

Overview

Programme Code	35966
Programme Title	Evidence-Informed Practice
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Matthew Millings
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Arts - MA	See Learning Outcomes Below
Recruitable Target	Postgraduate Diploma - PD	See Learning Outcomes Below
Recruitable Target	Postgraduate Certificate - PC	See Learning Outcomes Below
Alternative Exit	Postgraduate Certificate - PC	1 - Demonstrate a critical awareness of the impact and influence evidence-informed policy has, and continues to have, on professional practice in criminal justice policy. 2 - Critically analyse the influences and drivers of policy and practice change in the broad areas of policing, probation and criminal justice policy. 3 - Demonstrate an ability to think critically about the respective roles of criminal justice practitioners, their organisations, and the public have and can play in the development of operational practices designed to reduce reoffending. 4 - Evaluate 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 criminal justice interventions.
Alternative Exit	Postgraduate Diploma - PD	1 - Demonstrate a critical awareness of the impact and influence evidence-informed policy has, and continues to have, on professional practice in criminal justice policy. 2 - Critically analyse the influences and drivers of policy and practice change in the broad areas of policing, probation and criminal justice policy. 3 - Demonstrate an ability to think critically about the respective roles of criminal justice practitioners, their organisations, and the public have and can play in the development of operational practices designed to reduce reoffending. 4 - Evaluate 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 criminal justice interventions. 5 - Show how the boundaries of knowledge are extended through work-based research and 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.

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
Part-Time, Face to Face	September		2 Years

Aims and Outcomes

Educational Aims of the Programme

The overall aim of the programme is to develop the research and critical thinking skills of criminal justice professionals actively involved in the creation and implementation of policy and professional practice. The programme seeks to embed the critical engagement with, understanding of, and application of research activity at the core of decision-making, policy and practice development. This will be achieved by developing students' ability to identify and critique sources of research data; by developing students' research skills set in order to advance their ability to design, conduct and deliver good quality research; and throughout is underpinned by the ambition to encourage students to think innovatively and critically about the symbolic and manifest influence of police policy and practice in societal approaches to crime control, community justice and public safety. The specific aims are to; 1 - Develop a programme of study that enables the University, and criminal justice partners to work collaboratively to develop the research capacity of the sector developing the research and critical thinking skills of criminal justice professionals. 2 - Develop students' advanced critical appreciation and understanding of the impact evidence-informed policy has, and continues to have, on practice development within the broad areas of policing, probation and criminal justice policy. 3 - Develop students' ability to critically reflect upon their own working practices to assess how empirical research and practitioner authored good and best practice concerned with evaluating the impact of practice developments designed to reduce reoffending have and can in the future shape their professional practice. 4 - Develop students' understanding of the emerging challenges to the delivery of criminal justice policy and practice, to enhance their understanding of the social, cultural and political contexts within which these challenges are developing, and to throughout think critically about the respective roles played by criminal justice practitioners, their organisations, and the public in managing crime control and public safety. 5 - Enable students to develop an advanced and critical knowledge of the key ontological, epistemological and methodological issues that impact upon research into criminal justice practice. The curriculum will allow students to generate a mastery of diverse approaches to conducting research, methods of data collection and analysis and use real world case studies of research projects to advance students' appreciation of the logistical, political and ethical issues related to the operation of good quality social research. 6 - Provide students with the knowledge, skills, and qualified support to design, conduct and deliver a research project explicitly focused on an area of their working practice. The programme develops students' ability to plan and implement an agenda for research in an area of work-based practice, to critically reflect the policy and practice development work that have taken place in the subject area, to document and reflect upon the challenges of conducting work based research, and by its conclusion produce critical commentary on how the understanding of evidence-based practice may meaningfully be developed. 7 - Enable students to demonstrate their mastery of their subject matter through the production of a research-informed dissertation. The Masters thesis will help consolidate the student's learning and evidence their critical engagement with cutting-edge literature and scholarship in their topic field.

Learning Outcomes

Code	Description
PLO1	Demonstrate a critical awareness of the impact and influence evidence-informed policy has, and continues to have, on professional practice in criminal justice policy.
PLO2	Show sensitivity to diversity issues and competing interests in policing and criminal justice practice.
PLO3	Demonstrate the capacity to work independently and with others to professional standards, and display higher skill levels in the subject areas.

Code	Description
PLO4	Select effective information collection methods and use the most appropriate analytical tools.
PLO5	Articulate arguments and conclusions based on evidence and that are subject to a well developed critical appraisal and imaginative judgement.
PLO6	Self-manage learning, utilising time-management and effective planning strategies
PLO7	Collaborate and co-operate in working with others to investigate questions or issues relating to criminal justice.
PLO8	Prioritise time to work to strict deadlines.
PLO9	Communicate effectively in both verbal and written forms.
PLO10	Use IT to access contemporary sources of information.
PLO11	Critically analyse the influences and drivers of policy and practice change in the broad areas of policing, probation and criminal justice policy.
PLO12	Demonstrate an ability to think critically about the respective roles of criminal justice practitioners, their organisations, and the public have and can play in the development of operational practices designed to reduce reoffending.
PLO13	Evaluate 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 criminal justice interventions.
PLO14	Show how the boundaries of knowledge are extended through work-based research and 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.
PLO15	Mobilise problem solving skills - show imagination, flexibility and engage in critical reflection in seeking solutions to problems.
PLO16	Employ data collection and research skills - discover information, manipulate data, and question its meaning.
PLO17	Strategically implement evaluative and analytical skills - to apply theory, make critical judgements, and to evaluate the outcomes and impact of interventions.
PLO18	Show sensitivity to values and interests - to identify and take account of normative and moral positions.

