## SECTION ONE: General Information

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>MSc Criminal Investigation</th>
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<tbody>
<tr>
<td>Approval of Specification</td>
<td>14/06/2017</td>
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<tr>
<td><strong>Award Title &amp; Interim Awards</strong></td>
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<tr>
<td>MSc Criminal Investigation</td>
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<tr>
<td>MSc Criminal Investigation (Domestic Abuse)</td>
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<td>MSc Criminal Investigation (Child Sexual Exploitation)</td>
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<tr>
<td>Postgraduate Diploma in Criminal Investigation</td>
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<td>Postgraduate Certificate in Criminal Investigation</td>
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<tr>
<td><strong>Mode of Study</strong></td>
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<tr>
<td>Full-time: ☒</td>
<td>E-learning: ☐</td>
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<tr>
<td>Part-time: ☒</td>
<td>Sandwich: ☐</td>
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<tr>
<td>Distance: ☐</td>
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<tr>
<td><strong>Programme Start Date &amp; Period of Validation</strong></td>
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<tr>
<td>Start Date: September 17</td>
<td>Date of Last Update: 14/06/2017</td>
</tr>
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<td>5 Years: ☐</td>
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<td><strong>Awarding Institution</strong></td>
<td>University of Derby: ☒</td>
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<td></td>
<td>Other (Please State):</td>
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<tr>
<td><strong>College Managing the Programme</strong></td>
<td>Business, Law and Social Sciences</td>
</tr>
<tr>
<td><strong>Institutions Delivering the Programme</strong></td>
<td>University of Derby: ☒</td>
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<td></td>
<td>Other (Please State):</td>
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<tr>
<td><strong>External Accreditation/ Recognition</strong></td>
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<td><strong>JACS Code(s)</strong></td>
<td>M200</td>
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SECTION TWO: Overview

Background/Context:

The MSc Criminal Investigation has been running for approximately 5 years. It has been very successful and recruits graduate students and serving professional practitioners from various enforcement bodies. The course attracts local, regional, national and international students. The phrase “criminal investigation” would appear to focus on police or law enforcement. While these groups are a key part, the principles and techniques of investigation are generic and broadly applicable to a diversity of groups. This may include organisations and professional practice groups in finance, health and safety, social services, human resources, and the private or corporate sector.

The 2017 revalidation of the MSc Criminal Investigation aims to provide a refresh and updating of the programme for the benefit of graduate students and practitioners. The programme will appeal to police and law enforcement. That said, the intent is to appeal to the range of individuals and organisations who have direct and indirect responsibilities in these areas, and where they would benefit from knowledge and training in professional investigatory practices.

The changes will introduce new pathway options in two priority areas: domestic abuse and child sexual exploitation. It will also create a new option module integrating financial and digital investigation alongside updated and enhanced modules in financial intelligence, digital intelligence, and advanced modules in financial investigation and digital investigation.

The Derby criminology team holds a substantial volume of intelligence and investigatory expertise in professional practice and research. We are well-placed to provide the market with a distinctive and attractive offer. There are significant local, national and international opportunities for Derby to support the further professionalisation of investigation practice with stakeholders in law enforcement, statutory bodies, and the private or corporate sector. The revalidated MSc Criminal Investigation and its components have been designed with input from a range of key stakeholders to reflect market needs, and practitioner development.

Overview of the Programme:

The postgraduate investigation provision at Derby has a solid base in supporting the education needs of those in law enforcement, and graduate students wanting to pursue careers in this and related fields. The core of the programme is the focus on the study of professional investigative practice. That is, the theoretical and conceptual challenge of what investigation should look like and the challenges of implementation in practice.

Ensuring greater professionalism in investigation procedures is crucial to meet public expectations for effective and efficient policing and justice. This MSc helps investigators to extend their skills while enabling the organisations that rely on investigations to enhance their performance. The course has been introduced at a time when professionalisation in policing is a commonly agreed target of all police forces, the College of Policing and the National Crime Agency. In developing this programme, we have aligned it to initiatives...
such as the Professionalising Investigation Programme (PIP), which is jointly sponsored by the National Police Chiefs’ Council and the College of Policing.

