

## Programme Specification Pro-forma (PSP)

### 1. GENERAL INFORMATION

1. Programme Title:	Forensic Psychology
2. Final Award:	MSc Forensic Psychology
3. Exit Awards:	Postgraduate Diploma Forensic Psychology Postgraduate Certificate Forensic Psychology
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	May 2013
6. School:	School of Health and Life Sciences
7. Host Department:	Psychology and Allied Health Sciences
8. UCAS Code:	N/A
9. PSB Involvement:	N/A
10. Place of Delivery:	Glasgow Caledonian University, City Campus
11. Subject Benchmark Statement:	N/A
12. Dates of PSP Preparation/Revision:	2017

### 2. EDUCATIONAL AIMS OF THE PROGRAMME

The aims of the MSc/PgD/PgC in Forensic Psychology are to provide students with an opportunity to broaden and enhance their knowledge, understanding, and skills in the area of forensic psychology. For persons on the specific Forensic psychology programme, obtaining the MSc is mandatory as part of the process of becoming a chartered forensic psychologist. The Programme aims include:

- The application of theoretical and conceptual frameworks to the context and reality of forensic psychology.
- The development of critical analysis skills to evaluate, synthesise, and present relevant ideas, arguments, and empirical data from research and secondary sources.
- The development of the skills required to interpret and evaluate data.
- An enhancement of the reciprocal relationship between academic study and practice to test and inform theory and policy.
- Augmentation of skills in making an informed and progressive contribution to an area of forensic service provision or delivery.
- Understanding psychological models of offending and interventions to reduce offending.
- An awareness of diagnostic issues in forensic psychology and their impact on assessment and treatment.
- Considering the importance of risk assessment and appropriate care management.

#### THE OBJECTIVES OF THE PROGRAMME

The objectives of the MSc/PgD/PgC Programme in Forensic Psychology are to assist students develop the necessary skills and academic understanding to:

- Equip students with an up-to-date knowledge of the application of psychology to forensic psychology.
- Enable students to adopt an independent, analytical, and evaluative approach to learning and practice.
- Enhance the level of co-operation between forensic professionals, offenders, their carers, and other workers involved in the forensic field, fostering an approach which is integrated and interdisciplinary.
- Improve the communication between these groups through the use of clear language which is understandable and free of stigma.

- Enhance their skills in evidence-based practice.
- Reflect the current priorities from national and local policies to service delivery.
- Consider the role and contribution offenders and their carers to service delivery.

### **3. INTENDED LEARNING OUTCOMES**

*The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]*

#### **3A Knowledge and understanding;**

- A1 Key concepts relating to forensic psychology and the provision of relevant interventions.  
 A2 Critically appraising current theories and debates regarding the nature of offending and intervention.  
 A3 The complexity of influences driving antisocial behaviour and offending  
 A4 Evaluating the relationships between current academic theories and practice in the delivery of forensic services  
 A5 Practical and critical evaluation of risk and care management.  
 A6 Ethical, legal, and policy issues pertaining to forensic matters.  
 A7 Discussing the role of offenders in the development of policy, service planning and service delivery.  
 A8 Demonstrating state-of-the-art knowledge in at least one specific area of forensic psychology.  
 A9 Analysing and evaluating different methodologies in the context of particular research tasks or areas of study.  
 A10 The effectiveness of the law in dealing with problems associated with offending.

#### **3B Practice: Applied knowledge, skills and understanding; (Previously Intellectual Skills)**

- B1 Systematically gather and critically review evidence.  
 B2 Translate research evidence into evidence-based practice.  
 B3 Interpret and review relevant policy statements.  
 B4 Write critical evaluations.  
 B5 Construct high quality, in-depth, critical literature reviews which are informative of state-of-the-art good clinical practice.  
 B6 Evaluate the relationship of risk and care management to key forensic issues such as ethics, governance, and social policy, future development and innovation.  
 B7 Critically evaluate the influence of social, political, and cultural factors in relation to the provision and delivery of forensic services.  
 B8 Acquire an understanding of how organisational, ethical, legal, and resources issues impact on forensic services.  
 B9 Recognise areas of personal strength and need via critical reflection on personal professional practice.  
 B10 Demonstrate the range of quantitative and qualitative research methods available to researchers and practitioners.  
 B11 Utilise appropriate methodologies in the formulation of their Masters dissertation.  
 B12 Collect, analyse, and communicate research findings in an efficient and effective manner.  
 B13 Systematically gather and critically review evidence.

