audio-narrated PowerPoints/lectures, journal articles, YouTube videos, radio broadcasts etc.), 2) facilitate online-discussion between students, 3) provide feedback (both formal and informal), and 4) test student knowledge via the use of online quizzes. During the non-teaching blocks, students will be expected to engage with directed independent study provided by the module leader and to work on assessments.

Two particular strategies are deemed to be vital to informing the teaching pedagogy utilised on this programme:

1. **Research inspired/informed teaching** – The course team consists of staff members who are active researchers and/or practitioners in the discipline and have authority to teach based on their teaching experience and expertise and active research status. The programme is underpinned by an ethos of research informed practice, by drawing upon the applied research and professional practice/training experience of the course team.
2. **Embedded employability** - Enhancement of employability skills are embedded throughout the course. This includes the development of core skills that are essential to the practice of forensic psychology (such as report writing, risk assessment and reflective practice) and the provision of a plethora of information relating to careers in forensic psychology (and allied professions) provided by both the course team and the visiting lecturers that contribute to the delivery of the programme. The course team will also support students in obtaining work experience by drawing upon their network of professionals working within various forensic settings and providing students with guidance on how to gain relevant work experience both formally (within taught sessions/via the VLE) and informally (i.e. through personal academic tutoring) throughout the course. The course, does not, however, include a formal placement/work experience scheme.

### **Contact time**

The programme is taught across two-day blocks on a Friday and Saturday, each 15 credit module being four days in total, and the 30 credit module being eight days in total. Full time students complete all eight taught modules across two semesters, four modules per semester, plus the dissertation within a third semester in one academic year. Part time students select which modules and how many they want to complete in each year, with their dissertation in the final year.

In the final semester when students will normally be undertaking the dissertation, they will have less classroom contact time in order to do more independent study. Individual supervision will be provided on a one to one basis of a total of 8 hours.

It is expected that a full-time student will be spending 37 hours per week engaged in study which will, in a normal week, include a combination of taught sessions and independent study.

### **Independent self-study**

In addition to the contact time, full time students are expected to undertake around 24 hours of personal self-study per week. Part time students are expected to undertake around 6 hours of personal self-study per module per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a variety of academics with a PhD or practice background in forensic psychology/criminal justice settings. Students will also be taught by visiting guest lecturers who are experts/practitioners within various forensic psychology settings, including chartered/forensic psychologists. Teaching is informed by research and consultancy, with all members of the core course team having completed a PhD, 5 of the lecturers on the course having achieved a higher education teaching qualification and 5 lecturers having been granted Fellow or Senior Fellow status with the Higher Education Academy.

### **Assessment**

In order to develop the skills of advanced study identified within the programme aims and the Division of Forensic Psychology Training Committee (DFPTC) curriculum, students will experience a variety of different assessment methods. The formal summative assessment pattern, for a full-time student, for each semester of the course is:

#### Semester 1

- 1 Research proposal
- 1 Analysis of statistical data
- 1 Essay
- 1 Portfolio
- 1 Reflective log

#### Semester 2

- 1 Risk assessment report
- 1 Individual presentation
- 1 Examination
- 1 Literature review
- 1 Reflective log

#### Semester 3

- Dissertation

The precise assessment requirements for part time students will vary according to the modules selected.

## **14. Assessment strategy**

The assessment methods adopted throughout the course are designed to develop skills and knowledge in forensic psychology and students will experience a diverse range of assessment approaches which should enable each student to demonstrate their developing knowledge,

understanding and skills competency in relation to the practice and application of forensic psychology in various settings. A combination of both formal (summative) and informal, developmental (formative) approaches will be used. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Students are assessed by a combination of course work and examinations. Each module must be passed individually at a D- minimum. No compensation is allowed.

## 15. Programme structures and requirements

The course syllabus has been designed to cover the BPS Division of Forensic Psychology requirements for a Masters in Forensic Psychology, as outlined in the [Standards for the Accreditation of Masters & Doctoral Programmes in Forensic Psychology \(January 2019\)](#). The award maps for the MSc Forensic Psychology, PG Diploma in Forensic Psychology and PG Certificate in Forensic Psychology are detailed below:

Module Code	Module Title	Status Mandatory (M) or Optional (O)			
		Credits (Number)	PG Cert	PG Dip	MSc
MPSY4000	Dissertation	60			M
MPSY4182	Advanced Research Analysis 1	15	M	M	M
MPSY4183	Psychology and Criminal Behaviour	15	O	M	M
MPSY4171	Legal and Criminal Justice Systems	15	O	M	M
MPSY4170	Police and Investigative Psychology	15	O	M	M
MPSY4172	Treatment of Offenders and Victims	15	O	M	M
MPSY4173	Risk Assessment and Management of Offenders	15	O	M	M
MPSY4167	Professional Skills Development	30		M	M
<b>Total Credits</b>		180			
<p><b>PG Certificate</b> To be awarded the PG Cert Forensic Psychology students must successfully complete 60 credits at Level 7 from the following modules: MPSY4182, MPSY4183, MPSY4171, MPSY4170, MPSY4172, and MPSY4173.</p>					
<p><b>PG Diploma</b> To be awarded the PG Dip Forensic Psychology students must successfully complete all 7 taught modules to achieve 120 credits at Level 7.</p>					
<p><b>Masters (MA/MSc/MBA)</b> To be awarded the MSc in Forensic Psychology, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation.</p>					

