

## Overview

<b>Programme Code</b>	35644
<b>Programme Title</b>	Policing and Criminal Investigation
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Masters
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Heather Panter
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Science - MS	See Learning Outcomes Below
Alternative Exit	Postgraduate Certificate - PC	<p>Demonstrate a critical understanding of the complex issues that criminal investigators face when conducting major and serious investigations Demonstrate a critical appreciation of the influences and drivers of policy and practice change in the area of criminal investigation Demonstrate a critical understanding of the research designs, methodological choices, and validity of sources of empirical research and good/best practice guidance that seek to analyse and measure the performance of policing, community safety and criminal justice interventions Think reflectively and recognise how this practice helps develop personal and professional practice Select effective information collection methods and use the most appropriate analytical tools Communicate effectively in both verbal and written forms</p>
Alternative Exit	Postgraduate Diploma - PD	<p>Demonstrate a critical understanding of the research designs, methodological choices, and validity of sources of empirical research and good/best practice guidance that seek to analyse and measure the performance of policing, security, community safety and criminal justice interventions within the context of investigation Be critically aware of current and emerging principles and practices within Investigation Have been exposed to and applied a range of tools and techniques currently being used in criminal investigation Use problem solving skills - show imagination and flexibility in seeking solutions to problems Demonstrate systematic and comprehensive knowledge and understanding of investigation concepts, principles and theories Demonstrate the capacity to work independently and with others to professional standards, and display higher skill levels in the subject area Select effective information collection methods and use the most appropriate analytical tools Communicate effectively in both verbal and written forms</p>

Alternate Award Names	
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## External Benchmarks

Subject Benchmark Statement	
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September		1 Years

## Aims and Outcomes

### Educational Aims of the Programme

The overall aim of the programme is to develop the research, problem solving and critical thinking skills of students who are policing, security or criminal justice professionals or who have an interest in these fields. The programme examines the nexus of law, policy and practice and seeks to embed critical engagement with, understanding of, and application of research activity at the core of decision-making in these areas. This will be achieved by developing a student's ability to identify and critique sources of research data; by developing a student's research skills set so that they can advance their ability to design, conduct and deliver good quality research; and is underpinned by the ambition to encourage students to think innovatively and critically about the approaches taken to crime control, community justice and public safety that are embedded in policy and practice. The specific aims are to: 1 – Develop a student's critical appreciation and understanding of criminal investigation 2 - Develop a student's understanding in the areas of investigation management, suspect, witness and victim management, forensics and investigative interviewing by drawing on current debates in policing, psychology and sociology. 3 - Enable students to develop an advanced and critical knowledge of the key ontological, epistemological and methodological issues that impact upon research into policing and criminal justice practice. The curriculum will allow students to generate a critical appreciation of diverse approaches to conducting research, methods of data collection and analysis to advance their appreciation of the logistical, political and ethical issues related to the operation of good quality social research 4 – With support to provide students with the knowledge and skills to design, conduct and deliver a research project focused on an area of interest. The programme develops a student's ability to plan and implement an agenda for research, to critically reflect on policy and practice developments that have taken place in the subject area, to document and reflect upon the challenges of conducting such research, and by its conclusion produce critical commentary on how an understanding of practice may meaningfully be developed 5- Enable students through reflexive awareness to synthesise the knowledge and understanding gained through study to develop their personal practice and identify how their work fits within a policing context and with the wider social world

### Learning Outcomes

Code	Description
PLO1	Identify, understand, explain, analyse and evaluate the complex issues that criminal investigators face when conducting major and serious investigations.
PLO2	Demonstrate the skills necessary to plan, conduct and report a research project
PLO3	Undertake and present scholarly work
PLO4	Understand the ethical implications of policing enquiry and show sensitivity to values and interests - to identify and take account of normative and moral positions
PLO5	Recognise the relevance of the study of policing to social, public and civic policy
PLO6	Show sensitivity to diversity issues and competing interests in criminal investigation, policing, community safety and criminal justice practice
PLO7	Demonstrate the capacity to work independently and with others to professional standards, and display higher skill levels in the subject areas

<b>Code</b>	<b>Description</b>
PLO8	Select effective information collection methods and use the most appropriate analytical tools
PLO9	Articulate arguments and conclusions based on evidence and that are subject to a well- developed critical appraisal and imaginative judgement
PLO10	Present information in various formats and for different audiences
PLO11	Self-manage learning, utilising time-management and effective planning strategies
PLO12	Demonstrate a critical appreciation of the influences and drivers of policy and practice change in the area of criminal investigation particularly in relation to the management of suspects, witnesses and victims
PLO13	Collaborate and co-operate in working with others to investigate questions or issues relating to policing, community safety and criminal justice
PLO14	Prioritise time to work to strict deadlines
PLO15	Communicate effectively in both verbal and written forms
PLO16	Use ICT to access contemporary sources of information
PLO17	Apply numerical skills to cases involving a quantitative dimension
PLO18	Demonstrate a critical understanding of the research designs, methodological choices, and validity of sources of empirical research and good/best practice guidance that seek to analyse and measure the performance of policing, community safety and criminal justice interventions
PLO19	Show how the boundaries of knowledge are extended through the production of a research-informed critical commentary that advances innovative practice development or serves to enhance the understanding of the need to develop greater efficiencies and enhanced performance in professional practice
PLO20	Have developed reflexive thinking skills and to recognise the importance of reflection in the development of personal and professional practice.
PLO21	Use problem solving skills - show imagination and flexibility in seeking solutions to problems
PLO22	Apply major theories and concepts to the study of policing
PLO23	Independently engage with the subject literature, analyse and assess it to support critical and normative judgements on policing issues and theories with relevant evidence and structured argument
PLO24	Identify a range of research strategies and methods and reflexively assess the merits of each

