

Policing and Cybercrime

Programme Information

2022.01, Approved

Overview

Programme Code	35645
Programme Title	Policing and Cybercrime
Awarding Institution	Liverpool John Moores University
Programme Type	Masters

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Science - MS	N/A
Alternative Exit	Postgraduate Diploma - PD	<p>Demonstrate a critical understanding of the research designs, methodological choices, and validity of sources of empirical research and good/best practice guidance that seek to analyse and measure the performance of policing, security, community safety and criminal justice interventions within the context of cybercrime Be critically aware of current and emerging principles and practices of cyber security technologies. Have been exposed to and applied a range of tools and techniques currently being used in the development of secure complex networked applications/systems. Use problem solving skills - show imagination and flexibility in seeking solutions to problems Demonstrate systematic and comprehensive knowledge and understanding of cyber security concepts, principles and theories Demonstrate the capacity to work independently and with others to professional standards, and display higher skill levels in the subject areas particularly in relation to the specific computing skills needed when investigating cybercrime Select effective information collection methods and use the most appropriate analytical tools Communicate effectively in both verbal and written forms</p>

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September		1 Years
Part-Time, Face to Face	September		2 Years

Aims and Outcomes

Educational Aims of the Programme	<p>The overall aim of the programme is to develop the research, problem solving and critical thinking skills of students who are policing, security or criminal justice professionals or who have an interest in these fields. The programme examines the nexus of law, policy and practice and seeks to embed critical engagement with, understanding of, and application of research activity at the core of decision-making in these areas. This will be achieved by developing a student's ability to identify and critique sources of research data; by developing a student's research skills set so that they can advance their ability to design, conduct and deliver good quality research; and is underpinned by the ambition to encourage students to think innovatively and critically about the approaches taken to crime control, community justice and public safety that are embedded in policy and practice. The specific aims are to: 1 – Develop a student's critical appreciation and understanding of the impact evidence-informed policy has, and continues to have, on practice development within the broad areas of policing, security and criminal justice 2 - Develop a student's understanding of the emerging challenges relating to cyber-crime, system security and the influence of these challenges on the development of investigatory and policing policy and practice. 3 - Enable students to develop an advanced and critical knowledge of the key ontological, epistemological and methodological issues that impact upon research into policing and criminal justice practice. The curriculum will allow students to generate a critical appreciation of diverse approaches to conducting research, methods of data collection and analysis to advance their appreciation of the logistical, political and ethical issues related to the operation of good quality social research 4 – With support to provide students with the knowledge and skills to design, conduct and deliver a research project focused on an area of interest. The programme develops a student's ability to plan and implement an agenda for research, to critically reflect on policy and practice developments that have taken place in the subject area, to document and reflect upon the challenges of conducting such research, and by its conclusion produce critical commentary on how an understanding of practice may meaningfully be developed 5- Enable students through reflexive awareness to synthesise the knowledge and understanding gained through study to develop their personal practice and identify how their work fits within a policing context and with the wider social world</p>
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Learning Outcomes

Code	Number	Description
PLO1	1	Demonstrate a critical awareness of the impact and influence evidence-informed policy has, and continues to have, on professional practice in policing, security, community safety and criminal justice policy
PLO2	2	Apply major theories and concepts to the study of policing
PLO3	3	In the context of cyber-crime 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
PLO4	4	Identify a range of research strategies and methods and reflexively assess the merits of each
PLO5	5	Demonstrate the skills necessary to plan, conduct and report a research project
PLO6	6	Undertake and present scholarly work

PLO7	7	Understand the ethical implications of policing enquiry and show sensitivity to values and interests - to identify and take account of normative and moral positions
PLO8	8	Recognise the relevance of the study of policing to social, public and civic policy
PLO9	9	Demonstrate systematic and comprehensive knowledge and understanding of cyber security concepts, principles and theories
PLO10	10	Deploy appropriate methods and tools creatively for the protection of a complex networked system.
PLO11	11	Show sensitivity to diversity issues and competing interests in policing, security, community safety and criminal justice practice
PLO12	12	Demonstrate a critical appreciation of the influences and drivers of policy and practice change in the broad areas of policing, security, community safety and criminal justice policy
PLO13	13	Demonstrate the capacity to work independently and with others to professional standards, and display higher skill levels in the subject areas particularly in relation to the specific computing skills needed when investigation cyber-crime
PLO14	14	Select effective information collection methods and use the most appropriate analytical tools
PLO15	15	Articulate arguments and conclusions based on evidence and that are subject to a well- developed critical appraisal and imaginative judgement
PLO16	16	Present information in various formats and for different audiences
PLO17	17	Self-manage learning, utilising time-management and effective planning strategies
PLO18	18	Collaborate and co-operate in working with others to investigate questions or issues relating to policing, community safety and criminal justice
PLO19	19	Prioritise time to work to strict deadlines
PLO20	20	Communicate effectively in both verbal and written forms
PLO21	21	Use ICT to access contemporary sources of information
PLO22	22	Apply numerical skills to cases involving a quantitative dimension
PLO23	23	Demonstrate a critical understanding of the research designs, methodological choices, and validity of sources of empirical research and good/best practice guidance that seek to analyse and measure the performance of policing, security, community safety and criminal justice interventions within the context of cyber-crime
PLO24	24	Show how the boundaries of knowledge are extended through the production of a research-informed critical commentary that advances innovative practice development or serves to enhance the understanding of the need to develop greater efficiencies and enhanced performance in professional practice
PLO25	25	Have developed reflexive thinking skills and to recognise the importance of reflection in the development of personal and professional practice
PLO26	26	Be critically aware of current and emerging principles and practices of cyber security technologies.
PLO27	27	Have widened and deepened conceptual and practical knowledge and skills in the areas of cyber security and its applications.
PLO28	28	Have been exposed to and applied a range of tools and techniques currently being used in the development of secure complex networked applications/systems.
PLO29	29	Use problem solving skills - show imagination and flexibility in seeking solutions to problems