## 16. QAA and professional academic standards and quality

The MSc Forensic Psychology is modular and part of the University of Worcester's [Taught Courses Regulatory Framework \(TCRF\)](#). The programme has been developed to reflect the guidance on [QAA Master's Degree Characteristics \(September 2015\)](#) and the descriptor for a higher education qualification at Level 7 on the [Framework for Higher Education Qualifications \(FHEQ\)](#). The programme has also been designed in line with the British Psychological Society (BPS) Division of Forensic Psychology (DFP) [Standards for the Accreditation of Masters & Doctoral Programmes in Forensic Psychology \(January 2019\)](#).

The award is located at Level 7 of the FHEQ.

### BPS Accreditation

The MSc Forensic Psychology course has been developed in line with the BPS DFPTC [Standards for the Accreditation of Masters & Doctoral Programmes in Forensic Psychology \(January 2019\)](#) but is not currently accredited by the BPS as providing exemption from Stage 1 of the Qualification in Forensic Psychology (QFP) (i.e. the professional route to becoming a Chartered and Registered Forensic Psychologist). The course will be seeking accreditation from the BPS during the first year of delivery and it is anticipated that the course will have received BPS accreditation prior to graduation of the first cohort of students.

## 17. Support for students

Each student will be allocated a Personal Academic Tutor for the duration of their studies who maintains regular contact with their tutee. The role of the personal and academic tutor is to provide academic and pastoral support, in line with the [University's Personal Academic Tutoring Scheme](#). In addition to their personal academic tutor, students will also be allocated a dissertation supervisor when they enrol on the dissertation module, who normally is a specialist in, or has a research interest their dissertation topic.

Additional support mechanisms include:

- A dedicated induction programme prior to commencement of the course.
- A course handbook.
- Module outlines for each module which provides details relating to each module being covered.
- Dedicated sites on the University's VLE (Blackboard) for the programme and each module being taught across the course.
- Module leaders who will guide students through each of the modules being studied on the course.
- Support meetings/seminars held with personal academic tutors/module tutors to discuss a range of pastoral, career and study skills issues.
- Student representation on the Course Management Committee.
- A dedicated programme director for the course who is responsible for the overall management and delivery of the programme.
- Access to learning support services (including a dedicated subject librarian based in the Hive University Library, IT Services, and Media and Print services).
- Access to the University of Worcester SOLE (Student On-Line Environment) page which provides guidance on learning support and equal opportunities, individual module profiles and selection, academic regulations, communication of grades, resubmission opportunities and activities, etc.

A full range of support for students is available within the University. For more information, please see:

- <http://www.worcester.ac.uk/student-services/index.htm>
- <https://www2.worc.ac.uk/disabilityanddyslexia/>

The University also has a [Diversity and Equality Policy](#) which promotes equality in relation to race, disability, gender, age and sexual orientation.

Students will be encouraged to seek non-academic support as appropriate via Student Services and the Disability and Dyslexia Service (DDS). DDS offers support specifically to students who may experience mental health concerns, educational needs (including dyslexia), and physical impairments or other difficulties which may impact on their teaching and learning experiences and their enjoyment of study at the University.

The [University's Information and Communication Technology](#) service provides University of Worcester students and staff with support for information technology and media.

## **18. Admissions**

### **Admissions policy**

The MSc Forensic Psychology course seeks to recruit Psychology graduates with Graduate Basis for Chartership (GBC). Admissions to the programme are considered from applicants that can demonstrate the ability to successfully study at Masters level and students will be selected using a combination of an application form and interview process.

### **Admissions/selection criteria (Entry requirements)**

The requirement for entry to the MSc Forensic Psychology programme is a 2.2 Honours Degree in Psychology with Graduate Basis for Chartership (GBC). Some relevant work experience is desirable but not essential for entry onto the course (i.e. having worked as an assistant psychologist, research assistant, support worker, or in another allied role with forensic clients).

International students must hold a qualification that is equivalent to the requirement above (i.e. the degree must be approved by the BPS as conferring eligibility for GBC – as detailed in: <https://www.bps.org.uk/join-us/membership/graduate-membership>); and must also achieve a minimum IELTS score of 6.5 (with a minimum of 5.5 in each element) for entry to the programme.

### **Recognition of Prior Learning**

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Prospective students can apply for the course through the University Registry department. See: <https://www.worcester.ac.uk/journey/postgraduate-applications.html>

- All applications will be via the Admissions office.



