

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Policing Studies and Forensics

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	MF11
<b>JACS Code</b>	F410, L311
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	There are no subject benchmark statements for policing studies, but cognisance has been taken of the evolving police professionalisation agenda and were applicable the requirements of the College of Policing, together with the appropriate national occupational standards, set out by Skills for Justice, the benchmark statements for Criminology and other QAA benchmark statements for Forensics <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-forensic-science.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-forensic-science.pdf</a>
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Policing Studies and Forensics  Diploma of Higher Education in Policing Studies and Forensics  Certificate of Higher Education in Policing Studies and Forensics
<b>Programme Leader</b>	Amanda Farrell

### Educational aims of the programme

To prepare students who are seeking a career in policing or associated field, such as crime scene investigation, forensic science or other roles within the criminal justice sector by providing a coherent programme of study that takes cognisance of the developing agenda within policing and law enforcement.

Apply knowledge of Forensic Investigation, incorporating theoretical concepts and employing a range of skills to real and theoretical forensic scenarios.

To provide a stimulating 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 engage with the development of employability skills by completing a self-awareness statement.

The principal themes in the programme are:

The development of knowledge, understanding, skills, attitudes and behaviours required to work in policing, associated criminal justice or security roles.

## **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education**

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

Define identified aspects of the criminal law

Identify key concepts, theories and methods informing the study of policing and forensics and be able to refer to these in engaging with academic literature and debates on contemporary issues

Identify the origins, trajectory and impact of legislation, policy and practice at a national, regional and local level on policing

Describe the relationship between different agencies that make up or are connected to the Criminal Justice System

## **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

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

Define identified aspects of the criminal law and be able to select, illustrate and apply the appropriate use of these aspects in a range of scenarios

Apply key concepts, theories and methods informing the study of policing and forensics and engage with academic literature and debates on contemporary policing issues and synthesise these with practice in the field

Analyse the origins, trajectory and impact of both legislation and polices at a national, regional and local level on policing

Distinguish the roles of different agencies that make up or are connected to the Criminal Justice System and explain the relationship between them

Show reflexive thinking in the development of their personal practice taking account of human rights, ethics and consideration of diversity thereby preparing foundations for the continuous development of professional practice

## **Target award Learning Outcomes - Bachelor of Science 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 and forensic science.
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. Understand and be able to apply concepts and principles of the subjects and techniques employed in forensic science including; Scene of crime procedures; Search and recovery procedures and the analysis and evaluation of evidence.
6. Use and develop laboratory skills, principles of experimental method and the research process.
7. Have developed reflexive thinking skills and to recognise the importance of reflection in the development of personal and professional practice
8. Demonstrate knowledge of research strategy and methods while using these to investigate policing issues and policing problems
9. Demonstrate awareness of professional, legal, security and ethical issues
10. Critically evaluate contemporary research issues
11. Identify and investigate problems
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. Apply major theories and concepts to the study of policing
14. Identify a range of research strategies and methods and reflexively assess the merits of each
15. Demonstrate the skills necessary to plan, conduct and report a research project

16. Undertake and present scholarly work
17. Understand the ethical implications of policing enquiry
18. Recognise the relevance of the study of policing to social, public and civic policy
19. Demonstrate problem solving skills
20. Retrieve and organise relevant information effectively
21. Interpret and apply the principles and methods of disciplines underpinning forensic science, such as anthropology, analytical chemistry, toxicology, molecular biology.
22. Evaluate the significance of experimental data or evidence, draw appropriate conclusions and place them in a subject /scientific context.
23. Recognise the implications of professional ethics and standards and apply them.
24. Recognise and apply safe working practice in the laboratory and/ or the field with an awareness of good laboratory practice (GLP) COSHH and risk assessments
25. Manage time and tasks effectively as an individual and as part of a team.
26. Use integrative skills to analyse and solve problems, applying numerical and statistical techniques where relevant.
27. Communicate scientific information effectively by discussion, written materials, use of images and oral presentations.

## Teaching, Learning and Assessment

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

Acquisition of all learning outcomes is through a combination of lectures, tutorials, practical sessions with a combination of staff-led and student centred techniques. The former includes both formal and interactive lectures and seminars that are delivered through traditional and technology enhanced methods. Emphasis is placed on students presenting ideas, discussion and reflection. In the latter tutorials, workshops and private enquiry based study are used. The programme incorporates work-based learning in a range of modules which utilise up to date case materials with guest speakers drawn in when relevant and appropriate.