Course Structure

Programme Structure Description	Completion of 60 taught credits provides Postgraduate Certificate in Policing and Cybercrime (must include 7101PS) Completion of 120 taught credits provides Postgraduate Diploma in Policing and Cybercrime Completion of 180 credits award: MSc Policing and Cybercrime 7120PS (Dissertation) will be led by the module leader from the Policing Studies team and students will be supervised by the most appropriate member of academic staff.
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Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7101PS Policing in Context Approved 2022.01 - 20 credit points	
[MODULE] 7102PS Advanced Research Skills Approved 2022.01 - 20 credit points	
[MODULE] 7120PS Dissertation - Policing Approved 2022.01 - 60 credit points	
[MODULE] 7131COMP Computer Security Approved 2022.01 - 20 credit points	
[MODULE] 7133COMP Network Security Approved 2022.01 - 20 credit points	
[MODULE] 7141COMP Ethical Hacking Approved 2022.01 - 20 credit points	
[MODULE] 7142COMP Secure Systems Approved 2022.01 - 20 credit points	
Level 7 Optional - No credit points	OPTIONAL

Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>Acquisition of 1 - 8 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 workshops that are delivered through traditional and technology enhanced methods. Emphasis is placed on a student's independent investigation and critical application of existing knowledge while presenting ideas, joining discussions or reflecting on their studies. 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. Assessment methods are specified in each module handbook. Modules will be assessed through coursework (assignments of varying lengths). All forms of assessment will require students to demonstrate an advanced level of relevant knowledge and understanding of the stated learning outcomes. Skills 1 - 10 are taught through lectures and developed through tutorial work throughout the course Intellectual skills are assessed across all modules while the variety of assessments (including essays and critical practice reflection) across the programme ensures that these skills are assessed in different appropriate ways. 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. Practical skills are developed throughout the programme. Coursework will generally and specifically seek to develop transferable practical skills. Workshops and coursework preparation will require a degree of personal responsibility, effective communication, and successful time management These skills are assessed across all modules while the variety of assessments across the programme ensures that these skills are assessed in different appropriate ways. 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 Key skills are developed throughout the programme in a variety of forms. Specifically through a combination of research related coursework, guided independent study and projects, examinations, group work and presentations. Transferable skills are an essential part of the activities throughout the programme. In particular the programme seeks to develop a student's ability to engage with and analyse sources of quantitative and qualitative research data. Key skills are assessed as part of coursework, projects and written examinations</p>
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Opportunities for work related learning

Opportunities for work related learning
<p>Opportunities to develop work-related learning come through the featuring of guest lecturer inputs from policing, security, community safety and criminal justice professionals throughout the programme. Research projects that are based in policing, security, community safety and criminal justice will be encouraged.</p>

Entry Requirements

Type	Description
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Alternative qualifications considered	<p>Applicants to the programme are normally required to possess a good honours degree (normally equivalent to grade 2:2) in a policing studies or related social sciences discipline. Any applicant who does not have a first degree must satisfy the programme team of their ability to successfully study at Level 7 through presentation of a strong portfolio to demonstrate appropriate equivalent skills in the work place. For these applicants, individual assessment of their suitability for postgraduate level study will be overseen by the programme team and may require evidence to be submitted as part of an assessment process, for example, portfolio of written work, reports, evidence of practice development and presentations. The programme welcomes students with both prior certified learning and/or application for experiential learning credits. Applicants claiming Recognition of Prior Learning will be explored on an individual basis where previous qualifications or experience will be mapped against the Learning Objectives of the programme modules in accordance with LJMU RP(E)L policy and procedures www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework</p>
Other international requirements	<p>Applicants to the programme are normally required to possess a good honours degree (normally equivalent to grade 2:2) in a policing studies or related social sciences discipline. Applicants are required to have achieved a IELTS score a minimum of a 6.5 (minimum of 5.5 in each component) or equivalent English language qualifications. The programme complies fully with the requirements of the Equality Act 2010. The School has a specified member of staff responsible for care of the students under this act and the programme team fully endorse both the concept and the reality of Equal Opportunities.</p>

Programme Contacts