Programme Structure

Programme Structure Description

To qualify for the award of a MA in Evidence-Informed Practice students are required to successfully complete and obtain the 160 credits for the core modules 7203PS Evidence-Informed Policy and Practice (30 Credits); 7204PS Methods for Work-Based Research (30 Credits); 7205PS Work-Based Research Project (30 Credits); 7206PS Applied Research-Informed Evidence (10 Credits); 7120PS Dissertation (60 Credits); and then to successfully acquire a further 20 Credits through one of the Option modules. To qualify for the award of a PG Dip in Evidence-Informed Practice students are required to successfully complete and obtain the 100 credits for the core modules 7203PS Evidence-Informed Policy and Practice (30 Credits); 7204PS Methods for Work-Based Research (30 Credits); 7205PS Work-Based Research Project (30 Credits); 7206PS Applied Research-Informed Evidence (10 Credits); and then to successfully acquire a further 20 Credits through one of the Option modules. To qualify for the award of a PG Certificate in Evidence-Informed Practice students are required to successfully complete and obtain the 60 credits for the core modules 7203PS Evidence-Informed Policy and Practice (30 Credits) and 7204PS Methods for Work-Based Research (30 Credits). 7204PS Methods for Work-Based Research must be completed prior to students commencing 7120PS Dissertation module.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 160 credit points	CORE
[MODULE] 7120PS Dissertation - Policing Approved 2022.03 - 60 credit points	
[MODULE] 7203PS Evidence-Informed Policy and Practice Approved 2022.01 - 30 credit points	
[MODULE] 7204PS Methods for Work-Based Research Approved 2022.01 - 30 credit points	
[MODULE] 7205PS Work-Based Research Project Approved 2022.01 - 30 credit points	
[MODULE] 7206PS Applied Research-Informed Evidence Approved 2022.01 - 10 credit points	
Level 7 Optional - 20 credit points	OPTIONAL
[MODULE] 7046LAWCJ Delivering Rehabilitation Approved 2022.02 - 20 credit points	
[MODULE] 7155PS Leadership and the Individual Approved 2022.01 - 20 credit points	
[MODULE] 7207PS Contemporary Issues in Research-Informed Criminal Justice Practice Approved 2022.01 - 20 credit points	

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

Teaching, Learning and Assessment

The provision of work-based research will enable the students to pursue their interests in specific areas of crime and criminal justice and apply their learning in greater depth. The emphasis throughout on evidence-informed policy and practice advances independent investigation and critical application of existing knowledge. The extensive use of the virtual learning environment will ensure students are well supported in the development of their project work and provides diverse forms of engagement with the programme, its learning objectives and student's peers. The programme aims to provide a platform for students to meaningfully engage with their peers and academic tutors in a mutually supportive environment. The teaching and learning environment is stimulated further through the adoption of an 'appreciative inquiry' approach in which equality of participants, whole group participation in decision-making and organisational ownership of the outcomes are prioritised to ensure that the collaboration is aligned to changing operational requirements. The programme utilises a variety of assessment formats with a quantitative data analysis assessment, critically reflective commentary piece and individual presentation being used in combination with traditional essay formats. The module handbooks help detail the assessment expectations, marking criteria and require students to demonstrate an advanced level of relevant knowledge and understanding of the stated learning outcomes. Intellectual skills are developed through supported learning materials, lectures, on-line and in-class tutorial support and seminar preparation. The programme's inter-disciplinary structure is important here in developing student's learning further as the programme provides the opportunity for engagement with research and ideas from beyond the realms of policing studies and criminal justice and into forensic computing, data analytics and public health. Intellectual skills are assessed in all forms of assessment (specified in the assessment schedule). A variety of assessment methods are used including essays, a critical professional practice reflection, and individual presentation. Courseworks 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. Preparation and group interaction in the production of seminars, on-line interaction, and workshops. Formative and summative assessments in written and communication skills. Transferable skills are an essential part of the activities throughout the programme. The research methods module in particular seeks to develop student's ability to engage with and analyse sources of quantitative and qualitative research data. The quantitative data analysis exercise brings into sharp focus the need for students to interpret complex datasets, conduct different forms of data analysis and tests of statistical significance, and to report on the findings the students' generate. Formative assessments within the curriculum will also develop student's ability to present research findings to both academic and practitioner audiences. Transferable skills are assessed in the various assessment processes and coursework. Priority is also given to the assessment of skills in tutorials and workshop presentations.

Opportunities for work related learning

Work-related learning and research is a core element of the programme's curriculum. Opportunities will revolve around evidence review, action research, and implementation tracking by practitioners with the support and supervision of LJMU-based teaching staff. The emphasis on work-related learning will a) add to the evidence base for specific areas, b) promote and track implementation of the existing evidence base, and c) develop students skills to build and use research evidence. The MA in Evidence-Informed Practice is tailored specifically for 'in-service' criminal justice professionals and students joining the programme will need the formal support of their employers to embark on the programme of study. Service level agreements are available to govern this relationship with clear establishment of the roles and responsibilities of the student, LJMU and the student's home organisation (an example includes the arrangements successfully negotiated with Merseyside Police through the Police Knowledge Fund Project). This pre-entry work ensures the programme of study can be supported sufficiently and helpfully also establishes in the student's mind clear expectations upon them and their required level of engagement with the programme. Opportunities to develop work-related learning further come through the featuring of guest lecturer inputs from criminal justice professionals throughout the curriculum's development.

Entry Requirements

Type	Description
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Alternative qualifications considered	a strong portfolio demonstrating appropriate equivalent skills in the workplace
RPL	RPL is accepted on this programme
Undergraduate degree	a minimum 2:2 in a policing studies or related social sciences discipline
IELTS	IELTS 6.0 (minimum 5.5 (6.0 in writing) in each component)

Extra Entry Requirements
