

## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: 14/11/2022

Last amended: 11/04/25

Version no. 1

---

### 1. Programme title(s) and code(s)

MSc/PG Diploma\*/PG Certificate\* Criminology

MSc/PG Diploma\*/Certificate\* Crime, Justice and Psychology

\*Exit awards only.

#### [HECOS Code](#)

MSc/PG Diploma\*/PG Certificate\* Criminology

HECOS Code	%
100484	100%

MSc/PG Diploma\*/Certificate\* Crime, Justice and Psychology

HECOS Code	%
100484	60%
100483	20%
100387	20%

### 2. Awarding body or institution

University of Leicester

### 3. a) Mode of study

Full-time or part-time

#### b) Type of study

Campus-based

### 4. Registration periods

The normal period of registration for programmes in the MSc Criminology suite is 12 months for full-time students and 24 months for part-time students.

The maximum period of registration for programmes in the MSc Criminology suite is 2 years for full-time students and 4 years for part-time students.

### 5. Typical entry requirements

Candidates should normally possess a First or Second Class honours degree from a British University or equivalent academic qualifications. It is expected that this would usually be in Criminology or a

cognate discipline. Comparable professional qualifications or experience will be considered. However, where more clarity is required applicants will be asked to undertake a short written assessment.

Where English is not a candidate's first language, the successful applicant must achieve an IELTS score of 6.5.

## **6. Accreditation of Prior Learning**

Applications are reviewed on a case by case basis should module exemption be requested and in accordance with University regulations relating to prior certified learning. Accreditation for module exemption must be at the same level and with sufficiently similar learning outcomes.

## **7. Programme aims**

The programme aims to

- Provide a leading, coherent, dynamic Masters curriculum which showcases the School of Criminology's research expertise and delivers high quality, stimulating teaching;
- Engage students in an interdisciplinary study of Criminology which incorporates theory and research from, not exhaustively, law, sociology, politics, international relations, psychology and management studies;
- Enable students to recognise and critically assess the historical and contemporary development of theoretical perspectives on crime, deviance, criminal justice, criminalisation, power, victimology, harm, policing and security;
- [For MSc Criminology] Develop students' knowledge of classical and contemporary theories of punishment, rehabilitation and victimology, whilst critically analysing their implications for just and effective responses to offenders and victims.
- [For MSc Crime, Justice and Psychology] Develop students' understanding of the relationship between psychology, mental disorder, crime and law, analysing its implications for the treatment and management of offenders.
- Encourage students to become adept at independently sourcing, synthesising and interpreting academic and non-academic evidence, policy and legislation.
- Prepare students to become skilled researchers who can select, deploy and critically reflect upon research methods and methodologies;
- Support students to conceive of, design and execute a substantial, independent piece of criminological research.
- Facilitate opportunities for students' development of transferable skills for their future careers and/or prepare them to apply for doctoral study.

## **8. Reference points used to inform the programme specification**

- QAA Frameworks for Higher Education Qualifications: <https://www.qaa.ac.uk/quality-code/qualifications-frameworks>
- [QAA Benchmark statements for criminology:](#)
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- External Examiners' reports (annual)
- Module and programme evaluation data and student curriculum review consultation

## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Discipline specific knowledge and competencies

#### i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Exhibit mastery of theoretical perspectives, research, policy and practice on crime, criminal justice, offending, criminalisation, victimisation, security and policing.	Lectures, seminars, tutorials, directed reading, independent study. Dissertation supervision and study	Essays, reports, presentations, briefing papers, seen exams, Blackboard in-class tests, reading journals. Non-assessed seminar contributions and presentations. Dissertation
Demonstrate knowledge of the historical development of ideas and debates within Criminology and within specific sub- fields of inquiry.	As above.	As above.
Exhibit mastery of classical and contemporary theories of punishment, rehabilitation and victimology [Criminology only].	Lectures, seminars, tutorials, directed reading, independent study.	Essay, other written tasks. Non-assessed seminar contributions and presentations.
Exhibit mastery of theoretical perspectives on the inter-relations between crime, psychology, law and mental disorder [Crime, Justice and Psychology only].	As above.	Essays and other written tasks. Non-assessed seminar contributions and presentations.

#### ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Explain and apply concepts of criminological relevance from across a range of disciplines including, not exhaustively, law, sociology, politics, international relations, psychology and management studies.	directed reading, independent study. Dissertation supervision and study	Essays, reports, presentations, briefing papers, letters to MP/government minister, . Non-assessed seminar contributions and presentations. Dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
----------------------------	-------------------------------	-------------------

Recognise the socially constructed nature of crime and identify the overlaps and distinctions between crime, deviance and harm.	As above.	As above.
Analyse the ways in which power operates and shapes relations between states, the media, criminal justice agencies, victims, offenders and the general public.	As above.	As above.
Recognise and explain epistemological and methodological concepts when describing others scholars' or one's own empirical research.	Lectures, workshops and tutorials for Criminological Research Methods.	As above,

iii) Techniques

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to structure and evidence an argument in a logical, robust and convincing manner.	Lectures, seminars, tutorials, study skills workshops.	Essays, reports, presentations, briefing papers, infographics, research proposal. Dissertation

iv) Critical analysis

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Critically analyse the contributions made by theory, empirical research, legislation and policy to conceptualising and responding to issues of crime, deviance, offending and victimisation.	Lectures, seminars, tutorials, study skills workshops, online study skills resources, directed reading independent study.	Essays, reports, presentations, briefing papers. Research proposal*. Dissertation
Critically assess the status of different types of knowledge and evidence, deconstructing claims and arguments and identifying problems and alternative interpretations, where required.	As above	As above

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present theories, empirical evidence and arguments in a variety of different formats.	Lectures, seminars, tutorials, online study skills resources, directed reading and independent study.	Essays, reports, presentations, briefing papers, infographics, letters to MP/government ministers. Research proposal*. Non-assessed seminar tasks, debates and presentations. Dissertation
Explain complex criminological concepts and issues to non-academic audiences.	As above.	Briefing papers, reports, presentations, infographics.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Select and evaluate academic and non-academic sources, making use of seminal and contemporary criminological texts and other relevant materials.	Lectures, seminars, tutorials, library literature searching workshop, online study skills resources, direct reading and independent study.	Essays, reports, presentations, briefing papers. Research proposal*. Non-assessed seminar tasks, debates and presentations. Dissertation
Interpret, synthesise and assess a multi-disciplinary body of research evidence and theory.	Lectures, seminars, tutorials, Criminological Research Methods workshops, online study skills resources, direct reading and independent study.	As above.

**b) Transferable skills**

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Construct suitable research questions to address complex problems and, where appropriate, propose and test hypotheses.	Lectures, seminars, practical qualitative and quantitative analysis workshops for Criminological Research Methods, assignment tutorials for Criminological Research Methods, directed reading and independent study. Dissertation workshops, dissertation supervision, fieldwork, use of exemplar dissertations	Criminological Research Methods qualitative and quantitative assessments, Criminological Research Methods seminar tasks, Dissertation
Recognise a variety of research strategies and differentiate between these in order to identify an appropriate research design for criminological research problems.	As above.	As above.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Recognise the ethical and legal sensitivities and responsibilities inherent in criminological research and propose appropriate responses to these challenges.	As above.	As above.
Gather and interpret primary or secondary qualitative and/or quantitative data.	As above.	
Critically reflect on chosen methodologies and methods.	As above.	As above.

ii) Communication skills

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Deliver clear and effective formal and informal oral presentations.	Lectures, seminars, tutorials, online study skills resources, direct reading and independent study.	Non-assessed and assessed presentations.
Respond to questioning coherently, showing initiative.	As above	As above, plus non-assessed seminar discussions and tutorials.
Discuss and debate ideas and arguments with appropriate professionalism and sensitivity in face-to-face and online discussions with peers and tutors.	As above	As above, plus e-tivities such as online discussion forum participation.
Make accurate, clear use of written English, as appropriate for the medium of assessment.	As above, plus: ELTU classes and consultations, where appropriate. Learning development workshops and consultations, where appropriate.	All assessed written work.

iii) Data presentation

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Select and organise primary and secondary research data logically, fairly and professionally, in a format appropriate for specific assessments and types of data	Lectures, seminars, practical qualitative and quantitative analysis workshops for Criminological Research Methods, directed reading and independent study. Dissertation workshops, dissertation supervision, use of exemplar dissertations	Essays, reports, briefing papers, infographics, non-assessed seminar discussions and presentations, formal presentations. Dissertation