## Programme Structure

### Programme Structure Description

Completion of 60 taught credits provides Postgraduate Certificate in Policing and Criminal Investigation Completion of 120 taught credits provides Postgraduate Diploma in Policing and Criminal Investigation Completion of 180 credits award: MSc Policing and Criminal Investigation 7120PS (Dissertation) will be led by the module leader from the Policing Studies team and students will be supervised by the most appropriate member of academic staff.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7101PS Policing in Context Approved 2022.02 - 20 credit points	
[MODULE] 7102PS Advanced Research Skills Approved 2022.02 - 20 credit points	
[MODULE] 7110PS Advanced Investigation Skills Approved 2022.01 - 20 credit points	
[MODULE] 7111PS Forensic and Medicolegal Death Approved 2022.01 - 20 credit points	
[MODULE] 7112PS Forensic Cognition: Violence and Victims Approved 2022.02 - 20 credit points	
[MODULE] 7113PS Investigative Interviewing Approved 2022.01 - 20 credit points	
[MODULE] 7120PS Dissertation - Policing Approved 2022.03 - 60 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

## Teaching, Learning and Assessment

Acquisition of 1 - 5 is through a combination of lectures, tutorials, practical sessions with a combination of staff-led and student centred techniques. The former includes both formal and interactive lectures and seminars that are delivered through traditional and technology enhanced methods. Emphasis is placed on a student's independent investigation and critical application of existing knowledge while presenting ideas, joining discussions or reflecting on their studies. In the latter tutorials, workshops and private enquiry based study are used. The programme incorporates work-based learning in a range of modules which utilise up to date case materials with guest speakers drawn in when relevant and appropriate. Assessment methods are specified in each module handbook. Modules will be assessed through coursework (assignments of varying lengths). All forms of assessment will require students to demonstrate an advanced level of relevant knowledge and understanding of the stated learning outcomes. Skills 1 - 8 are taught through lectures and developed through tutorial work throughout the course. Intellectual skills are assessed across all modules while the variety of assessments (including essays, a critical practice reflection, and individual presentation) across the programme ensures that these skills are assessed in different appropriate ways. Formative assessment is used to develop knowledge, understanding and skills while summative assessment is used to assess the learner's success in achieving the learning outcomes. Practical skills are developed throughout the programme. Coursework will generally and specifically seek to develop transferable practical skills. Workshops and coursework preparation will require a degree of personal responsibility, effective communication, and successful time management. These skills are assessed across all modules while the variety of assessments across the programme ensures that these skills are assessed in different appropriate ways. Formative assessment is used to develop knowledge, understanding and skills while summative assessment is used to assess the learner's success in achieving the learning outcomes. Key skills are developed throughout the programme in a variety of forms. Specifically through a combination of research related coursework, guided independent study and projects, examinations, group work and presentations. Transferable skills are an essential part of the activities throughout the programme. In particular the programme seeks to develop a student's ability to engage with and analyse sources of quantitative and qualitative research data. Key skills are assessed as part of coursework, projects and portfolio

## Opportunities for work related learning

Opportunities to develop work-related learning come through the featuring of guest lecturer inputs from policing, community safety and criminal justice professionals throughout the programme. Research projects that are based in policing, community safety and criminal justice will be encouraged

## Entry Requirements

Type	Description
Alternative qualifications considered	Applicants to the programme are normally required to possess a good honours degree (normally equivalent to grade 2:2) in a policing studies or related social sciences discipline. Any applicant who does not have a first degree must satisfy the programme team of their ability to successfully study at Level 7 through presentation of a strong portfolio to demonstrate appropriate equivalent skills in the work place. For these applicants, individual assessment of their suitability for postgraduate level study will be overseen by the programme team and may require evidence to be submitted as part of an assessment process, for example, portfolio of written work, reports, evidence of practice development and presentations. The programme welcomes students with both prior certified learning and/or application for experiential learning credits. Applicants claiming Recognition of Prior Learning will be explored on an individual basis where previous qualifications or experience will be mapped against the Learning Objectives of the programme modules in accordance with LJMU RP(E)L policy and procedures <a href="http://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework">www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework</a>

Other international requirements

Applicants to the programme are normally required to possess a good honours degree (normally equivalent to grade 2:2) in a policing studies or related social sciences discipline. Applicants are required to have achieved a IELTS score a minimum of a 6.5 (minimum of 5.5 in each component) or equivalent English language qualifications. The programme complies fully with the requirements of the Equality Act 2010. The School has a specified member of staff responsible for care of the students under this act and the programme team fully endorse both the concept and the reality of Equal Opportunities.

### **Extra Entry Requirements**