- All application forms are viewed by Programme Leader and/or admissions tutor.
- If applicants meet the initial entry requirements then applicants are invited for interview. This will be either as face to face or via video conferencing/skype. The interview is a two way process to ensure that the applicant understands and meets the requirements for postgraduate study and also for the applicant to ensure the course is the right one for their needs. The interview will also include a discussion of their support needs and, if appropriate, signpost them to School of Psychology bridging materials online.
- Potential applicants are welcome to attend the University to meet the Programme Leader for informal discussion.

## 19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in modules with more than one assessment component, a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map

PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

### **Classification of Masters**

The classification will be determined by whichever of the following two methods results in the higher classification.

#### Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

#### Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## **20. Graduate destinations, employability and links with employers**

### **Graduate destinations**

The programme has been developed in line with the BPS Division of Forensic Psychology Training Committee (DFPTC) [Standards for the Accreditation of Masters & Doctoral Programmes in Forensic Psychology \(January 2019\)](#) and is suitable for students who wish to pursue a career in Forensic Psychology or within the Criminal Justice System. Successful completion of the programme will provide graduates with exemption from Stage 1 of the Qualification in Forensic Psychology (QFP) (subject to BPS accreditation being granted), providing an opportunity for graduates to go on to complete Stage 2 of the QFP (a period of supervised practice) and become chartered and registered forensic psychologists. Graduates of the programme who go on to successfully complete Stage 2 of the QFP (a period of supervised practice) will be eligible to apply for registration with the UK Health & Care Professions Council (HCPC) and to practice as a Chartered Forensic Psychologist. The requirements for Stage 2 involve a period of supervised practice in a forensic setting. Please see the BPS ([www.bps.org.uk](http://www.bps.org.uk)) and HCPC (<https://www.hcpc-uk.org/>) web sites for more information. Completion of the programme will provide career opportunities in a variety of forensic and criminal justice system settings, including the prison, probation and police services, local government, and other agencies. Graduates will have the option to go on to complete the full professional training route in the form of Stage 2 of the Qualification in Forensic Psychology (QFP) if they wish to work as a forensic psychologist, or will have

opportunities to work within a variety of allied forensic professions/roles if they choose not to continue with Stage 2. Such allied roles are varied but include Assistant Forensic/Clinical Psychologist, Offender Behaviour Programme/Treatment Facilitator, Crime Scene Analyst, Intelligence Analyst, Police Officer/Staff, Prison Officer, Probation Officer, and Lecturer/Researcher in Forensic Psychology.

### **Student employability**

Embedding employability is integral to the culture of psychology at University of Worcester. The BSc and MSc Psychology programmes enable students to develop skills and attributes including self-reflection, problem solving, communication, critical thinking, professional context skills, leadership, team working, analytical skills and interpersonal awareness. The programmes provide a student-centered approach to support and guidance, an innovative approach to learning, teaching and assessment and a collaborative approach to curriculum design and delivery utilising relationships with the UW careers and employability service and external partnerships. There are also regular opportunities for students to attend CPD workshops tailored for supporting CV writing, interview skills, recruitment and assessment techniques, Chartership with the BPS, and registration with the HCPC.

More specifically, this programme is designed to provide graduates with the necessary skills and qualities to equip them for employment within a variety of forensic/criminal justice settings. This includes the demonstration of sound judgment, ethical-decision making, decision-making in complex and unpredictable situations, critical reflection, and personal responsibility. Graduates should also be able to demonstrate the transferable qualities and competencies that are required for working successfully within a variety of forensic (and allied forensic) settings, including taking initiative, the ability to locate, synthesise and evaluate information, independent learning abilities and commitment to continuing professional development. As such, the programme focuses on developing graduates who are able to work effectively within the bounds of legal, professional and ethical guidelines/frameworks, thereby providing graduates with the necessary skills and knowledge to work within a variety of allied forensic roles, or to continue with further training to become a Chartered and Registered Forensic Psychologist (via completion of Stage 2 of the QFP).

### **Links with employers**

Our established partnerships enable us to advertise paid and voluntary work opportunities to psychology students on a regular basis. The department has excellent links with both local and national organisations including the NHS, Alive! Charity, the BPS, West Mercia Police Constabulary, Hereford & Worcester Fire and Rescue Service, Worcestershire County Council and HMP Aylesbury. The course team also have links and partnerships with various forensic settings/organisations, including HMP/privately operated prisons (such as HMP Long Lartin, HMP Grendon, and HMP Rye Hill), the Serious Crime Analysis Section (SCAS) of the National Crime Agency (NCA) where behavioural investigative advisors and geographic profilers are based, and numerous police forces across the UK (such as West Mercia Constabulary, Norfolk Constabulary, and West Midlands Police) and internationally (such as the College of European Policing (CEPOL) and the Swedish Police Authority). Students will also be taught by a variety of guest/visiting speakers who are expert practitioners within the field of forensic psychology and criminal justice work, enabling them to learn about how theory informs practice within forensic settings and to learn more about possible career pathways/professional roles available to them. Students will also have the opportunity to attend various field trips/visits to external organisations (e.g. prison/court visits etc.) to get an insight into different forensic settings and environments.

**Please note:** This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.