Professional investigative practice is not solely a concern for policing. The appeal and utility of investigation is generic and applies to a wide range of individuals and entities in the public and private sector. Investigation should also be seen as a parallel to the intelligence cycle and the research process that is integral to masters-level study for modules and the successful completion of dissertation research. Each of these separate fields of enquiry provides a base of principles, knowledge, intellectual skills, subject specific skills, and transferable skills that underpins the expectations of the professional practitioner and postgraduate student. That is, the confidence and capability to work in professional and related contexts and to develop, pursue and achieve goals whilst working autonomously and in collaboration with others.

Key Characteristics:

- Masters-level study of professional investigative practice grounded in real-world empirical perspectives and contextualised within conceptual/theoretical application
- Research skills to identify a topic, design and develop a project proposal, complete formal ethics, undertake empirical research, and complete an m-level dissertation
- Clear focus on student-led research and inquiry such that they take responsibility for networking to obtain research access to professional practice areas that may offer future opportunities for employment or promotion
- Systematic thematic mapping of the development of policy responses to crime and victimisation in the UK, and drawing upon selected international influences
- Adopting an openly interdisciplinary approach to encourage collaboration amongst those involved in the broad fields of professional investigative practice
- Personal and professional development opportunities to enhance skills and application in investigation, research, and advancing professional practice
- Providing a platform for students to pursue their research and professional interests, and supporting their efforts to comprehensively and systematically address priority topics and issues
- Critical analysis of the skills and application required for higher-level study and its relationship to the agenda for professionalising investigative practice
- Regular access and interaction with a postgraduate teaching team with a substantial practitioner base in investigation, intelligence and research.

Programme Aims:

This MSc provision reflects a core focus on professional practice in investigation. All students on the MSc Criminal Investigation will experience this core function across each of the potential contexts or applications, that is, whether you choose two option modules or one of the pathways (child sexual exploitation or domestic abuse). Thus, the overall aims of the programme are:

1. To study professional investigative practice by comparing and contrasting real-world empirical perspectives and conceptual/theoretical application;
2. To foster advanced thematic mapping of the theoretical and practical context of law and investigation in the criminal, civil, and related domains;

3. To promote comparative, international and, practice-oriented perspectives in developing policy and responses to crime and victimisation;

4. To support student-led research and investigation to reflect their needs and interests, and provide appropriate support and a platform to achieve their goals;

5. To engage students in critical analysis of core and relevant subject matter, and synthesis of knowledge, skills, and application to the agenda of professionalising investigative practice;

6. To facilitate the self-direction and autonomy of students whilst alongside collaborative working with staff and students, and learning to integrate supervisor guidance.

SECTION THREE: Programme Learning Outcomes

MSc Criminal Investigation

Postgraduate Certificate Stage
On completion of the postgraduate certificate stage, students will be able to demonstrate the following:

Knowledge
- Advance the further professionalisation of investigative practice through current research, theory and practice-based insights.
- Familiarity with quantitative and qualitative empirical techniques within a framework of applied research methods.

Intellectual Skills
- Clear command of the doctrinal, methodological and theoretical literature associated with justice systems and investigation.
- Demonstrate appropriate selection of qualitative/quantitative techniques and data collection for coursework.

Subject Specific Skills
- Analysis of the complexities of crime and victimisation whilst retaining focus on investigative strategy and tactics towards the achievement of outcomes.

Transferable Skills
- Evaluate and critically assess various forms of information, intelligence and evidence
- Confidence in expressing themselves in a critical and reflexive manner on research and lawful investigatory techniques.

Postgraduate Diploma Stage
On completion of the postgraduate diploma stage (and in addition to the certificate stage outcomes above), students will be able to demonstrate the following:

**Knowledge**
- Clarity of knowledge on criminal and civil processes that may be deployed by law enforcement and other stakeholders to tackle crime and victimisation.
- Familiarity with quantitative and qualitative empirical techniques within a framework of applied research methods, and integration towards the design and conduct of an empirical research project.

**Intellectual Skills**
- Capability to critically analyse crime and victimisation issues and to demonstrate evidence of significant independence of thought.

**Subject Specific Skills**
- Systematic and comprehensive thematic mapping of the possibilities and limitations of standard investigative methods in addressing crime and victimisation, and capacity to consider alternative approaches.

**Transferable Skills**
- Capacity to function with autonomy and self-direction whilst also demonstrating working with others, and following guidance and supervision.

**Master’s Stage**
On completion of the master’s stage (and in addition to the certificate and diploma stage outcomes above), students will be able to demonstrate the following:

**Knowledge**
- Critical awareness and systematic presentation of literature, methodology, and data analysis with respect to the selected dissertation topic area.

**Intellectual Skills**
- Demonstrate evidence of significant independence of thought, and application of critical analysis to generate a novel dissertation and with some originality.

**Subject Specific Skills**
- Systematic and comprehensive assessment of the selected topic area, and situating this within relevant subject areas of the discipline of criminology and the field of investigation.

**Transferable Skills**
- Capability to organise and manage independent research to completion, and to communicate the results to individuals and groups.

**Child Sexual Exploitation (CSE) – Pathway Specific Outcomes:**
In addition to the generic programme learning outcomes above, students who select the child sexual exploitation (CSE) pathway will also be able to demonstrate the following:

- Demonstrate a critical awareness of sexual violence, exploitation or abuse relating to CSE.
- Critically analyse the impact of sexual violence on child victims and the responses of voluntary and state services.
- Evaluate the effectiveness of historic and contemporary criminal investigation techniques to prevent and detect child sexual exploitation offences.
• Demonstrate an advanced knowledge of the threats presented by sexual offenders, in both the real and virtual worlds to children within CSE.

Domestic Abuse – Pathway Specific Outcomes:
In addition to the generic programme learning outcomes above, students who select the domestic abuse pathway will also be able to demonstrate the following:
• Evaluate the effectiveness of historic and contemporary criminal investigation techniques to prevent and detect Domestic Abuse.
• Develop an advanced knowledge of the challenges presented by within Domestic Abuse investigations
• Critically analyse and evaluate agency, political and investigative responses to Domestic Abuse.

SECTION FOUR: Programme Structure & Curriculum

Important Note:
At enrolment, candidates will need to make a choice as to whether they wish to choose one of the two 40 credit pathways (domestic abuse, child sexual exploitation) OR two 20 credit options for the autumn and spring semesters. If they choose a pathway then all of their modules become core (and they then do not have the opportunity to select options). If they choose options then they do not have the opportunity to select the pathway. The research methods module is delivered in the autumn semester alongside criminal investigation 1 and an option. The spring semester includes includes criminal investigation 2 and 3 and one option module. The classes noted below with an asterisk* will be delivered over a block weekend that is typically Friday, Saturday, Sunday. The remainder are delivered one day per week for 3 hours over a 12 week period with the exception of policing and criminal investigation across the world which is mainly delivered by way of podcasts. Option 1 modules in the table immediately below are autumn semester, and Option 2 modules are spring semester. Pathways should constitute 2 block weekends as 40 credit modules, which may be scheduled in the same semester or over 2 semesters. Timetabling information is communicated to students on or around enrolment so that their choices may reflect their availability and personal circumstances. The above description of the programme and student progression is based upon a full-time schedule completed over one year September to September, those studying part-time will typically proceed at half of the volume of modules indicated above and complete over a 2 year time frame.

MSc Criminal Investigation

<table>
<thead>
<tr>
<th>Core (20 Credits)</th>
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<tbody>
<tr>
<td>Applied Research</td>
<td>Criminal Investigation 1: Principles of Investigation*</td>
<td>Criminal Investigation 2: Victims and Witnesses*</td>
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Sensitivity: Internal

FINAL 14/06/2017
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<tr>
<th>DIPLOMA</th>
<th>Core (20 Credits)</th>
<th>Option 1 (20 Credits)</th>
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<tbody>
<tr>
<td></td>
<td>Criminal Investigation 3: Suspects*</td>
<td>• Fundamentals of Financial and Digital</td>
<td>• Investigating* Sexual Offences</td>
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<td>Investigation</td>
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<td>(Two below not available until September 2018)</td>
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<tr>
<td></td>
<td></td>
<td>• Financial Investigation</td>
<td>• Policing and Criminal Investigation</td>
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<td>• Digital Investigation</td>
<td>Across the World</td>
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<td>• Financial Intelligence</td>
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<td>• Digital Intelligence</td>
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| MASTERS | Independent Studies in Investigation (60 Credits) |

MSc Criminal Investigation (Investigating Domestic Abuse)
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<th><strong>CERTIFICATE</strong></th>
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<th><strong>MASTERS</strong></th>
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<td>Core (20 Credits)</td>
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<tr>
<td>Applied Research</td>
<td>Criminal Investigation 1: Principles of Investigation*</td>
<td>Criminal Investigation 2: Victims and Witnesses*</td>
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<tr>
<td></td>
<td>Criminal Investigation 3: Suspects*</td>
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<td>Independent Studies in Investigation (60 Credits)</td>
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**MSc Criminal Investigation (Investigating Child Sexual Exploitation Offences)**

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<th><strong>DIPLOMA</strong></th>
<th><strong>MASTERS</strong></th>
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<tbody>
<tr>
<td>Core (20 Credits)</td>
<td>Core (40 Credits)</td>
<td>Core (40 Credits)</td>
</tr>
<tr>
<td>Applied Research</td>
<td>Investigating Child Sexual Exploitation Offences*</td>
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</table>
The current modes of delivery include classroom face-to-face and blended learning, which may include use of Blackboard facilities, video/audio components, and other materials as appropriate. Delivery may include lectures, seminars, tutorials, group work and independent learning as appropriate to the material and circumstances.

The programme is available on full-time and part-time routes. A full-time student can complete the full degree requirements in one year whereas a part-time student will typically complete over two years. Students can proceed through the stages and elect to stop at each of the stages, that is: to take a certificate award following the completion of 60 credits, a diploma following the completion of 120 credits, or the full masters following the completion of 180 credits.

Students complete 4 core modules each worth 20 credits, they can select 2 option modules worth 20 credits or a pathway option worth 40 credits, and then they can move on to the independent study or dissertation stage worth 60 credits.

The Postgraduate Certificate stage support students in applied research training at masters-level with qualitative and quantitative techniques, and the design and development of an empirical research project towards formal ethics approval. Students will also complete criminal investigation 1, which address the principles of investigation such as the core doctrine and processes that underpin professional investigative practice. Then they would complete criminal investigation 2, which addresses the expectations of investigators when interacting with victims and witnesses. Students are introduced to critical analysis and synthesis in meeting the requirements of the postgraduate assessment scale.

The Postgraduate Diploma stage supports students through criminal investigation 3, which addresses the expectations of investigators when interacting with suspects. Students can then choose one of 2 option modules or 1 pathway option to suit their professional needs and interests. All modules provide the student with substantive learning opportunities, and the option/pathway modules allow them to dig deeper around their particular interests that may often be related to areas that inform the independent study topic. Students are expected to demonstrate further development of their critical analysis and synthesis skills in meeting the requirements of the postgraduate assessment scale.
The Masters stage involves the completion of an independent study or dissertation, a substantial piece of novel or original research that adds value to the literature and the field of practice. The dissertation is the equivalent of 3 regular modules, and offers the opportunity under the supervision of academic staff to fully express all the skills and knowledge you have to developed towards a masters-level dissertation project. The dissertation is a key marketing tool to demonstrate to existing or future employers the skills and application that students have achieved across the course.

SECTION FIVE: Learning & Teaching

The underlying philosophy of the programme is rooted in combining highly stimulating lectures and engaging group seminar discussions, which promotes independence of direction, thought and approach.

- **Lectures** are the foundation of programme. They provide the core information pertinent to the module specified field of interest and the starting point for independent reading and learning. Lectures draw on key debates and may make use of multimedia presentations and guest speakers or study visits. They are used to introduce a strong foundation of concepts, theories, illustrations and themes, which you will be encouraged to explore during seminars. Many lectures are closely supported with digital material through blackboard and may also use this platform for interaction, debate and peer review.

- **Seminars** will typically accompany lectures and provide active learning opportunities for students and staff. These will include student-centred discussion, debate, presentations and close readings of key literature or related materials. It may also include workshops, peer review, investigative interview preparation and observing/conducting interviews that may include internal or external actors to promote real-world learning.

- **Personal tutorials/dissertation research supervisions** allow discussion of personal development topics in a detailed and focused manner with your tutor/supervisor. This may occur in one-to-one meetings, though some research supervision sessions may also occur in small groups with students who have the same personal tutor/supervisor.

- **Independent Study** constitutes the bulk of the work undertaken outside the classroom on the programme. Typically, this will include reading, note-taking, assessment planning, small group discussion, and the application of new concepts to familiar phenomena. We are committed to building your capacity to work independently as you progress through the MSc you will be supported by module, programme and personal tutors/supervisors and library and study skills staff. There is an expectation that all students will draw upon an area of practice with respect to their dissertation research, for current practitioners this may be drawn from their current profession and for these and other students they may wish to engage with other areas of professional practice (see below).

A key focus of our learning and teaching strategy is the relationship between criminological theory and knowledge to the current policy agenda. In addition to
developing theoretical frameworks for analysis, we provide a wide-ranging awareness of the practical dimensions of our discipline, offering our students insights into real world criminology in action. Students have the opportunity to undertake modules underpinned both by our research and by our strong relationships with the external agencies in criminal justice as well as the private or corporate sector.

Our learning and teaching strategy is guided by our research informed ethos, which informs the whole programme. In the Applied Research and the Independent Studies modules, in particular, students are able to instigate and develop their own research interests.

Students who are practitioners or managers in external agencies may have a particular issue which they wish to research which is directly related to their practice. Those students who are not current practitioners or managers may wish to make arrangements to work with particular external agencies. However, it will not be the role of the university to find or manage these placements.

Technology-enhanced learning will be deployed through the provision of online resources, which may include discussion forums and other tools. Subject readings are based on advanced textbooks, leading research journal articles and professional materials to ensure that students develop rigorous and critical understanding of work at the forefront of their discipline.

Our links with national and international experts ensure that you benefit from a significant range of academic and practice expertise. We are sure that our flexible, innovative approaches will deliver an MSc programme that is acutely responsive to your needs and interests, and which will inspire you to achieve your maximum potential. We very much encourage our students to work with their peers to form a community of learning and develop your skills relating to team work. The study of professional practice of investigation is a stimulating and engaging field of inquiry, and we look forward to sharing with you our enthusiasm for the topic and its application to different contexts.

SECTION SIX: Assessment

This programme operates within the University’s Regulatory Framework and conforms to the University regulations on assessment.

Assessment is an integral part of the teaching and learning process, allowing you to demonstrate an appropriate level of achievement of desired outcomes in knowledge and understanding as well as intellectual, subject and transferable skills. Our assessments are designed to support you in developing your analytical capacity, research ability, and problem-solving skills. The underlying aim of assessment in this programme is to build your capacity to critically assess the professional practice of investigation.

Assessment on the programme is divided into two methods: formative and summative. While formative assessment focuses on the ongoing learning progress by monitoring learning development and providing continuous feedback, the summative form evaluates your achievements in accordance with the learning outcomes. The method(s) of assessment in each module are designed to measure achievement of module learning outcomes. You will be introduced to these learning outcomes at induction, and again at
the beginning of each module. A module description/handbook will be provided, in which the respective module assessment requirements are detailed.

Formative assessments will be ongoing, and used not only to augment a structured learning approach (for group or individual learning) but to also provide individualised feedback to you. This can be particularly helpful in the early stages of a module's delivery. Formative assessments may include knowledge checks, debates, case study evaluation, peer review, group work and presentations, as well as enquiry based learning and problem based learning activities.

Summative assessment methods which will be used (either singly or in combination) within the modules to meet the module learning outcomes may include the following:

- Essay: A written essay involving an in-depth case study analysis, based on an extensive review and synthesis of research literature and/or the critical examination and discussion of a given real-life scenario/problem. This approach allows critical analysis and integration of knowledge relating to the specific topic area that may include underpinning criminological theories.
- Individual or group presentations with peer group assessment: This approach lends itself to the development of subject specific and transferable skills.

A flexible approach is taken in developing the programme formative assessment strategy and we attempt to recognise and accommodate the different learning styles of individual students. We ensure that all instructions for assessment are indicated in the handbook for each module. The summative assessment strategy is largely grounded in essays, and we view this as essential to meeting the requirements of research and writing to level seven standards and towards preparation for the dissertation phase of the degree. This is also important with respect to maintenance and advancement of writing standards in the professional market.

Criminology is both a theoretical and empirical subject. Each assessment in the programme has been formulated to assess theoretical understanding while also having value and distinct relevance to professional practice. The assessments aim to be developmental in focus as you progress through the programme. Assessment marking criteria will be clearly explained when we issue you with assignment instructions.

You will also hone high-level research and policy formulation skills to underpin the independent study project that is a cornerstone of your MSc. You can choose an original theme which reflects your personal interests, career aspirations or current job role.

SECTION SEVEN: Admission

- Proposed entry requirements & any accreditations sought

Entry requirements consistent with existing PGT provision in criminology as below:

At least a 2:2 from your first degree, or the equivalent. If your first degree is not in the Social Sciences or related subjects such as criminology, criminal justice, policing, sociology, psychology and economics, please contact the Programme Leader.
If your first language is not English, you will need to evidence a proficiency in English (IELTS 6.5).

We also welcome applicants who may not have an undergraduate degree (or equivalent) but who have substantial and relevant professional experience.

If you are unsure whether you meet the entry criteria, contact the Programme Leader who will be happy to supply further advice.

**Recognition of Prior Learning (RPL)** is a way of recognising and valuing the knowledge and skills that people bring with them when they embark on a programme of study. The University allows students who provide evidence of prior learning to be considered for exemptions for parts of their academic programme when they can demonstrate that their existing knowledge and skills meet some of the requirements of that programme. RPL claims may emanate from different types of learning: formal, non-formal or informal. These can be summarised as follows:

- **Formal learning** takes place with the context of programmes delivered by learning and training providers; is assessed and credit-rated; and leads to recognised qualifications;

- **Non-formal learning** takes place alongside the mainstream systems of education and training. It may be assessed but does not typically lead to certification, for example, learning and training activities undertaken in the workplace, voluntary sector or trade union and through community-based learning;

- **Informal learning** can be defined as experiential learning and takes place through life and work experience. It is often unintentional learning. The learner may not recognise at the time of the experience that it contributed to the development of their skills and knowledge. This recognition may only happen retrospectively through the RPL process, unless the experience takes place as part of a planned experiential or work-based learning, programme.

Please consult the Programme Leader if you wish to obtain further information on recognised prior learning (RPL).

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**SECTION EIGHT: Student Support & Guidance**

There are different individuals on the programme to whom you can turn for support and guidance. Beyond the programme there are further opportunities for support within the University and the details are provided below.

**Support Within the Programme**

Within the programme there are several people you can talk to and each of them can offer you a range of distinct and overlapping forms of support. Throughout your time of study, you will find that each point of contact offers a range of support opportunities that will facilitate your development as a postgraduate.

**Module Leader**

Module leaders are responsible for individual modules. They are the first person you should talk to if you have any questions that relate to modules such as the best way to approach an assessment, parts of the module you are finding interesting or difficult, requests for additional reading and so forth. If you having any problems regularly
attending your module or are concerned that factors beyond your control will have a
detrimental effect upon your studies then you must inform your module leader. You are
also encouraged to contact your module leader once your work has been marked, and
whilst you will have written feedback on your work it is often useful to discuss the
outcomes further.

Academic colleagues on the MSc Criminal Investigation programme have considerable
experience in supporting a diversity of learners, including traditional graduate students
and professionals who may not have an undergraduate degree or been away from higher
education for extended periods of time. We have supported law enforcement colleagues
from the rank of Constable through to Superintendent in making the successful transition
into masters-level study, and the achievement of their academic goals. In many cases
this has resulted in their achieving research goals for themselves and their organisations.

Personal Tutor and Personal Tutorial Support
Your personal tutor will be appointed at the start of your studies and will be available to
you throughout the entirety of your study on the programme. As such they are ideally
placed to work with you on developing your Personal Development Planning. To this end
you will be asked to meet with them at least three times a year so that you can discuss
your progress to that date and to offer suggestions on how to improve your performance
and how best to draw upon the programme to pursue your aspirations.

Dissertation Research Supervisor
Whether the candidate is a serving investigative practitioner or a graduate student, our
model is to focus on the policy and topical interests of the student and to support them
towards achieving academic and professional goals. This is achieved not just through
standard lectures and seminars, but also by integrating (wherever possible) the personal
tutor and dissertation research supervisor role. This provides each candidate with
personal and academic support across their course of study and research to support them
in achieving their goals. Wherever possible your personal tutor/supervisor will have direct
or indirect expertise in the selected topic area you select for your dissertation research.

Programme Leader
Your programme leader is the person you will turn to when you wish to discuss
programme level matters and when your primary points of contact have advised you to
speak to them.

Staff-Student Forum
Whilst there is the formal Programme Committee structure, we are keen to receive
feedback from students in less formal settings and to allow students the opportunity to
offer feedback on individual modules and on the programme. Additionally, the staff-
student forum is useful for planning extra-curricular activities.

Part Time Students
We recognise that part time students often have a unique experience of the programme
and you will also be allocated a personal tutor who you can use as a point of contact to
discuss issues pertinent to your mode of study. Wherever possible your personal tutor will
be the same member of academic staff over the course of your study and they will also,
typically, serve in the capacity of your dissertation research supervisor once you reach
that stage of the degree.

Support Across the University

College Support
Each College has a Student Liaison Officer who can also provide information about how the University works and can help you to find the most appropriate source of specialist advice.

**Learning Support**
The Subject Librarian, the Study Skills Advisors, and the Career Development specialist team can further support students on your University journey. The Subject Librarian can provide and advise on subject resources accessed through the Library. The Subject Librarian is also involved in the Induction Programme and provides a useful introduction to the University learning facilities.

The Study Skills Advisor can offer you support and guidance if you are finding university study to be a challenge; support includes the popular Study Advisor scheme in which successful students share their advice and tips with you. It is a free and useful scheme (http://www.derby.ac.uk/library/study-skills/study-advisor-scheme).

You will encounter the Career and Employment Service through the programme but it is also available as a year-round, free, open access resource available to all students. It also continues to be available to you after graduation (http://www.derby.ac.uk/careers/students-and-graduates).

The University Well Being Service offers an excellent suite of general, specialist and professional services. (http://www.derby.ac.uk/student-wellbeing)

Further information on all support services is available on the University website and in the University Student Handbook

**SECTION NINE: Employability**

Consistent with the Careers and employability indicated on the MSc Criminal Investigation website  [http://www.derby.ac.uk/courses/postgraduate/criminal-investigation-msc/](http://www.derby.ac.uk/courses/postgraduate/criminal-investigation-msc/)

- Career destinations for our graduates include law enforcement, finance, social services, health and safety, benefit offices, insurance companies, and many other public and private sector organisations.

If you are already a serving investigation professional, this course enhances your continuing professional development – building on your existing experience and skills – while providing your organisation with new insights into investigation procedures. You will also develop and apply research and analysis skills to the standards of UK higher education accreditation at masters level.

The course has been mapped to the national occupational standards for criminal investigation. This means that, on successful completion of your MSc, you may claim Accredited Prior Learning (APL), which paves the way for you to pursue civilian roles related to criminal investigation. If you are a police officer, you may seek professional recognition for completing an MSc aligned with the Professionalising Investigation Programme (PIP).
Ongoing careers support

Our Careers and Employment Service will provide you with help, guidance and support from day one of your course – and for up to three years after you have completed your studies.

The key to employability in the design of the MSc Criminal Investigation relates to skills and the application towards professional investigative practice in law enforcement and the private sector. The successes of our students in securing employment or further educational opportunities is embedded in the self-directed nature of the programme. Particularly, in the context of completing a full design and development of a research project towards ethics approval, with this then followed by a substantive empirical dissertation. The networking, analysis, and critical academic scrutiny provides a helpful base that students can use to pursue opportunities for their personal and professional development.

We operate an initiative with our local police whereby postgraduate students may be eligible to pursue research opportunities and possible placement or internship opportunities. This is contingent upon a variety of factors and is not guaranteed. There needs to be a fit between topic interests of both parties, agreement on the nature of a given engagement, completion of an application to the standards of police staff, vetting procedures, and the completion of any relevant contracts inclusive of a data protection contract. The opportunity to pursue research whilst having some elements of access allows students to generate novel and original studies for their dissertation alongside invaluable professional experience.

Our masters-level candidates are encouraged to pursue (where they are not already employed in a related field) institutional access and collaboration for research as well as possible placement and internship opportunities. The integration between research and practical experience is very important for candidates to express and pursue their interests, whilst developing networking skills and access to networks that may facilitate career opportunities.

Colleagues at the University of Derby have also been key stakeholders in research initiatives locally, nationally and internationally. One example is the £10 million Police Knowledge Fund (PKF) that is co-ordinated and received funding support from the College of Policing, Higher Education Funding Council for England (HEFCE), and the Home Office. Derby colleagues were connected to two of the successful collaborative bids for funding, including the Better Policing Collaborative (BPC) and the East Midlands Policing Academic Collaboration (EMPAC) that together received nearly £2 million or twenty per cent of available PKF funds.

Alongside the research outputs for the funders, these projects can generate considerable valued added for masters-level candidates. This includes current research influences in teaching, and potential development through related research, and opportunities to attend high-level conferences involving network stakeholders.

SECTION TEN: Post Programme Opportunities
• Career destinations for our graduates include law enforcement, finance, social services, health and safety, benefit offices, insurance companies, and many other public and private sector organisations.
• Postgraduates may also wish to consider PhD studies to develop their own interests and to provide original contributions to the literature and the field.

SECTION ELEVEN: External Links