

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Professional Policing

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	APP2
JACS Code	
Programme Duration	Full-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	There are no current Benchmarking statements available as this is the first iteration of this qualification. This document will be updated as appropriate to reflect any future developments in the area in due course. The related QAA benchmarking statements for Criminology (2013) (QAA 53907/13) may be useful to consider as a supplementary recourse. College of Policing National Curriculum provides PSRB guidance on standardisation.
Programme accredited by	Licensed by the College of Policing
Description of accreditation	This programme has been licensed by the College of Policing, who confirm the programme has been developed in accordance with the national programme specification core requirements and meets the College of Policing's Quality Standards Assessment.
Validated target and alternative exit awards	Bachelor of Arts with Honours in Professional Policing
Programme Leader	Richard Carr

Educational aims of the programme

1. To enable students to develop an understanding of policing, its position in the social, political and cultural environment and its place within the wider context of criminal justice and legislative framework.
2. To provide students with a theoretical knowledge, understanding and practical skills necessary to complete the BSc (Hons) Professional Policing Practice, therefore preparing students for career in policing.
3. To provide students with knowledge and skills to utilise a range of analytical and research methodologies critically, thereby allowing them to undertake ethically sound, professional, empirical research.
4. To contextualize the development of a range of interpersonal and transferrable graduate skills and knowledge developed by students during the programme.
5. To develop critical thinking and reflective practice within ethical and professional boundaries providing a critical academic understanding of policy, practices, and ethical values.
6. Students will build academic knowledge and skills to develop their understanding and application of Evidence Based Practice and in turn develop themselves as professional policing practitioners.
7. To encourage students to engage with the development of employability skills by completing a self-awareness statement.

 Alternative Exit Award Learning Outcomes - Certificate of Higher Education in Policing Studies.

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 and be able to refer to these in engaging with academic literature and debates on contemporary issues.
 Describe the concepts of structure and agency as they apply to policing. Identify the origins, trajectory and

impact of both legislation and policies at national, regional and local level on policing. Describe the relationship between different agencies that make up or are connected to the Criminal Justice System. Reflect on your performance in order to continually develop your learning and prepare for professional practice.

Alternative Exit Award Learning Outcomes - Diploma of Higher Education in Policing Studies.

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

Define aspects of the criminal law and be able to select, illustrate and apply the appropriate use of these aspects in a range of scenarios. Critically review the key concepts, theories and methods informing the study of policing and engage with academic literature and debates on contemporary policing issues and effectively synthesise these with professional practice. Evaluate the impact that concepts of structure and agency have within a change environment as they apply to policing. Critically analyse the origins, trajectory and impact of both legislation and policies at a national, regional and local level on policing. Critically interrogate the relationship between different agencies that make up or are connected to the Criminal Justice System. Reflect critically on your studies in order to continually develop your learning and prepare for professional practice.

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. Identify how roles within policing, engage in the wider criminal justice system.
2. Identify the roles and functions of specialised policing departments and other law enforcement agencies.
3. Explain how the police operate in partnership with other organisations and the wider community.
4. Distinguish relevant police theory, policy, procedure and practice through their impact on the community.
5. Relate the importance of equality and diversity, ethics and values within a policing environment.
6. Describe how various investigative methodologies can be utilised in bringing offenders to justice.
7. Demonstrate a fundamental understanding of criminological theories.
8. Examine the importance of equality and diversity, ethics and values within a policing environment.
9. Relate the social and historical development of policing, its structures and governance, alongside new and emerging forms of policing in line with the College of Policing's professionalising of the service.
10. Model theoretical concepts of policing in the context of an operational setting.
11. Analyse the practical application of legislation within an operational context.
12. Appraise the underpinning principles, ethics and values of policing within an operational context.
13. Measure effective police engagement in partnership approaches around safeguarding communities.
14. Analyse the governance and accountability structures within policing.
15. Analyse the new and emerging forms of policing.
16. Critically review contemporary theories and current research in specific policing areas.
17. Evaluate current policy and procedures and the impact they have within operational policing.
18. Select appropriate research methods to facilitate the design of an ethically sound empirical piece of Evidenced Based Policing research.
19. Utilise the knowledge and understanding they gain of policing styles strategy and the law in a practical and appropriate way.
20. Employ self-management techniques and the ability to continue learning, display self-awareness and sensitivity to diversity in people and different situations.
21. Problem solve, be innovative and creative in the approach to learning and work with an ability to formulate and communicate ideas and arguments effectively to others both orally and in writing.
22. Engage the skill of learning from study, experience and self-reflection.
23. Realise the importance and ubiquity of standards and ethics within all aspects of the policing process. How ethical behaviour is fundamental to understanding legal principles, social divisions and diversity relevant to criminal justice sector.
24. Practice anti-discriminatory behaviour in all aspects of their police work, understanding the importance of emotional intelligence in all interactions with diverse groups, victims and witnesses.

