



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	British Psychological Society
Final award	BSc (Hons)
Title of programme(s)	Forensic Psychology
Subsidiary award(s)	–
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	–
Duration and mode(s) of study	3 Years Full-time.
Start date (this version)	September 2014
Periodic review next due	AY 2015/16
UCAS course code & code name	CF84 BSc/FORENS
Venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>This programme is designed for students having a particular interest in forensic psychology. Forensic psychology is defined as the application of psychological knowledge to the study of crime and criminal justice. The programme is structured to provide a thorough undergraduate education in the discipline of psychology as well as offering an introduction to the field of forensic psychology. The programme will incorporate a wide range of teaching methods to broaden the variety of learning experiences. The programme has a number of specific aims:</p> <ol style="list-style-type: none"> 1. to provide students with a scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these with a particular focus upon the application of psychological knowledge to problems and issues within forensic psychology; 2. to provide students with knowledge and understanding of the scope and activities of the practising Forensic Psychologist. 3. to provide students with the opportunities to develop knowledge and a critical understanding of psychological theory, research findings and applications and the relationships between these; 4. to enable students to develop the knowledge and research skills necessary for investigating a range of experience and behaviour; 5. to provide students with knowledge and understanding of multiple perspectives within psychology in a way that fosters critical evaluation;

6. to enable students to consider the status of psychology as an empirical science and appreciate the ethical issues surrounding psychological research and practice;
7. to meet the accreditation requirements of the British Psychological Society (BPS) for the award of the Graduate Basis for Chartered Membership (GBC), which is the first step towards a career as a Chartered Psychologist;
8. to develop a range of transferable personal, practical and intellectual skills, directly relevant to many forms of employment and training.
9. to produce graduates who have experience of working in a professional setting and who are confident in applying their knowledge, skills and understanding in the world of work and who recognise the contribution that psychology can make to an understanding of behaviour and experience.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes

On successful completion of the BSc (Hons) Forensic Psychology programme, students will have provided evidence of (or evidence demonstrating):

- K1 knowledge and understanding of psychology as a scientific, systematic, dynamic on-going process of enquiry;
- K2 the ability to apply knowledge and understanding in a professional context;
- K3 an awareness of the range and breadth of the discipline;
- K4 knowledge and understanding of the approaches adopted in different fields of psychology, with a particular focus upon child psychology;
- K5 understanding and application of the main methods of psychological research and analysis, including quantitative and qualitative methods and approaches, and understanding of how these impact upon the practice of child psychology;
- I1 vocationally relevant skills in a professional context;
- I2 the ability to critically evaluate psychological theory and research;
- I3 the ability to reflect on the relationship between practical experience and theoretical understanding;
- I4 original thinking in selected areas of the discipline;
- I5 the ability to initiate, design, conduct, analyse and report an empirically based research project under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct.
- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Team working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic objectives set out in section 4 below.

Note

It is important from the outset that students recognise that training in Forensic Psychology is acquired, not through an undergraduate degree, but through advanced training (either at a postgraduate diploma or Master's level), professional practice, supervision and experience. Upon completion of the programme students will be in a position to make informed choices about psychology and forensic psychology related careers and further training at postgraduate level.

Statement of congruence with the relevant published subject benchmark statements

The learning outcomes are consistent with the most recently published Psychology Benchmark Statement (Quality Assurance Agency for Higher Education, 2007), the Framework for Higher Education Qualifications and with the requirements for GBC of the BPS, the University's Learning, Teaching and Assessment Strategy and widening participation strategy.

Eligibility for GBC

GBC is only granted to finalists who achieve a 2.2 classification or higher.

4. Learning outcomes for Certificates and Diplomas of Higher Education and ordinary degrees

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 5.</p>	<p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of at least 240 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.</p>	<p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of at least 300 credits, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>

5. Content

Summary of content by theme (providing a 'vertical' view through the programme)
<p>BSc (Hons) Forensic Psychology students study a core curriculum designed to provide a thorough grounding in core theoretical areas (biological, cognitive, developmental, individual differences and social psychology), which are all introduced at Level 4 and then studied at a more advanced level in Level 5. This grounding provides students with the necessary breadth and depth of knowledge of core psychological domains to allow further study of more specialised areas at Level 6. A range of contemporary controversies and debates in psychology are introduced in PSY 4252 <i>Controversial Issues in Psychology</i>. In addition, students are introduced to the theory and practice of forensic psychology at Level 4 (<i>Introduction to Forensic Psychology</i>) and this is developed in Level 5 (<i>Forensic Psychology in Theory and Practice</i>) and in the core Level 6 module <i>Applied Forensic Psychology</i>.</p> <p>Skills in research design and analysis are introduced in PSY 4012 and are then further developed in PSY 5012. The main focus of these modules is to provide students with the theoretical knowledge and practical skills to enable them to undertake research using a range of quantitative and qualitative methods and approaches. The culmination of the research methods work provided throughout the programme is the completion of PSY 6114 <i>Major Research Project</i>, in which students are supervised to design and undertake a small-scale piece of research in an area of their choice, using whichever research methods are most appropriate for investigating their chosen research questions.</p> <p>The programme provides the opportunity to develop a range of personal and intellectual skills appropriate to graduates and in particular for individuals intending to make their careers as professional psychologists. Emphasis is placed upon learning through practical classes, group project work and research projects. Communication skills are fostered by group and individual presentations, leading seminars and a variety of written assignments. Opportunities to develop other career-relevant skills such as teamwork, time management and the collection and analysis of information are provided throughout the programme by means of class exercises and module assessments. Several modules, especially those at Level 6, require autonomous learning for successful completion. Whilst providing a curriculum that is relevant for GBC of the BPS, the programme is also sufficiently broad to provide a balanced and career-relevant education for those not seeking to work as chartered psychologists. Embedded within the programme are <i>Professional Development and Placement in Psychology</i> modules (PSY 4072 and PSY 5072) which furnish students with the opportunity to undertake two six-week work placements in order to develop employability skills and experience.</p>

6. Structure

BSc (Hons) FORENSIC PSYCHOLOGY (Single Honours)			
Duration:	3 years full-time/ 6 years part-time		
Total credit rating:	360		
Course code:	CF84		
Award:	BSc (Hons) 360 credits		
Subsidiary awards:	Dip HE 240 credits Cert HE 120 credits		
<u>Level 4</u>			
Entry requirements: see Undergraduate Prospectus.			
Core: Candidates are required to take:			
PSY 4012	Research Methods in Psychology 1	Sem 1 & 2	20 credits
PSY 4072	Professional Development and Placement in Psychology	Sem 1 & 2	20 credits

PSY 4202	Introduction to Forensic Psychology	Sem 1 & 2	20 credits
PSY 4252	Controversial Issues in Psychology	Sem 1 & 2	20 credits
PSY 4262	Introduction to Cognitive and Biological Psychology	Sem 1 & 2	20 credits
PSY 4282	Individual Differences, Social & Developmental Psychology	Sem 1 & 2	20 credits

Level 5

Progression requirements:

Entry from 2012/13 onwards: 120 credits from Level 4, or equivalent

Entry prior to 2012/13: minimum of 100 credits from level 4 including PSY4012, PSY4202 and PSY4072.

Core: Candidates are required to take:

PSY 5012	Research Methods in Psychology 2	Sem 1 & 2	20 credits
PSY 5202	Forensic Psychology in Theory and Practice	Sem 1 & 2	20 credits
PSY 5022	Cognitive Psychology and Developmental Psychology	Sem 1 & 2	20 credits
PSY 5042	Biological and Social Psychology	Sem 1 & 2	20 credits
PSY 5092	Dialogues, Debates and Diversity	Sem 1 & 2	20 credits

and are required to take 20 credits from:

PSY 5072	Professional Development and Placement in Psychology	Sem 1 & 2	20 credits
PSY5692	Professional Development and Placement (Volunteering) in Psychology	Sem 1 & 2	20 credits

Level 6

Progression requirements:

Entry from 2013/14 onwards: 120 credits from levels 4 and 5, or equivalent

Entry prior to 2013/14: minimum of 100 credits from level 1 including PSY4012 , PSY4202 and PSY4072 and 100 credits from Level 5 including PSY5012, PSY5202 and PSY5072 or PSY5692 , or equivalent

Core: Candidates are required to take:

PSY 6114 [†]	Major Research Project	Sem 1 & 2	40 credits
PSY 6402	Applied Forensic Psychology	Sem 1 & 2	20 credits

and are required to take 60 credits from:

PSY 6032	Business Psychology	Sem 1 & 2	20 credits
PSY 6052	Aspects of Health Psychology	Sem 1 & 2	20 credits
PSY 6062	Applying the Mind	Sem 1 & 2	20 credits
PSY 6122	Psychology Special Subject	Sem 1 & 2	20 credits
PSY 6322	Childhood and Society	Sem 1 & 2	20 credits
PSY 6412	Psychology and Advertising	Sem 1	20 credits
PSY 6422	Biopsychology of Stress and Health	Sem 1 & 2	20 credits
PSY 6432	Abnormal and Clinical Psychology	Sem 1 & 2	20 credits
PSY 6462	Counselling Psychology	Sem 1 & 2	20 credits
SHN 6712	Applied Sport Psychology	Sem 1 & 2	20 credits

Eligibility for GBR:

GBR will only be granted to finalists who achieve a 2.ii classification or higher

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statements, Leeds Trinity Mission Statement and Corporate Plan and Leeds Trinity Learning, Teaching and Assessment Strategy.

