University of the West of Scotland

Postgraduate Programme Specification

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Named Award Title:	**MSc Criminal Justice**
Award Title for Each Award:	**MSc Criminal Justice** **PG Dip Criminal Justice** **PG Cert Applied Social Science**
Date of Validation:	June 2020
Details of Cohorts Applies to:	Level 11 cohorts from September 2020
Awarding Institution/Body:	
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	
Maximum Period of Registration:	
Mode of Study:	Full Time Part Time
Campus:	Paisley
School:	School of Education & Social Sciences
Programme Board	Social Sciences
Programme Leader:	Dr Colin Atkinson

Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualification

Honours degree (minimum 2:2 classification) within the broad area of the Social Sciences or a bachelor's degree with significant and relevant work experience. Where candidates do not meet the standard entry requirement, they must demonstrate that they have sufficient relevant professional or practice-based experience to undertake their chosen programme of study. They may be admitted to the programme at the discretion of the programme Admissions Officer/Programme Leader. Admission based on Recognition of Prior Learning (RPL) will comply with the University's Regulatory Framework (Chapter 2), as well as University regulations on postgraduate study and guidance on RPL. Credit transferred into the programme through Accreditation of Prior Learning (APL) must have been subject to reliable and valid methods of assessment at a recognised HEI. Accredited Prior Experiential Learning (APEL) entry is also permitted. The amount of credit transferred though RPL (APL and APEL) will comply with the maxima set out in the Regulatory Framework. Candidates should note that transferred credit does not carry a grade, therefore, award with distinction cannot be granted for awards where credit is transferred in at level 11.

Other Required Qualifications/Experience

English language proficiency is also a requirement, with candidates expected to achieve IELTs average standard of 6.0.

Further desirable skills pre-application

General Overview

This programme gives students the opportunity to study both theoretical and applied criminology at an advanced level and to use the knowledge, skills and understanding gained to engage critically, innovatively and independently with contemporary issues surrounding Criminal Justice. Students gain a practical understanding of how established theories and research methods are used to create and interpret knowledge within Criminology and Criminal Justice. Key issues debated include policing, reducing reoffending policies and punishment.

Key features of the programme:

- Focus on understanding criminal justice within a global and comparative context

- Opportunity to develop expertise in the area of criminal justice that interests you

- Employability and career-relevant content through innovative learning and assessment

- Study within a diverse international community of learners

The programme equips students with essential skills and knowledge for a range of careers in the criminal justice sector including the police, prison service and criminal justice social work, policy analysis and evaluation, and policy work in governments, local authorities or charities. Students may also seek to undertake doctoral studies after completing the Masters programme.

The academics who teach on the programme draw on their research networks for the benefit of the student experience through a combination of field trips to external organisations and the use of guest speakers from external bodies. The programme team support students to develop their own networks and to co-produce Masters projects with external organisations (e.g. through the UWS-Oxfam Partnership as well as our other partners).

The programme is flexible allowing for part-time and full-time study, while also blending on campus, and on-line delivery techniques.

Moreover, a range of transferable skills are enhanced and these include the ability to:

- Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources.

- Identify, investigate, analyse, formulate and advocate solutions to problems.

- Construct reasoned argument, synthesise relevant information and exercise critical judgement.

- Reflect on their own learning and seek and make use of constructive feedback.

- Manage their own learning self-critically.

- Recognise the importance of explicit referencing and the ethical requirements of study which requires critical and reflective use of information and communications technology in the learning process.

- Communicate effectively and fluently in speech and writing.

- Use communication and information technology, including audio-visual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information.

- Work independently, demonstrating initiative, self-organisation and time management, progressing through the degree programme to become an independent learner.

- Collaborate with others to achieve common goals through, for example, group work, group projects, group presentations.

Students are required to design and undertake an extended piece of written research focused around a specific research question via the MSc Dissertation.

The programme outcomes have been informed by a variety of internal and external sources. The following UWS documents were consulted:

UWS Corporate Strategy 2014-20

UWS Education Enabling Plan 2018

UWS Research Enabling Plan 2018

UWS Regulatory Framework 2019-20

UWS Quality Handbook 2019-20

UWS Assessment Handbook 2019-20

UWS Equality, Diversity and Human Rights Procedure

The following external documents have also been consulted:

QAA Subject Benchmark Statements for Politics and International Relations; Social Policy and Sociology

SQA SCQF Level Descriptors 2012

HEA Framework for Transforming Assessment in Higher Education

HEA Framework for Embedding Employability in Higher Education

HEA Framework for Internationalising Higher Education

HEA Framework for Flexible Learning in Higher Education

HEA Framework for Student Access, Retention and Progression in Higher Education

HEA Framework for Student Engagement through Partnership

Inquiry-based learning and a personalised curriculum is a major feature of the programme. Student choice and pathway-specific expertise is enhanced through the inquiry-based forms of modular assessment and the Masters dissertation project. Students have the opportunity to receive first class supervisory support from academics across the Division of Social Sciences.

Students are supported to take ownership of their learning with the support of their supervisors and tutors in order to develop expertise in an area of criminal justice that they choose. This helps students in terms of focusing their work around a particular career interest or to support students on the journey towards PhD-level research.

Research underpinnings and links to teaching

In line with programme outcomes, the Masters programme develops the applied research skills of students. Each module is underpinned by research-led teaching and learning and aligned to areas of teaching excellence, thus aligning learning and teaching on the programme with the strategic vision of the School. Teaching draws extensively on national and international research, theoretical perspectives, case studies and contexts.

The REF 2014 saw research at UWS recognised at 'international' standing in terms of its originality, significance and rigour. The University's research outputs were particularly highly rated, with more than half of the submissions being ranked at three to four star; with four star signifying 'world-leading' research. The teaching team are active social science researchers and the majority publish internationally recognised research outputs (including journal papers, books, book chapters, knowledge exchange reports). Many of the teaching staff also undertake enterprise activities including consultancy projects with public and third sector partners. The research and enterprise activities conducted by teaching staff feature throughout the content of modules on the programme.

The teaching team regard students as partners and this is a key aspect of the School's approach to enhancing the student experience. In this context, the teaching team, through for example the Masters dissertation project, work with students in order to maximise the impact of their research through, for instance, writing joint publications with students or to support students to present their research in a range of forums including conferences and research seminars. This enables our postgraduate students to make a contribution

to the vibrant research culture in the School and to also enhance the postgraduate student experience. Research skills development of our students is a major feature of the programme. The blend of these research and analysis-intensive modules provide students with graduate level skills in mixed methods, the techniques undertaking comparative policy analysis and how these skills can be applied to contemporary public policy issues. These modules also provide students with the skills and attributes required in order to undertake the Masters dissertation (if they choose to study for the full MSc).

Internationalisation

As noted earlier in this document the content of the modules and programme are inherently international. Furthermore, students benefit from being taught by researchers with an international reputation in the field of criminal justice and guest speakers. There are also a number of outward mobility and exchange programmes available within the School of Education and Social Sciences. Where possible, there will also be opportunities to conduct field trips abroad e.g. in Rwanda.

The programme is fully engaged with the wider university strategy of making a full contribution to the economic, social and cultural development of the West of Scotland as well as its new emphasis on preparing graduates of UWS for an increasingly global world that requires 'global professionals' and 'global citizens.' Through engagement with the programme students will become more cognisant of their role as global citizens and will be equipped to become the next generation of outstanding public leaders at local, national and international levels.

Graduate Attributes, Employability & Personal Development Planning

The programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. The UWS Graduate Attributes were created to reflect the range of skills, qualities and abilities students can develop at UWS which will help to prepare them for success outwith the university. The programme will help develop student attributes across three dimensions:

- Academic – knowledge, skills and abilities related to high-level academic study
- Personal – qualities and characteristics of well-rounded, developed, responsible individuals
- Professional – skills, aptitudes and attitudes required for professional working life in the 21st Century

The aim is to develop graduates who are:

- Universal - globally relevant with comprehensively applicable abilities, skills and behaviours
- Work ready - dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience
- Successful - as a UWS graduate with a solid foundation on which to continue succeeding and realising my potential, across various contexts

The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e-portfolio across the programme.