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use information technology to communicate efficiently with staff and fellow students.	Induction, signposting to study skills guidance.	Not formally assessed but evident through day-to-day engagement with the programme.
Engage with the VLE to obtain programme and module information and resources and to complete online tasks.	Induction, lectures, seminars, essay writing workshops. Dissertation workshops [MSc only].	Not formally assessed but evident through assessment submissions, completion of tasks hosted on the VLE, use of lecture capture and other resources, submission of online ethics application.
Demonstrate skilled use of online databases to research topics and locate, as required, academic books and papers, policy documents, legislation, non-academic reports, media sources and/or secondary data.	Induction, library skills workshop, lectures, seminars.	Essays, reports, presentations, briefing papers, reading journals, non-assessed seminar discussions. Dissertation
Use statistical software independently to analyse quantitative data.	Lectures and computer workshops for Criminological Research Methods.	SPSS assessment for Criminological Research Methods*. Dissertation [if applicable].

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Anticipate and respond proactively to setbacks in, or risks to, the completion of tasks.	Lectures, seminars, tutorials, independent study.	Meeting deadlines. Research proposal, non-assessed ethical approval application*. Dissertation
Synthesise theoretical, empirical and policy literature to pose solutions to problems of crime, offending and victimisation.	Lectures, seminars, tutorials, directed reading, independent study.	Essays, reports, presentations, briefing papers. Research proposal*. Non-assessed seminar tasks, debates and presentations. Dissertation
Identify a research problem and develop a strategy for addressing it.	As above, plus: Dissertation workshops and supervision	Dissertation proposal Dissertation
Identify and respond effectively to problems which might arise when collecting or analysing primary or secondary data [MSc only].	Lectures, seminars and workshops, particularly for Criminological Research Methods. Dissertation supervision and fieldwork	As above.

vi) Working relationships

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Form groups and make valuable contributions to group work to complete non-assessed and assessed tasks.	Induction, essay writing workshops, tutorials, seminars, group independent study (e.g. preparation for presentations)	Non-assessed group work in seminars, assessed group assessments (e.g. presentations).
Sensitively and professionally negotiate the equitable distribution of work, conflict and ensure that all group members feel respected and valued.	Seminars, group independent study (e.g. preparation for presentations).	Non-assessed group work in seminars, assessed group assessments (e.g. presentations).
Manage relationships with Departmental staff by seeking feedback, support and expertise in a timely and professional manner.	Personal tutorials Dissertation and supervision	Evident in general progress through the course (e.g. improved attainment). Dissertation
Proactively negotiate relationships with gatekeepers and research participants	Dissertation workshops, dissertation supervision, fieldwork	Dissertation

vii) Managing learning

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Become a self-directed learner who takes charge of their learning, sets achievable goals and manages their time effectively.	Induction, lectures, seminars, tutorials, independent study. Dissertation workshops and dissertation supervision	Meeting deadlines and preparedness for lectures, seminars and tutorials. Dissertation
Use formative and summative feedback to reflect upon personal strengths and weaknesses.	Seminars, personal and assignment tutorials, study skills workshops, independent study.	Completing and using feedback from formal formative assessments for all 30 credit modules. Using informal formative and written and verbal summative feedback to improve assessed work and non-assessed contributions to lectures, seminars and tutorials.
Confidence and initiative to access support from Departmental staff and from other services/ departments within the University.	Induction, personal tutorials, study skills workshops.	Engagement with personal and academic tutors, improvements in assessed work where further support has been sought.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Oversee, to successful completion, a substantial piece of research	Criminological Research Methods lectures and seminars. Dissertation workshops and supervision	Dissertation

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Seek support and guidance within the Department and wider University (in particular, the Career Development Service) to forge plans for career development and/or further study.	Induction, use of Career Development Service resources.	Not formally assessed but evidenced through ongoing personal and professional development and planning throughout the course.

### 10. Special features

- A long-standing reputation in offering PGT programmes in Criminology, unlike many post-92 institutions who have entered the PGT market much more recently.
- The range of research expertise in the School, resonating with each of the programmes that we offer.
- Being able to select option modules so that students can tailor their studies to their own interests, career aspirations and existing knowledge and skills.
- The wide range of option modules on offer which, unlike many of our competitors, draw solely from Criminology's expertise.
- The opportunity to be involved in extra-curricular events such as the School's high-profile Scarman lecture series and the Criminology lunchtime seminar series.
- Benefitting from the input of the School of Criminology, Sociology and Social Policy's esteemed honorary professors and fellows who are either academics that have played a foundational role in the development of Criminology or leading practitioners in criminal justice and related agencies.