#### **3C Generic cognitive skills; (previously Professional/ Practical Skills)**

- C1 Adapt academic knowledge to meet the needs of non-psychologists in line with a scientist-practitioner model.  
 C2 Apply theory and evidence based practice to forensic psychology provision.  
 C3 Plan and present written work in a professional manner.  
 C4 Develop new practice skills in the work place.

- C5 Show an awareness, understanding, and appropriate level of skill in understanding the various approaches to research and audit underpinning criminal justice governance.
- C6 Collect relevant information, assimilate knowledge, and form reasoned and coherent arguments and relate theory to practice development.
- C7 Develop the research skills required for service development, evaluation, and audit.
- C8 Understand the roles, remits, and forms of multidisciplinary and interdisciplinary working and the relevance of this to case and care management.

**3D Communication, numeracy and ICT skills (previously Transferable/Key Skills)**

- D1 Critical thinking and problem-solving.
- D2 Cognitive/intellectual skills.
- D3 Knowledge and understanding in the context of forensic psychology.
- D4 Learning style and orientation to learning.

**3E Autonomy, accountability and working with others.**

- E1 Time management (organising and planning work).
- E2 Independent working.
- E3 Planning, monitoring, reviewing and evaluating own learning and development.
- E4 Self-Forensic Psychology skills.
- E5 Information retrieval skills.
- E6 Group working.
- E7 Research skills

## **Learning, Teaching and Assessment Strategy**

Achieving the aims and objectives of the Programme can be viewed in terms of the development of three types of skills and knowledge, which taken together form the foundation for holistic development and attainment of competence in professional mental health practice:

- „Knowing what“ – the current literature, data, and facts around forensic psychology
- „Knowing how“ – methods of investigation, techniques, and procedures
- „Knowing why“ – being acclimatised to the current literature on theories, principles, and models

The Programme seeks to address these three types of knowledge through use of a variety of methods. It is recognised in particular that interaction, self-directed study and the utilisation of knowledge in assessed work can be effective in promoting learning at the deeper levels of „how“ and „why“ which are necessary for the development of critical and evaluative mental health practice.

The Programme Handbook will provide specific teaching and assessment information, as well as generic divisional information. Module handbooks include details of learning outcomes, seminar/workshop questions, assessment methods, guidance to a variety of learning materials, details of specific coursework assignments, and coursework submission dates.

Students are encouraged to develop an independent learning approach and as a result will be inducted into the use of both the library and the Caledonian Learning Information Centre (CLIC) and encouraged to use it as part of the integrated learning process. Students will be introduced and given access to on-line bibliographic databases, data analysis programmes, and the World Wide Web.

### **Teaching and Learning Methods**

The following teaching methods are employed:

#### **Lectures**

Lectures will be used to outline an area, highlight key issues, concepts, and factual information.

A variety of media and methods may be used. The fact that both the students and the teaching staff (particularly guest lecturers) will come from a variety of backgrounds will make linked discussion of the material to be a highly relevant learning experience.

#### **Workshops**

Workshops will provide the opportunity for more detailed coverage and development of a topic.

The extra time available (they are scheduled for up to three hours) in workshop allows for scope to use a range of media and methods including extended exercises or skills demonstration and practice.

#### **Problem-based learning exercises**

Problem-based learning exercises are designed to promote exploration of a topic through the co-ordinated efforts of students, whilst encouraging the use of transferable skills relevant to planning and communication in a team context. Primary responsibility for preparation and presentation of material lies with the group, although preliminary guidance on themes, reading, and possibilities for exercises will be given. In addition, a member of teaching staff will be present during the seminar in the role of discussant and to facilitate where appropriate.

#### **Directed Learning**

Each lecture, workshop or seminar will be supplemented by core reading material. This will be outlined prior to the start of the Programme in the Programme Handbook. This provides an opportunity for preliminary reading, an important means by which students without a background in psychology, in particular, can begin to augment their knowledge at an early stage. Further guidance may be given during relevant sessions, accompanied where appropriate by handouts or short exercises.

#### **Independent Learning**

As part of a process of self-directed study, students will be expected to read beyond the core material and learn to extract, evaluate and integrate information from a variety of sources. A wide-ranging reading list will be issued at the start of the Programme.

### **Private Study**

Private study allows students to develop their own vocational or academic interests, guided by their personal initiative and creativity. For MSc students, this can be an important source of ideas for the research dissertation.

### **Consultation**

The Programme organisers along with other Staff from Glasgow Caledonian University will be available for consultation on academic issues.

Teaching and learning strategies will be planned, implemented, and negotiated by each module leader to be appropriate to the content of the module and the needs of the students. Specific details are included with each module outline.

### **Learning Outcomes**

Core learning outcomes for students completing the Programme include:

- The ability to critically evaluate and integrate contemporary issues in forensic psychology,
- reflecting government priorities, national and local policies, and concepts of societal frameworks and social integration.
- An enhancement of the skills required to research and evaluate processes appropriate to the
- students own practice, reflecting the principles and concepts of criminal justice governance.

### **Assessment Methods**

The assessment strategy will employ a variety of methods. It is designed to be relevant to the individual module aims and learning outcomes. Several of the assignments have been designed to stimulate ideas, critical appraisal, reflective summary and the use of information in the development of coherent arguments in addition to permitting evaluation and feedback concerning performance. Assessment instruments will include essay style course work, the use of problem-based case study exercises, reports, research design exercises, examinations and a research dissertation. Written coursework will constitute the main method of assessment. This modality allows students to express their knowledge and understanding of the subject area, and show specific and transferable skills. This method also allows independent learning and allows students to develop their ability to formulate problems, consider evidence-based mental health practice and critically analyse issues.

For Masters level students, the dissertation is a defining component of the assessment, in that it builds upon research and critical thinking skills developed within the Programme, and one cannot obtain an MSc without one. Supervision will be arranged on a one-to-one basis, and allows assessment of the development of subject knowledge and understanding, independent learning skills, and transferable learning skills.

The completion of assessed work is an integral part of the learning strategy. It demands that students develop their own learning in relation to specific areas of knowledge and the use of transferable skills. The latter are centred on the active utilisation of information, including the process of „learning to learn“, and written communication; all of these are important in professional practice. Assessment also provides the opportunity for feedback on progress and gives an indication that intended learning outcomes have been achieved. Although it is not possible to assess attainment of every learning outcome, an attempt has been made to sample those which are representative of the distinctive character of each module.

The marking of assignments will follow the regulations governing postgraduate programmes as detailed in University Assessment Regulations of September, 2006. Modules central to the Programme will be given an individual mark and graded as a „distinction“, „pass“, „referral“ or „fail“ grade.

A „distinction“ at Masters level will be given in accordance with the University Assessment Regulations. For all modules, including the Dissertation, the pass mark will be set at 50%.

### **Ensuring MSc integrity and competency.**

There will be NO COMPENSATION for any core module on the MSc. As it stands, the 8 modules in the taught component of the MSc are core, as is the research dissertation (see table 1 below).

The MSc is accredited by the British Psychological Society (BPS), who expect a high level of competence and expertise from persons who seek to practice as chartered Forensic psychologists. Persons

responsible for members of the public need to show academic integrity and broad professional competency. This follows for any core module for persons on either the MSc Forensic Psychology or the Psychology in a Criminological and Penal Context programme, and whether the student is seeking to graduate with an MSc, a certificate, or a diploma in the subject .

Table 1: **Modules excluded from compensation on the MSc Forensic psychology programme:**

MMC811493 – The Psychology of Criminal Behaviour  
MMC811494 – Psychology and the Legal process  
MMC811518 – Analytical Methods  
MMC824276 – Forensic Practice  
MMC811514 – Psychological Assessment  
MMC811498 – Interventions with Offenders  
MMC824275 – Vulnerable Groups in Forensic Setting  
MMC821316 – Applying Forensic Psychology  
MMC811519 – Research in Forensic Psychology

### **Methods of assessment will include the following:**

#### **Essays**

All modules except „Analytical Methods” will involve the completion of one written task. This task requires the students to read widely and demonstrate their ability to organise and critically evaluate information. They require logical argument and the use of evidence which is clearly expressed, in order to arrive at a convincing conclusion. The skills in analysis and communication developed through the writing of essays are integral to the writing of professional reports and other practice documents. Additional tasks may also be required (e.g. Professional Skills Module requires an oral presentation)

#### **Research Design Exercises**

The module on „Analytical Methods” will require students to design a research proposal in an area of forensic psychology, and are encouraged to see this as pilot planning for the later research dissertation undertaken by MSc students.

#### **Use of Problem-Based Case Material**

The assignments for modules on “Psychological Assessment” and “Interventions with Offenders” involve analysis and decision-making based on supplied clinical material, with the use of relevant literature to support conclusions. Similar exercises are conducted in class during workshop sessions at the discretion of the teaching staff running the class. The abilities to make sense of complex issues and translate these into coherent and justifiable recommendations are important skills in the areas covered by these modules.

#### **Examinations**

Formal examination occurs only for the “Analytical Methods” module. The examination will be used to show evidence of an ability to conduct and evaluate statistical analyses, and to compare and contrast different research methods. Appropriate time management and use of information in a clear, analytical and coherent manner in order to complete arithmetic and essay-oriented questions is required.

#### **The Research Dissertation (MSc Students only)**

The research dissertation constitutes a significant assessed component of the MSc Programme and contributes 60 level M credits. The process of carrying this out, under supervision, develops a range of competencies relevant to professional practice. These, and the learning outcomes which should be demonstrated in the final report, are described in the relevant Module Descriptor.

The dissertation enables students to select a focus which is of interest to them and which may be informed by, or may be derived from themes and issues which have been explored within the

Programme. Students will be encouraged to select a dissertation focus which is relevant to their practice and personal interests, and which is capable of practical application or more generally benefiting their work situation. All dissertation proposals will be considered by the Programme team.

A suitable supervisor, normally someone familiar with the area of study selected or the particular research methodologies to be employed by the student will be identified in this process.

All proposals will be submitted to the relevant ethics committees. Careful advanced planning is essential.

All Full-Time MSc students will be expected to have formulated an outline proposal and to have agreed this with their supervisor before the end of the second semester.

#### 4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

##### SHEM Level

##### Module Code

##### Module Title

MMC811493	The Psychology of Criminal Behaviour	15
MMC811494	Psychology and the Legal Process	15
MMC824276	Forensic Practice	15
MMC811518	Analytical Methods	15
<b>Exit Award – Post Graduate Certificate Forensic Psychology</b>		<b>60</b>
MMC811514	Psychological Assessment	15
MMC821316	Applying Forensic Psychology	15
MMC811498	Interventions with Offenders	15
MMC824275	Vulnerable Groups in Forensic Settings	15
<b>Exit Award – Post Graduate Diploma Forensic Psychology</b>		<b>120</b>
MMC811519	Research in Forensic Psychology	60
<b>Exit Award – MSc Forensic Psychology</b>		<b>180</b>

#### 5. SUPPORT FOR STUDENTS AND THEIR LEARNING

Students are asked to attend an Induction event which includes information relating to modules, dissertation guidelines, ethics, critical thinking skills, report writing and introduction to the library

A Programme Information Book containing module descriptors is supplied to students

Students have access to the Caledonian Library and Information Technology Centre and to other local and national library resources

Students are allocated an academic adviser to assist with academic / personal issues

Students are supplied with University e-mail addresses and there is open access to IT facilities There is open access to teaching staff and Programme Organiser

Access is given to Student Services Department which provides assistance and guidance Visiting and Practitioner Lecturer presentations enhance student learning

Students are encouraged to attend the Psychology Divisional research seminar programme (These operate weekly throughout the academic semesters)

Student Representatives are members of the Programme Board

There is a Student-Staff Consultative Group which meets twice a year to air and resolve any issues students may have in relation to the Programme

## **6. CRITERIA FOR ADMISSION**

***Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University***

### ***Programme Admission Requirements:***

The Programme is available to forensic, health care and social services professionals, independent and voluntary sector practitioners and graduate students wishing to have a career in this area. .

It is expected that students registering for any award within the Programme structure will normally have experience of working in the forensic field. Where individual circumstances do not allow for this, students will be expected to demonstrate sufficient involvement forensic topics to inform the links between theory and practice that are cardinal to the Programme.

Candidates must have a first degree or equivalent at a 2:1 (Hons) or above in Psychology or a related field (or equivalent for international students) in Psychology or in an appropriate combined programme (i.e. with similar level of psychology learning embedded). The overriding consideration in selection of students is the likelihood of the applicant completing the Programme successfully.

### **ENGLISH LANGUAGE**

All candidates whose normal medium of education and work has not been English will normally be required to present evidence of competence by a pass level of level IELTS (level 7) or TOEFL equivalent. This higher level of competence in English is required in order to ensure that candidates are equipped to absorb the Programme material within the time available.

### **SELECTION PROCEDURES**

Selection for entrance will be on the basis of the information obtained from the initial standard application, the taking up of references and on the written assignment of those required to produce it. Depending upon the individual applicant's circumstances, candidates may be required to attend for interview. In addition, students will be asked in advance of the interview to complete a form declaring any criminal convictions.

At all stages of the selection process, Glasgow Caledonian University's Equal Opportunities Policy will be adhered to.

### ***Flexible Entry - Credit Transfer and RPL:***

N/A

### ***Entry with Advanced Standing:***

N/A

## **7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

### ***Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:***

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)
- BPS accreditation every 5 years

### ***Committees with responsibility for monitoring and evaluating quality and standards:***

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

### ***Mechanisms for gaining student feedback on the quality of teaching and their learning experience:***

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

### ***Staff development priorities include:***

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- Ongoing Forensic Psychology Practice and Experience

## 8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on the year of entry and with the following approved exceptions can be found at : [GCU Assessment Regulations](#)

- IELTS minimum of 7.0
- Requirement to pass all aspects of Modules at 50%
- No compensation for any module
- In order to undertake the Accredited MSc Forensic Psychology, students must have Graduate Basis for Registration with the British Psychological Society.
- All exceptions to the university regulations have gone through due process at the Exceptions Committee

## 9. INDICATORS OF QUALITY AND STANDARDS

Details of validation and professional accreditation events as organised by the School of Life Sciences  
The programme was initially accredited in 1997-8 under the leadership of Dr Adrian Needs an ex-prison Chartered Forensic Psychologist, who set up the programme. It was re-accredited under the leadership of Professor Vince Egan, a Chartered Clinical and Forensic Psychologist, in 2003. It is currently the only accredited M.Sc. in Forensic Psychology in Scotland.

Programme Board statements on modules  
Changes to modules from Liz letter, assessment change

Annual Programme Analysis (summarise - Appendix 2 attached) Professional Body accreditation visits and reports.

The BPS last accredited the programme in 2013. This was highly satisfactory. Enhancement-led internal subject reviews

External Examiner Reports

Feedback from external assessors has been very positive over the years. The external examiners have generally considered the student work to be of a high standard, the teaching and assessment to be relevant and appropriate and that staff on the course are committed to the programme and deliver their duties in a professional manner. The range of assessment and the use of work related tasks in assessment have been seen as strengths of the course.

The programme staff have responded to suggestions over the years as to how to address any issues and improve the programme, for example in 2002-3, the programme staff enhanced the ethical checks for forensic projects in response to feedback from an external, additional qualitative research methods training was incorporated in the course in 2005-6.

Changes were made to the programme following re-accreditation, to enhance reading lists, enhance

the use of GCU Learn, move to standard and online marking and enhance the engagement with practitioners.

All external examiners consider the course to be an excellent example of a professional forensic programme and we are encouraged by this and intend to continue working in a manner which results in such feedback.

There has been a change to the Stage 1 curriculum which resulted in the PSP will be changed so that a few minor alterations as to content and assessment are in place for 2016-17. This may resulted in alterations to the mapping. These changes were be quality assured via the department quality assurance processes.

## **10. INFORMATION ABOUT THE PROGRAMME**

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- My Caledonian
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

**DATE: October 2017**

## Curriculum Map for MSc Forensic Psychology

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

**PSMAP**

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules		Programme outcomes																								
Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13		
SCQF 11	MMC811493	The Psychology of Criminal Behaviour	x	x	x							x														
	MMC811494	Psychology and the Legal Process		x		x	x		x		x			x	x			x								
	MMC811518	Analytical Methods					x		x	x											x		x			
	MMC821316	Applying Forensic Psychology					x		x			x				x	x		x							
	MMC811498	Interventions with Offenders	x	x						x							x	x	x	x						
	MMC824275	Vulnerable Groups in Forensic Settings	x			x	x		x	x	x	x	x													
	MMC824275	Psychological Assessment			x								x	x				x								
	MMC824276	Principles of Forensic Practice				x			x		x		x	x		x	x	x	x	x	x				x	
	MMC811519	Research in Forensic Psychology				x		x		x	x		x	x		x								x	x	

	Code	Title	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	E1	E2	E3	E4	E5	E6	E7					
SCQF 11	MMC811493	The Psychology of Criminal Behaviour									x	x	x							x	x					
	MMC811494	Psychology and the Legal Process	x				x				x	x	x						x		X					
	MMC811518	Analytical Methods		x	x				x		x	x		x	x	x			x		x					
	MMC821316	Applying Forensic Psychology		x						x	x	x	x									x				
	MMC811498	Interventions with Offenders		x						x	x	x	x						x		x					
	MMC824275	Vulnerable Groups in Forensic Settings						x			x	x	x								x					
	MMC824275	Psychological Assessment		x	x			x			x	x	x		x											
	MMC824276	Principles of Forensic Practice	x	x	x	x	x	x			x	x	x	x		x	x		x	x	x					
	MMC811519	Research in Forensic Psychology	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x			x	x				