These methods are designed to:

1. Foster student progression
2. Stimulate interest and encourage participation
3. Provide opportunities for learning and develop learning skills for students with diverse needs
4. Encourage critical analysis, problem solving and the application of evidence based practice
5. Utilise technology enhanced learning

Throughout the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught / learnt and to both broaden and deepen their individual knowledge and understanding of the subject. Knowledge and understanding is assessed via formal examination, individual and team coursework, demonstration of practical work (including International fieldwork assessment), and a full-scale individual project which is work based. Reflective writing is used throughout, particularly on work-based assessments and within the International Fieldwork module. Skills are assessed across all modules while the variety of assessments across the programme ensures that these skills are assessed in different appropriate ways. Within each level formative assessment is used to develop knowledge, understanding and skills while summative assessment is used to assess the learner's success in achieving the learning outcomes.

## Programme structure - programme rules and modules

The programme is offered in full time and supported by information and communications technologies (ICTs). Entry to the programme is at Level 4 although prior learning may be considered (RPL/ RPEL).

The qualification is relevant within policing, the Criminal Justice Sector and associated fields.

The programme is taught within the University Academic Framework. The programme is modular in construction with modules normally of 10 credits (equivalent to 100 hours of study) or 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. Students are required to study a total of 120 credits per level. Level 4 has six 20 credit modules, including one that is Forensics related. Level 5 has five 20 credit modules including one that is forensics related and two 10 credit modules. Level 6 is four 20 credit modules, including one that is forensics related and a 40 credit project jointly supervised by Policing and Forensics based tutors.

Students will be offered the opportunity of study abroad at Level 5.

Option A: the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5110PS will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

Option B: the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module 5109PS. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
<a href="#">6100PS</a> Research Project (40 credits) <a href="#">6101FSBMOL</a> ADVANCED FORENSIC METHODS (20 credits) <a href="#">6110PS</a> Approaches to protecting vulnerable people and the management of offenders (20 credits)	<a href="#">6104PS</a> Comparative Studies In Policing (20 credits) <a href="#">6105PS</a> Policing, Security and Risk (20 credits) <a href="#">6107PS</a> Terrorism and Counter Terrorism (20 credits) <a href="#">6108PS</a> Investigative Skills 2 (20 credits) <a href="#">6109PS</a> Application of Intelligence to Policing (20 credits)	80 core credits at level 6 40 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">5100PS</a> Policing Communities (20 credits) <a href="#">5101PS</a> Professional Skills for Policing (10 credits) <a href="#">5102PS</a> Practice, Procedure and the Criminal Law 2 (20 credits) <a href="#">5103PS</a> Investigation Skills (20 credits) <a href="#">5105FSBMOL</a> FORENSIC METHODS (20 credits) <a href="#">5105PS</a> Policy, Practice and the Evidence Base (20 credits) <a href="#">5106PS</a> The Psychology of Investigation (10 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">4100PS</a> Exploring Policing Studies - Skills for Success (20 credits) <a href="#">4101PS</a> Introduction to Policing (20 credits) <a href="#">4102FSBMOL</a> CRIME SCENE INVESTIGATION (20 credits) <a href="#">4103PS</a> Practice, Procedure and the Criminal Law 1 (20 credits) <a href="#">4104PS</a> Technology and Policing (20 credits) <a href="#">4105PS</a> Introduction to Criminology for Policing (20 credits)		120 core credits at level 4 0 option credits at level 4

## 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.

If students have not already done so they are encouraged to join the Special Constabulary. If they wish to apply for Merseyside Police Special Constabulary while on the programme, a specific process has been arranged and the Policing Studies Team will support students who wish to apply through this route. Assessment is through reflection on their experience through this module.

Alternatively, students can take up other opportunities that are supported through the team. These are wide ranging but are contextualised within a reflective consideration of the placement in relation to policing, criminal justice or the wider law enforcement sector. As examples some students have worked on projects organised through the Office of the Crime Commissioner, others have worked with the National Crime Agency and Security Services and some have gone to work in the Homeless, Drug Dependency and Witness Support Sectors.

## Criteria for admission

### A/AS Level

104 UCAS Tarriff points from minimum of 2 A2 to include grade C or above in Chemistry and/or Biology

### BTEC National Diploma

104 UCAS Tariff points from a scientific discipline

### Irish Leaving Certificate

104 UCAS Tariff points to include at least 5 Highers including a Scientific Subject

### Scottish Higher

104 UCAS Tariff points to include a scientific subject

### International Baccalaureate

104 UCAS Tariff points to include a scientific subject

### Access

At least 9 Distinctions and 36 Merits in a scientific discipline, or any other combination that equates to 104 UCAS Tariff points.

### Other

GCSE Maths and English at grade 4 (C) or above or an equivalent qualification

RPL/RPEL will be offered in accordance with the LJMU Academic Framework

### Mature entry

Applicants without the necessary qualifications but relevant experience are encouraged to apply and may be requested to attend an interview

### 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](http://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.*