### 10a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
<b>Research-briefed</b> Bringing staff research content into the curriculum.	Our programme provides students with a thorough understanding of society through a variety of different lenses. It draws upon a range of theoretical concepts which can then be applied to numerous situations in order to better understand the world in which we live. <ul style="list-style-type: none"> <li>• Research-briefed               <ul style="list-style-type: none"> <li>○ Our students will be exposed to challenging learning, which is inspired and informed by our cutting-edge research. All of our teaching staff on the programme are engaged in research, allowing them to use their experiences and findings in their teaching.</li> </ul> </li> <li>• Research-based               <ul style="list-style-type: none"> <li>○ Our students take part in a variety of activities which are based on real world issues. They will learn to apply their knowledge of theoretical concepts and ideas to a range of different criminological contexts.</li> </ul> </li> </ul>
<b>Research-based</b> Framed enquiry for exploring existing knowledge.	
<b>Research-oriented</b> Students critique	

<p>published research content and process.</p> <p><b>Research-apprenticed</b> Experiencing the research process and methods; building new knowledge.</p>	<ul style="list-style-type: none"> <li>• Research-oriented <ul style="list-style-type: none"> <li>○ Our students will be challenged to critically appraise a range of research articles that have been published in a range of formats. They will learn to recognise the limitations of various methodological approaches the requirements for ethical practice.</li> </ul> </li> <li>• Research-apprenticed <ul style="list-style-type: none"> <li>○ Our students will be guided through the research process by an experienced researcher. Training will be provided on both qualitative and quantitative research methodologies, providing an excellent foundation on which to undertake their own ethical research</li> </ul> </li> </ul>
--	---

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

<p>Our well-renowned Scarman and Neustadt lectures take place each year and students at every level across our School are invited to attend. The topics of these important lectures change each time in order to ensure that our students are exposed to a range of cutting-edge contemporary issues, presented by leading figures in their fields.</p> <p>Our School also holds a monthly research seminar series, whereby staff showcase their latest collaborative research projects to staff and students alike. This provides another opportunity for our students to hear about our interdisciplinary research outside of the traditional classroom.</p>
--

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

<p>The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.</p> <p>All programme module convenors attend an annual education away day, which supports teaching activities across the School. Our monthly 'Learning over Lunch' programme provides more frequent opportunities for staff to share ideas regarding engaging teaching approaches. This programme of events supports staff to deliver educational best practice through the sharing of ideas from teaching conferences, talks from external educational speakers, and a platform for staff to share evaluations of their own teaching practice.</p>
--

### **11. Indicators of programme quality**

High pass rates, very positive external examiners' reports, overwhelmingly positive module and programme student evaluations, the success of many of our graduates in securing employment in statutory and non-statutory criminal justice and related agencies, the progression of some students onto doctoral study each year.

## **12. Criteria for award and classification**

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

## **13. Progression points**

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

At the June Board of Examiners any student who has not passed sufficient credits from the taught modules will not be able to proceed on to the dissertation, either temporarily pending successful resubmissions, or permanently following unsuccessful resubmissions. In the latter case, an exit award will be awarded if sufficient credits have been passed.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

## **14. Rules relating to re-sits or re-submissions**

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

## **15. External Examiners reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

## **16. Additional features (e.g. timetable for admissions)**

n/a

## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 14/11/2022

Last amended: 11/04/25

Version no. 1

### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

#### MSc Criminology Full Time

##### Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	30 credits	45 credits	15 credits	n/a
Optional	n/a	0 credits	30 credits	n/a
Dissertation	n/a	n/a	n/a	60 credits

180 credits in total

##### Level 7/Year 1

##### Core modules

Delivery period	Code	Title	Credits
Semester 1	CR7144	Theorising Crime and Deviance	30 credits
Year long	CR7146	Criminological Research Methods	30 credits

Semester 1	CR7147	Rethinking Punishment and Rehabilitation	15 credits
Term 2	CR7152	Victimology	15 credits
Term 3	CR7021	Dissertation*	60 credits

## Notes

### Option modules

Delivery period	Code	Title	Credits
Semester 2	CR7141	Responding to Terrorism	15 credits
Semester 2	CR7145	Criminal Justice Professions: Policy and Practice	15 credits
Semester 2	CR7137	Mental Disorder, Justice and Crime	15 credits
Semester 2	CR7150	Crime Prevention	15 credits