Work Based Learning/Placement Details

Work-related learning underpins the programme with the use of authentic employment-focused assessments. The programme also offers students the opportunity to enhance their CV by undertaking a practice-based project as part of their final dissertation in collaboration with a public or third sector organisation.

Engagement and Attendance

Students are academically engaged if they are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic Engagement and Attendance Procedure

For the purposes of this programme, this equates to the following:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they attend all scheduled classes and participate with all delivered elements of each module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality and Diversity Policy

In line with the Equality Act 2010, the curriculum and delivery of Education and Social Science programmes are designed to promote the general equality duty, namely to:

-Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and those who do not; and

- Foster good relations between people who share a protected characteristic and those who do not.

The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. In line with UWS Equality Outcomes, equality of opportunity and an equitable learning experience for all learners is ensured by embedding accessibility and inclusivity in the design and operation of module sites. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The School of Education and Social Sciences is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area. The design of the programme has been guided by a concern for the student experience and consideration of how different modes of delivery and engagement opportunities affect the student's journey at postgraduate level. As such, ensuring flexibility has been at the centre of planning and programme design. This is reflected in the number of distinct exit points, the mixture available between part-time and full-time study, the blend between face-to-face lecture and workshop delivery, project and dissertation supervision, and innovative virtual teaching and learning opportunities.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

A. PG Cert
Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding

A1   Demonstrate critical knowledge and understanding of selected areas of the contemporary social science landscape (such as politics, criminal justice, social policy, policy studies, public administration, and/ or research methodologies)

Practice - Applied Knowledge and Understanding

B1   Apply a range of conceptual and theoretical tools, which may include research methodologies, in selected areas of the contemporary social science landscape

Communication, ICT and Numeracy Skills

C1   Communicate sophisticated academic conclusions convincingly using appropriate methods

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1   Deploy skills of critical analysis and evaluation to selected issues within contemporary social science

Autonomy, Accountability and Working With Others

E1   Demonstrate willingness to take responsibility for own academic practice

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

* Indicates that module descriptor is not published.

Footnotes
All modules at PgCert level are optional for the purposes of the exit award.

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	SSPG11009	Applied Criminal Justice	20	✓			
11	SSPG11007	Applied Research Methods in Social Sciences	20	✓	✓		
11	SSPG11011	Comparative Governance & Public Admin	20	✓			
11	SSPG11012	Comparative Penology	20	✓			
11	SSPG11001	Contemporary Social Issues	20		✓		
11	SSPG11017	Crisis & Communication	20	✓	✓	✓	
11	SSPG11018	Crisis Leadership & Management	20	✓	✓	✓	
11	SSPG11013	Global Crisis Management	20		✓		
11	SSPG11015	Policing in the Contemporary World	20		✓		
11	SSPG11003	Policy Analysis & Practice	20		✓		
11	SSPG11005	Power, Politics & Civil Society	20		✓		
11	SSPG11014	Social Policy & Globalisation *	20				
11	SSPG11006	Social Research Today	20				
11	SSPG11002	The State in a Global Order	20	✓			

* Indicates that module descriptor is not published.

Footnotes
Further optional modules may be available at Level 10 by agreement with the Programme Leader.

Criteria for Progression and Award

Students achieving 60 credits, of which no fewer than 40 are at Level 11 and none below Level 10, are entitled to exit with a Postgraduate Certificate in Applied Social Science.

B. PG Dip
Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding

A1   Demonstrate critical knowledge and understanding of the key issues, debates and concepts in

criminal justice

A2   Demonstrate reflective and critical knowledge and understanding of social research methodologies

Practice - Applied Knowledge and Understanding

B1   Apply advanced conceptual tools to resolve policy scenarios within criminal justice

B2   Apply a range of routine and specialist research methodologies in exercises of inquiry

B3   Apply advanced theoretical concepts to inform key debates in criminal justice

Communication, ICT and Numeracy Skills

C1   Communicate sophisticated academic conclusions convincingly, using appropriate methods, to a range of audiences with different levels of knowledge and expertise

C2   Deploy a range of routine techniques to analyse and present the outcomes of inquiry

C3   Deploy some specialist techniques to analyse and present research findings

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1   Deploy critical, analytic and evaluative skills in the context of criminal justice

D2   Make informed judgements about key issues in criminal justice

D3   Demonstrate originality and/ or creativity in response to contemporary criminal justice problems

Autonomy, Accountability and Working With Others

E1   Contribute effectively in a team setting, demonstrating awareness of own and others' responsibilities in collaborative contexts

E2   Demonstrate insight into ethical issues and debates within contemporary criminal justice

E3   Take significant responsibility for forging relationships with peers in external organisations

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	SSPG11009	Applied Criminal Justice	20	✓			
11	SSPG11007	Applied Research Methods in Social Sciences	20	✓	✓		
11	SSPG11001	Contemporary Social Issues	20		✓		
11	SSPG11015	Policing in the Contemporary World	20		✓		
11	SSPG11003	Policy Analysis & Practice	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	SSPG11012	Comparative Penology	20	✓			
11	SSPG11017	Crisis & Communication	20	✓	✓		
11	SSPG11013	Global Crisis Management	20		✓		
11	SSPG11005	Power, Politics & Civil Society	20		✓		
11	SSPG11014	Social Policy & Globalisation *	20				
11	SSPG11006	Social Research Today	20				

* Indicates that module descriptor is not published.

Footnotes

Further optional modules may be available at Level 10 by agreement with the Programme Leader.

Criteria for Progression and Award

Students achieving 100 credits from the core modules and 20 credits from the options are entitled to exit with a Postgraduate Diploma in Criminal Justice. A minimum of 90 credits should be at SCQF 11 level and none less than SCQF level 10.

C. Masters
Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding

A1	Demonstrate integrated, critical and reflective knowledge and understanding of the policy, theory and practice of contemporary criminal justice
A2	Demonstrate extensive and focused insight into at least one area at the forefront of contemporary criminal justice

Practice - Applied Knowledge and Understanding

B1	Apply a range of advanced theoretical and conceptual tools to inform debates across the theory, policy and practice of contemporary criminal justice
B2	Apply specialist theoretical and conceptual tools to generate original insight into at least one issue at the forefront of contemporary criminal justice

Communication, ICT and Numeracy Skills

C1	Convey convincingly the outcomes of self-authored research to experts and peers
C2	Deploy a range of routine and specialist techniques to analyse and present research data

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Make informed and professional judgements about controversial issues at the forefront of criminal justice
D2	Insightfully synthesise and integrate issues at the forefront of contemporary criminal justice
D3	Demonstrate originality and/ or creativity in response to contemporary criminal justice problems

Autonomy, Accountability and Working With Others

E1	Exercise substantial autonomy and responsibility in devising, implementing, managing and executing a substantial research project in an area of contemporary criminal justice
E2	Demonstrate intellectual leadership and initiative by contributing to new thinking in an area of contemporary criminal justice
E3	Demonstrate commitment to ethical and reflective academic practice

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	SSPG11009	Applied Criminal Justice	20	✓			
11	SSPG11007	Applied Research Methods in Social Sciences	20	✓	✓		
11	SSPG11001	Contemporary Social Issues	20		✓		
11	SSPG11015	Policing in the Contemporary World	20		✓		
11	SSPG11003	Policy Analysis & Practice	20		✓		
11	SSPG11004	Social Sciences Dissertation	60			✓	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	SSPG11012	Comparative Penology	20	✓			
11	SSPG11017	Crisis & Communication	20	✓	✓	✓	
11	SSPG11013	Global Crisis Management	20		✓		
11	SSPG11005	Power, Politics & Civil Society	20		✓		
11	SSPG11014	Social Policy & Globalisation *	20				
11	SSPG11006	Social Research Today	20				

* Indicates that module descriptor is not published.

Footnotes
Further optional modules may be available at Level 10 by agreement with the Programme Leader.

Criteria for Award

Students achieving 160 credits from the core modules and 20 credits from the options are entitled to exit with the MSc in Criminal Justice. A minimum of 150 credits should be at SCQF 11 level and none less than SCQF level 10.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the **University Regulatory Framework**.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.

Changes

Changes made to the programme since it was last published:

Updated Programme Leader. Minor change to section on international trips. Minor changes to punctuation.

Version Number: 2