The structure and content of the modules are such that, from one level to the next, material is offered in a theoretically coherent fashion which progresses student learning and understanding of the subject. They relate one to each other in a manner which properly informs students of contemporary issues within psychology, while simultaneously working to raise students' intellectual capacities to higher levels of inquiry. The period of work-based learning provides the opportunity for students to apply their learning in a professional setting and develop and evaluate their key transferable skills.

An understanding of the ethical issues relating to Psychology is built into the programme through the core and core preference modules. Modules PSY 4012, PSY 5012 and PSY6114 cover research design and statistics with a focus upon ethically sound research. The programme has been developed in such a way that the amount of independent study increases over the three years. At Level 4 the emphasis is on teaching the basic skills. By Level 6 the emphasis is on learning rather than teaching with students exercising choice in terms of modules and managing their own workload in a supportive environment.

The programme uses a range of teaching methods including lectures, tutorials, seminars, workshops and practicals as appropriate to the subject matter and student numbers.

Assessment within the programme:

1. uses a variety of written forms and practical activities in order to reflect the academic and vocational elements of the programme;
2. uses a combination of coursework and timed examinations at each level in order to test students' ability to work to different time-scales and within different constraints;
3. progressively moves from testing breadth to depth of knowledge, understanding and skills;
4. reflects the University's mission by its concern with development and the affirmation of individual learners;
5. achieves effectiveness by means of University and departmental procedures, policies and guidelines for design, marking and administration of processes.

7b) Module details

Module number and name	Learning and Teaching Methods	Assessment				Teaching Staff (module co-ordinator as first name and in bold)
		Form	Magnitude	Weighting	Timing	
PSY 4012 Research Methods in Psychology 1	Lectures, practicals, independent study, practice exercises.	Exam Written report Written report	1 hour 1,500 words 1,500 words	30% 35% 35%	End of Sem 1 Sem 1 Sem 2	Steve Jones Jo Cornell
PSY 4072 Professional Development and Placement in Psychology	Lectures, individual tutorials, professional attachment	Portfolio Placement Report	1,000 words 2,000 words	40% 60%	Sem 1 and 2 Sem 2 Sem 2	Julian Perara
PSY 4202 Introduction to Forensic Psychology	Lectures, workshops, tutorials, VLE and small group seminars.	Essay Essay	2,000 words 2,000 words	50% 50%	End of Sem 1 End of Sem 2	Paul Smith Danielle McDermott
PSY 4252 Controversial Issues in Psychology	Lectures/group work, workshops, independent guided study	Essay Portfolio of workshop activities	2,000 word 2,000 words	50% 50%	Sem 1 End of Sem 2	Jo Cornell
PSY 4262 Introduction to Cognitive and Biological Psychology	Lectures, seminars, group work, guided independent study, VLE	Unseen examination Experimental Study	1.5 hours 2,000 words	50% 50%	Sem 1 Sem 2	James Jackson Steve Jones
PSY 4282 Individual Differences, Social and Developmental Psychology	Lectures, guided independent study, VLE	Poster Essay	1,000-words equivalent 2,000 words	35% 65%	Sem 1 week 12 Sem 2 week 12	Julian Perara Alison Torn
PSY 5012 Research Design: Qualitative and Quantitative Methods 2	Practical lab classes, lectures, clinics, group tutorials, guided independent study	Practical workbook Research report Unseen paper	2,500 words 2,500 words 1 hour	35% 35% 30%	Sem 1 Sem 2 End of Sem 2	Steve Jones Jo Cornell Julie Allen

Module number and name	Learning and Teaching Methods	Assessment				Teaching Staff (module co-ordinator as first name and in bold)
		Form	Magnitude	Weighting	Timing	
PSY 5022 Cognitive Psychology & Developmental Psychology	Lectures, workshops, tutorials, seminars	Information leaflet with associated written exposition.	2,000 words	50%	End of Sem 1	Julie Allen Julian Perara
		Unseen exam (Developmental)	1.5 hours	50%	End of Sem 2	
PSY 5042 Biological and Social Psychology	Lectures, practicals, tutorials	Report	2,000 words	50%	Sem 1 (Social)	James Jackson Alison Torn
		Unseen Exam	1.5 hours	50%	Sem 2 (Biological)	
PSY 5072 Professional Development and Placement in Psychology	Induction meeting, day conference, workshops, tutorials, placement	Portfolio	1,500 words	30%	Sem 1	Peter Spencer
		Placement	Normally 6 weeks	Pass/Fail	January/ February	
		Report	3,000 words	70%	Sem 2	
PSY 5092 Dialogues, Debates and Diversity	Lectures, seminars, tutorials, workshops	Seminar report	2,000 words	50%	End of Sem 1	Jo Cornell
		Essay	2,000 words	50%	End of Sem 2	
PSY 5202 Forensic Psychology in Theory and Practice	Lectures, tutorials, workshops, VLE, practicals	Polygraph report (Group)	2,000 words	50%	End of Sem 1	Paul Smith Danielle McDermott
		Case-study	2,000 words	50%	End of Sem 2	
PSY5692 Professional Development and Placement (Volunteering) in Psychology	Day conference and workshop sessions, presentations, briefings, discussions, practical activities, individual tutorials	Portfolio	1500 words	30%	Sem 1	Peter Spencer
		Placement	-	Pass/fail	-	
		Report	3000 words	70%	Sem 2	
PSY 6032 Business Psychology	Lectures, group tutorials	Assessed Essay	2,000 words	50%	End of Sem 1	TBA
		Case-study Report	2,000 words	50%	End of Sem 2	
PSY 6052 Aspects of Health Psychology	Lectures, seminars, tutorials, practicals	A3 Poster	1, 000 word equivalent with explanatory notes and reference log	50%	End of Sem 1	Peter Spencer
		Unseen Exam	1.5 hours	50%	End of Sem 2	

Module number and name	Learning and Teaching Methods	Assessment				Teaching Staff (module co-ordinator as first name and in bold)
		Form	Magnitude	Weighting	Timing	
PSY 6062 Applying the Mind	Lectures, seminars, tutorials, workshops	Evidence-based brief	1,500 words	70%	During Sem 2	Julie Allen
		Leading a seminar	15 minutes	30%	During Sem 2	
PSY 6114 Major Research Project	Individual tutorials, lecture	Research report	8000 words	100%	End of Sem 2	Steve Jones and all staff
PSY 6122 Psychology Special Subject	One to one supervision	Essay	4000 words	100%	Teaching week 20 (tbc)	Jo Cornell
PSY 6322 Childhood and Society	Lectures, seminars	Unseen Exam	90 minutes	50%	Sem 1	Julian Perara
		Assessed Essay	2000 words	50%	Sem 2	
PSY 6402 Applied Forensic Psychology	Lectures, tutorials, workshops	Essay	2,000 words	50%	End of Sem 1	Paul Smith Danielle McDermott
		Case study	2,000 words	50%	End of Sem 2	
PSY 6412 Psychology and Advertising	Lectures, workshops	Unseen paper	1.5 hours	50%	End of Sem 1	Steve Jones
		Unseen paper	1.5 hours	50%	End of Sem 1	
PSY 6422 Biopsychology of Stress & Health	Lectures, VLE	Proposed Study	2,000 words	50%	Sem 1	James Jackson
		Essay	2,000 words	50%	Sem 2	
PSY 6432 Abnormal and Clinical Psychology	Lectures, speakers, tutorials, Internet-based learning exercises	Assessed Essay	2,000 words	50%	End of Sem 1	Alison Torn
		Assessed Essay	2,000 words	50%	Week 4, Sem 2	
PSY 6462 Counselling Psychology	Lectures, workshops	Case study	4,000 words	100%	End of Sem 2	Peter Spencer
SHN 6712 Applied Sport Psychology	Lectures, tutorials	Oral presentation	20 minutes and 1,000-word notes	30%	End Sem 1	TBA
		Case-study	2,500 words	70%	End Sem 2	

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and two should be GCSE English Language and GCSE Mathematics at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the University's Assessment of Prior Learning (APL) procedures.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)
(Modules which must be passed for progression and award; any deviation from the standard University stipulations for award classification)

Standard University stipulations apply

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s).

Standard University stipulations apply

11. External examining arrangements

External examining arrangements
(eg. joint with another programme or separate, single/multiple examiners and which modules covered by each)

Two external examiners will be responsible for this programme. They will both be academics with substantial experience of teaching in Psychology at undergraduate level. Both will have GBC of the BPS.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees

Field trips to Crown Court and a local Prison at levels 4 and 5. Regular guest speakers from Criminal Justice System at levels 5 and 6.

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13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme <small>(Key aspects of the Equality Impact Assessment for the Programme – see Form NP2G for further details)</small>
Reasonable adjustments will be made to accommodate students with additional support needs. There are no unavoidable restrictions on the participation of such students in the programme. However, students with additional support needs may be restricted in their choice of options for placements and may be unable to undertake field trips (e.g. Prison Visits).