MSc Crime Science, Investigation and Intelligence

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Contents

Course Details

1.   Named Awards

Master of Science in Crime Science, Investigation and Intelligence

2.   Course Code (and UCAS Code if applicable)

C2430F

To view units and course structures please visit www.port.ac.uk/unitwebsearch and enter the 'C' code above to find the correct course.

3.   Awarding Body

University of Portsmouth

4.   Teaching Institution

University of Portsmouth

5.   Accrediting Body

None

6.   QAA Benchmark Groups

Not applicable

7.   Document Control Information

August 2016

8.   Effective Session

2018-19

9.   Author

Dr Adrian James

10. Faculty

Faculty of Humanities and Social Sciences

11. Department

Institute of Criminal Justice Studies

Curriculum

12. Educational Aims

- To develop students' understanding of theories and models of investigation and intelligence
- To develop students' awareness of advances in technologies (including information technologies) that offer practitioners new or improved tools and techniques for investigation and intelligence work

- To enable students to critically examine the investigative and intelligence milieus in England and Wales (that will include analyses of the purpose and function of: national detective agencies; regional bodies; police forces)
- To develop students' awareness of risk
- To develop students' awareness of investigative and intelligence processes
- To examine the application of human rights principles to investigations and intelligence work
- To provide an opportunity for students to develop an understanding of the application of crime science to investigations and intelligence work
- To provide opportunities for students to study a range of subjects directly relating to investigative and intelligence work and to write a substantial piece of academic work

13. Reference Points

- The programme and outcomes have been developed taking account of:
- The University of Portsmouth Curriculum Framework Document
- QAA Code of Practice for the Assurance of Academic Quality and Standards in HE
- Framework for the Higher Education Qualifications
- National Occupational Standards for senior investigating officers (UK Professionalising Investigation Programme – Level 3)
- The UK National Intelligence Model
- The scholarship and research expertise of academic members of staff
- Institute of Criminal Justice Studies 'Core Values'

14. General Learning Outcomes

Level 7

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility

- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

15. Learning Outcomes

A. Knowledge and Understanding of:

A.1 Competing models of investigation
A.2 Intelligence concepts and models
A.3 The criminal justice process, particularly the roles within it of law enforcement agencies and prosecuting authorities
A.4 Relevant policies within that process in England and Wales
A.5 The tools and techniques of investigation and intelligence work and how they may, ethically, be applied to tackling crime, deviance and social problems
A.6 Risk assessment and management
A.7 The impact of human rights legislation on law enforcement agencies and on the criminal justice process
A.8 The application of criminological and criminal justice theories to law enforcement agencies in England and Wales
A.9 A specialist area researched for the dissertation

B. Cognitive (Intellectual or Thinking) Skills, able to:

B.1 Critically evaluate the strategic investigative and intelligence capabilities of the national detective agencies, regional bodies and police forces in England and Wales
B.2 Design research; undertake data analysis using a range of quantitative and qualitative research methodologies
B.3 Review and evaluate evidence using an ethical approach to develop logical arguments
B.4 Engage critically with competing academic literatures and apply them to the investigative and intelligence functions
B.5 Apply relevant frameworks or approaches to understand investigative and intelligence policy-making in England and Wales
B.6 Engage with a range of associated risk, management, security and criminological literature

C. Practical (Professional or Subject) Skills, able to:

C.1 Apply a range of generic and criminal justice-specific concepts to investigation and intelligence work
C.2 Locate evaluate, synthesise and summarise evidence from a wide range of relevant national and international studies
C.3 Present an informed opinion on the appropriateness of the tools and techniques of intelligence and investigative work within diverse contexts
C.4 Undertake independent research on complex matters relevant to investigation and intelligence work
C.5 Demonstrate an ability to research independently, to evaluate different kinds of evidence, and to synthesise and evaluate material from a wide range of different sources to produce a research-based dissertation

D. Transferable (Graduate and Employability) Skills, able to:

D.1 Select and effectively use a range of strategies and resources to explore problems, research different options and formulate valid proposals
D.2 Develop a broad range of appropriate skills particularly in communication, information technology, and problem solving
D.3 Communicate through a range of forms of written work and online communication
D.4 Demonstrate a basic knowledge of ICTs, including word-processing, presentation preparation, use of email, online discussion tools, web searching and evaluation of sources, online bibliographic database searching, etc

D.5   Manage, plan, implement and write up a dissertation
D.6   Take charge of one's own learning (planning and managing own time), reflecting and
       evaluating personal strengths and weaknesses for future learning (and developing as
       appropriate)

16. Learning and Teaching Strategies and Methods

A1 to A8 are delivered through taught core units. A9 is achieved through an agreed programme of independent study. The basis of curriculum delivery will be via large group lectures. These will be augmented by student-led presentations of readings and case studies at seminars. Access to essential knowledge is structured via preparatory readings within structured weekly reading lists and the use of open learning materials. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with relevant agencies.

A Postgraduate Online Learning Centre (VLE) will provide opportunities to use online resources and to interact with course subject matter.

Study for the dissertation will be supported through regular individual meetings with the dissertation supervisor, one-to-one online tutorials or email-based exchanges to guide and direct students to relevant literature to provide the essential knowledge for the research project and to enable A9 to be achieved.

B1 to B6 will be achieved through a range of structured activities throughout the programme of studies. That programme will encourage and prompt critical engagement with course materials, competing interpretations and experiences. Example activities include tutor and student-led seminars, student presentations, discussion, questioning and interaction. These activities may be face-to-face or online (asynchronous). Blogs, wikis and podcasts will also be used to complement the student learning experience.

C1 to C5 will be delivered through lectures and seminars. The programme of studies will make frequent use of group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience.

The majority of coursework assignments will expect students to locate appropriate materials from a range of sources (directed and undirected), to evaluate their utility, accuracy and currency and to use them to communicate effectively in a wide range of written and discursive formats (D1-D6). All assignments must be word-processed and students are expected to seek academic and technical sources of help and advice from a number of sources at different stages of the programme (D2-D4). All students are required to take personal responsibility for their learning throughout and to plan and deliver assignments within a framework of paced-study and appropriate deadlines.

17. Assessment Strategy

A1 to A8 will be assessed through a range of essays, short assignments, and case studies. A9 will be by a research-based dissertation.

B1 to B6 will be assessed through essays, short assignments, presentations and case-study coursework, which will require bibliographic research and the deployment of a range of critical analytical and evaluative skills. Dissertation criteria will require demonstration of B1 to B6.

C1 to C5 will be assessed through coursework assignments, which will expect a demonstration of an understanding of current cultural criminological issues and the application of theory to contemporary contexts. C4 and C5 also will be assessed by a dissertation.

D1 to D6 will be assessed through the coursework requirements for each unit. D5 is assessed through the dissertation. The system of deadlines and associated penalties for late submission ensures student planning of time and academic tasks and encourages personal responsibility for own learning (D6).

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)[1] for full details on the course structure and units

180 credits are required to achieve a Master's degree. Standard University rules apply and the regulations must be consulted for a full description of exit awards.

The programme operates on a 1-year full-time basis.

Units are 30 credits (with the exception of the 60-credit dissertation).

One credit is equivalent to 10 notional learning hours

19. Employability Statement

Employability skills are delivered (and assessed where applicable) throughout the curriculum. We provide structured support to enable students to develop their employability skills throughout the course. ***Career management skills*** specifically (as a subset of employability skills) will be embedded throughout the curriculum.

Students are introduced to career management skills (self-awareness, professional development planning, CV development, etc.) in order to encourage them to think about their existing skills and career plans at our annual study school. There are plenary sessions on the further development of career management skills and the sessions are supported by interactive online exercises and website resources related to the subject area. Students also have access to an interactive, online Employability Hub and the ICJS LinkedIn network.

As part of Induction personal tutorials and PDP, we provide further guidance and activities for students (as part of what are currently termed 'Pathfinder Exercises'). This is linked to individual research/project skills related to the core 60 credit dissertation/project and group research/project skills in core units.

For all students, we also run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year and a Faculty Alumni Day. ICJS also runs a Careers Panel, which invites former ICJS students, who have since gained employment in the relevant sectors, to return to the university and share their experiences with current students.

All these activities will be supported by the Personal Tutor system and a refocused PDP – developing students as professionals - ***Professional Development Planning***.

We also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This supports an understanding of working environments and the impact of globalisation on career goals.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include: careers; financial advice; housing advice; counselling etc
- The Academic Skills Unit (ASK) provides a range of study advice
- The Additional Support and Disability Advice Centre (ASDAC) provides support and advice when appropriate
- Excellent library facilities

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[1] www.port.ac.uk/unitwebsearch

- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in Quality Assurance Agency inspections
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments
- Personal Development Planning (PDP) is included for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

Normally a first degree (2.2 minimum) in a relevant subject

or

exceptionally a strong profile of relevant professional experience and/or training and demonstration of academic ability to achieve postgraduate level

or

a social science/humanities degree with successful completion of International College Portsmouth pre-Masters in Social Science

or

a social science/humanities degree with successful completion of Kaplan International College (London) Graduate Diploma in Law and Social Sciences (Law Pathway).

Recognised Prior Learning (RPL) Tariff

Candidates with appropriate qualifications and experience will be eligible to apply for RPL on this course. All recognised courses are recorded on the ICJS RPL tariff.

English Language Criteria

For those applicants where English is not their first language, IELTS 6.5 with no component below 6.0. A formal exemption process is in place at Admissions stage for relevant cases.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review

- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department, Associate Head (Academic) and Associate Head (Students).
- Associate Dean (Academic).
- Associate Dean (Students).
- Associate Dean (Research).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (*see Assessment and Regulations*[2]).

24. Role of Externals

Subject External Examiners who will:
- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

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[2] www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None

B. Periodic Programme Review (or equivalent)

The review took place on 2nd February 2015. The Periodic review of Postgraduate Provision confirmed:
- Fitness of Purpose of Curriculum
- Annual Monitoring and Review Processes Effective.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015*[3]).

D. Others

None.

26. Further Information

Further information may be found in:
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- University of Portsmouth[4] and Institute of Criminal Justice Studies[5] websites

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[3] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

[4] www.port.ac.uk/

[5] www.port.ac.uk/aboutus/