## MSc Criminology Part Time

### Credit breakdown

Year 1				
Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	30 credits	15 credits	n/a
Optional	n/a	n/a	15 credits	n/a
Dissertation	n/a	n/a	n/a	n/a

60 credits in total

## Level 7/Year 1

### Core modules

Delivery period	Code	Title	Credits
Semester 1	CR7144	Theorising Crime and Deviance	30 credits
Semester 2	CR7152	Victimology	15 credits

### Notes

### Option modules

Delivery period	Code	Title	Credits
Semester 2	CR7141	Responding to Terrorism	15 credits
Semester 2	CR7145	Criminal Justice Professions: Policy and Practice	15 credits
Semester 2	CR7137	Mental Disorder, Justice and Crime	15 credits
Semester 2	CR7150	Crime Prevention	15 credits

### Credit breakdown

#### Level 7/Year 2

Year 2				
Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	30 credits	15 credits	n/a	n/a
Optional	n/a	n/a	15 credits	n/a
Dissertation/project	n/a	n/a	n/a	60

120 credits in total

### Core modules

Delivery period	Code	Title	Credits
Year long	CR7146	Criminological Research Methods	30 credits
Semester 1	CR7147	Rethinking Punishment and Rehabilitation	15 credits
Term 3	CR7021	Dissertation*	60 credits

### Option modules

Delivery period	Code	Title	Credits
Semester 2	CR7141	Responding to Terrorism	15 credits
Semester 2	CR7145	Criminal Justice Professions: Policy and Practice	15 credits
Semester 2	CR7137	Mental Disorder, Justice and Crime	15 credits
Semester 2	CR7150	Crime Prevention	15 credits

### MSc Crime, Justice and Psychology Full Time

#### Credit breakdown

#### Level 7/Year 1

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	30 credits	30 credits	15 credits	n/a
Optional	n/a	15 credits	30 credits	n/a
Dissertation/project	n/a	n/a	n/a	60 credits

180 credits in total

### Core modules

Delivery period	Code	Title	Credits
Semester 1	CR7143	Forensic and Legal Psychology	15 credits
Semester 1	CR7144	Theorising Crime and Deviance	30 credits
Year long	CR7146	Criminological Research Methods	30 credits
Semester 2	CR7137	Mental Disorder, Justice and Crime	15 credits
Term 3	CR7021	Dissertation*	60 credits

## Option Modules

Delivery period	Code	Title	Credits
Semester 2	CR7141	Responding to Terrorism	15 credits
Semester 2	CR7145	Criminal Justice Professions: Policy and Practice	15 credits
Semester 2	CR7152	Victimology	15 credits
Semester 2	CR7150	Crime Prevention	15 credits

## MSc Crime, Justice and Psychology Part Time

### Credit breakdown

#### Level 7/Year 1

Year 1				
Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	30 credits	15 credits	n/a
Optional	n/a	n/a	15 credits	n/a
Dissertation/project	n/a	n/a	n/a	n/a

60 credits in total

## Core modules

Delivery period	Code	Title	Credits
Semester 1	CR7144	Theorising Crime and Deviance	30 credits
Semester 2	CR7137	Mental Disorder, Justice and Crime	15 credits

### Notes

\*Required only for the degree of MSc.

### Option modules

Delivery period	Code	Title	Credits
Semester 2	CR7141	Responding to Terrorism	15 credits
Semester 2	CR7145	Criminal Justice Professions: Policy and Practice	15 credits
Semester 2	CR7152	Victimology	15 credits
Semester 2	CR7150	Crime Prevention	15 credits

### Credit breakdown

#### Level 7/Year 2

Year 2				
Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	30 credits	15 credits	n/a	n/a
Optional	n/a	n/a	15 credits	n/a
Dissertation/project	n/a	n/a	n/a	60

120 credits in total

#### Core modules

Delivery period	Code	Title	Credits
Semester 1	CR7143	Forensic and Legal Psychology	15 credits
Year long	CR7146	Criminological Research Methods	30 credits
Term 3	CR7021	Dissertation	60 credits

#### Notes

\*Required only for the degree of MSc.

#### Option modules

Delivery period	Code	Title	Credits
Semester 2	CR7141	Responding to Terrorism	15 credits

Semester 2	CR7145	Criminal Justice Professions: Policy and Practice	15 credits
Semester 2	CR7152	Victimology	15 credits
Semester 2	CR7150	Crime Prevention	15 credits

## Appendix 2: Module specifications

See taught postgraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery).