

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Policing Studies

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	L311
Programme Duration	
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	There are no subject benchmarks for police studies but cognisance has been taken of the evolving police professionalisation agenda and were applicable the requirements of the College of Policing, together with appropriate national occupational standards for policing, set out by Skills for Justice, the Benchmark Statements for Criminology, other QAA benchmark statements and the professional standards from other fields have been considered.
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in Policing Studies
Programme Leader	Peter Williams

Educational aims of the programme

To prepare students who are seeking a career in policing or associated field by providing a coherent programme of study that takes cognisance of the police service requirement for initial training and the developing professionalization agenda within policing.

To provide a stimulating on-line learning experience that engages students and encourages them to take responsibility for their own learning by cultivating critical, analytical, problem-solving and reflective skills within a work-based context.

To challenge taken for granted notions of policing thereby deepening and broadening understanding of issues faced in the professional field.

To link theory, criminal law, policy and professional practice and show how they impact on continuing professional development.

To encourage students to develop higher level skills and prepare them for the demands of employment or further study.

To provide an opportunity for holders of the FD(A) to further develop their studies to graduate level via sequential progression, by offering flexible study modes and offering a bespoke course of study to potential students that possess the necessary (R)PEL.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Define identified aspects of the criminal law, policing policy and practice and be able to select, illustrate and apply the appropriate use of these aspects in given scenarios

2. Systematically evaluate key concepts, theories and methods informing the study of policing
3. Synthesise knowledge of key concepts that underpin modern policing and by critical reflection deepen their understanding of contemporary issues such as diversity, leadership, multi-agency working, neighbourhood policing and problem solving
4. Possess the conceptual understanding that enables them to place the role of policing within wider society
5. Have developed reflexive thinking skills and to recognise the importance of reflection in the development of personal and professional practice
6. Demonstrate knowledge of research strategy and methods while using these to investigate policing issues and policing problems
7. Demonstrate awareness of professional, legal, security and ethical issues
8. Critically evaluate contemporary research issues
9. Study independently at an advanced level and have developed effective methodological skills for research
10. Identify and investigate problems
11. Apply major theories and concepts to the study of policing
12. Independently engage with the subject literature, analyse and assess it to support critical and normative judgements on policing issues and theories with relevant evidence and structured argument
13. Identify a range of research strategies and methods and reflexively assess the merits of each
14. Demonstrate the skills necessary to plan, conduct and report a research project
15. Undertake and present scholarly work
16. Understand the ethical implications of policing enquiry
17. Recognise the relevance of the study of policing to social, public and civic policy
18. Demonstrate problem solving skills
19. Retrieve and organise relevant information effectively
20. Apply skills in choosing and applying appropriate methods for research and the treatment of collected data with appropriate analytical methods
21. Apply skills of literature search, critical review and selection of relevant sources to enable the systematic synthesis and treatment of key materials and relevant policy documentation
22. Apply skills of reflective practice to study and programme activity as part of continuous development and to prepare for professional practice
23. Work as a member of a team
24. Use Information and Communication Technologies known as ICTs and traditional methods for the retrieval and presentation of information
25. Communicate effectively and fluently in speech and writing
26. Work independently, demonstrating initiative, self-organisation, time management, the ability for self-reflection and self-improvement
27. Collaborate with others to achieve collective goals
28. Exercise critical reflection on and tolerance of, the work of others
29. Apply numerical skills to cases involving a quantitative dimension

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

A range of learning strategies and a variety of modes of interactive delivery will be utilised throughout the programme including an introductory lecture and a range of on-line activities; e.g. presentation, workbooks, podcasts, wikis, blogs, forums both tutor-led synchronous (which can be recorded) and asynchronous, skype tutorials in addition to utilising suitable OER (open educational resources), such as 'You Tube' videos, supported by digital key readings.

Acquisition of 1 - 29 are taught through on-line lectures and developed via on-line forums, knowledge checks and appropriate formative tasks designed for on-line learning. Knowledge and understanding is assessed via summative assessment methods suitable for on-line distance-learning, such as formal essays, a full-scale individual report, multi-choice on-line examinations, visual essays, and short videos and assessed forums. A range of periodic formative study skills and knowledge checks will be completed by the students on-line which feedback will be given in order to enable ongoing development via reflective practice and aimed at research and compilation of the summative assessment tasks. Practical skills are developed throughout the programme which

embraces student-centered learning techniques appropriate for on-line learning. These skills are assessed across all modules while the variety of assessments across the programme ensures that these skills are assessed in different ways and in a mode suitable for on-line distance-learning. Formative assessment is used to develop knowledge, understanding, skills and personal obligations to ethics and professional values. Students will be asked to complete a number of reflective tasks across the modules that will be designed to enhance critical study skills and develop awareness of the application of professional skills and ethics in the workplace, in addition to the requirement of continuing professional development. Summative assessment is used to assess the student's success in achieving the learning outcomes.

Programme structure - programme rules and modules

The programme is entirely an on-line programme offered in a part-time distance-learning mode, delivered via the LJMU Virtual Learning Environment 'Canvas'.

The programme is taught within the University Academic Framework. The programme is modular in construction with modules of 20 credits (equivalent to 200 hours of study) delivered in one semester. However, a 40-credit project module at Level 6 is delivered across two semesters. Level 6 is therefore four 20 credit modules and a 40 credit project.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6100PSDL Research Project (40 credits) 6101PSDL Advanced Social Research Skills (20 credits) 6103PSDL Contemporary Issues (20 credits)	6105PSDL Policing, Security and Risk (20 credits) 6107PSDL Terrorism and Counter-Terrorism (20 credits) 6108PSDL Investigation Skills 2 (20 credits) 6109PSDL Application of Intelligence to Policing (20 credits) 6110PSDL Approaches to protecting vulnerable people and the management of offenders (20 credits)	80 core credits at level 6 40 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

All students in their first year of study will have an opportunity to engage with the CareerSmart programme as an integral part of a core module of study. Once this has been completed, a wide range of other career-related provision and services will be available to support students' development throughout their studies.

The new CareerSmart e-learning tool will introduce students to the steps involved in making informed choices about their career. It will enable students to consider their strengths and development areas, their career motivators, the options available and the necessary steps to take to achieve their career goals.

Distance Learning students enrolled on this programme are likely to have already secured employment within a policing environment. Therefore, the programme has been introduced and designed to enhance their opportunities within their existing job roles by offering learning opportunities in specialist areas such as Counter-Terrorism and Intelligence Studies, the latter recently designated an area of specialism within the Criminal Investigation Department by the College of Policing. Furthermore the College of Policing have recently launched a consultation process in relation to their proposal that by 2019 all entrants to the police service will be educated to graduate level. Therefore, this programme provides the opportunity for serving officers to attain that target, via means of continuing professional development which is a published objective from the College of Policing, in respect of serving police officers and support staff and to be able to compete internally with future job opportunities and roles. However, by offering modules in key specialist areas in addition to those above, such as 'Policing and Risk, and 'Multi-Agency' the programme will provide developmental opportunities for those students employed in both the private and public sectors in relation to policing and security.

Criteria for admission

Access

Applicants will be considered on an individual basis and may be accepted with the following:

240 credits from a degree or FD(A) in Policing Studies

OR

Combination of certificated learning and relevant work experience

OR

Relevant experiential learning

Mature entry

Non-standard entry applicants without any of these required qualifications may also be offered a place after interview and submission of evidence of equivalent levels of attainment and aptitude. The programme welcomes potential applicants who wish to discuss its appropriateness for them and their level of qualification in this broad based category that is not aged defined.

Overseas qualifications

Offers will be based on individual qualifications and experience. All applicants should have achieved IELTS 6.0 (minimum of 5.5 in each component) or equivalent

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

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, teaching, learning and assessment methods of each module can be found in module and programme guides.