25. Utilise the range of differing academic research techniques to critically analyse data and research relating to policing and apply their learning to new situations.
26. Evidence an ability to plan work and manage time, reflect on own strengths, limitations and performance, taking responsibility for setting targets and implementing plans for independent and collaborative working and personal and professional development.
27. Consider and apply a range of theoretical concepts through academic and practical learning in differing operational contexts.
28. Utilise and adapt an evidence based approach to enhance professional practice.
29. Organise and complete appropriate collection and analysis from a range of accessible sources in an ethical, sympathetic and professional manner.
30. Model professional discipline and preservation of the highest standards in line with the College of Policing Strategic Intent.
31. Construct evidence based arguments that challenge current thinking and practice where appropriate and advance the professionalising agenda.
32. Demonstrate applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context.
33. Demonstrate knowledge and understanding involved in preserving scenes and evidence when necessary.
34. Demonstrate knowledge and understanding of interviewing victims, witnesses and suspects.
35. Demonstrate knowledge and understanding of the principles of searching in various forms and settings.
36. Optimise the use of available technology.
37. Demonstrate knowledge and understanding of managing health and safety for self and for others.
38. Model a way of working which is professional, enquiring, resilient and open to change.
39. Evidence the skills of self-reliance, adaptability and flexibility.
40. Communicate orally and in writing in a manner appropriate to graduate level.
41. Demonstrate the ability of working across disciplines and working well with others.
42. Manage their own professional and personal development.
43. Utilise a broad range of information and technological skills.
44. Research and analyse problems proposing viable options, which are appropriate and well argued.
45. Analyse information, prioritise and present findings in a clear and concise manner.

Teaching, Learning and Assessment

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

Knowledge, understanding, skills and other attributes are predominantly taught on campus at the University with students putting them into context and appreciating their relevance by application in given scenarios. Students are encouraged to undertake independent study and this will form a fundamental part of the teaching ethos, to encourage independent learning.

The curriculum will be delivered in a variety of ways, including lectures, tutorials, seminars, practical workshop sessions to contextualize skills, group work and reflection. There will also be a number of simulated exercises and scenarios.

Modules delivered during the Autumn (Semester 1) and Spring (Semester 2) are delivered on campus at the university. In contrast, modules delivered during Summer (Semester 3) are the exception to the rule and will be delivered in a distance learning style.

Programme structure - programme rules and modules

This is an accelerated degree programme with completion over a two-year period, which consists of Autumn, Spring and Summer semesters.

Upon graduation this degree qualification has a currency of five years in terms of making applications for appointment as a police constable.

The programme has the following two alternative exit awards:

Certificate of Higher Education in Policing Studies - successful completion of 120 credits at Level 4.

Diploma of Higher Education in Policing Studies - successful completion of 120 credits at Level 4 and 120

credits at Level 5.

The alternative exit awards are not recognised by the College of Policing and are not a recognised initial entry route into policing. Students would need to complete their studies and obtain the full degree in order to be able to apply to a police force for appointment as a police constable.

From May 2022, all assessed components on each module must to be successfully passed for credit to be released.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6303PS Policing Communities (20 credits) 6304PS Response Policing (20 credits) 6305PS Policing the Roads (20 credits) 6306PS Evidence Based Practice Research Project (20 credits) 6307PS Conducting Investigations (20 credits) 6308PS Information and Intelligence (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5300PS Leadership and Professional Development (20 credits) 5302PS Criminal Justice Process (20 credits) 5303PS Crime, Vulnerability and Risk 2 (20 credits) 5306PS Academic and Policing Study Skills 2 (20 credits) 5307PS Criminal Law, Practice and Procedure 2 (20 credits) 5308PS Evidence Based Policing and Policing Strategies 2 (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4300PS Introduction to Policing (20 credits) 4301PS Academic and Policing Studies Skills (20 credits) 4302PS Criminal Law, Practice and Procedure 1 (20 credits) 4303PS Crime, Vulnerability and Risk 1 (20 credits) 4304PS Professional Standards, Governance and Accountability (20 credits) 4305PS Evidence Based Policing and Policing Strategies 1 (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>

Variance from the University Academic Framework

All assessed components on each module must be successfully passed for credit to be released.

Approval was given for the following Variance from the Academic Framework Regulations on 19.11.2018:

Variance from UG.A4.2.6 "Opportunities for study abroad will be provided in full-time programmes delivered at LJMU, either for an academic year, or for a semester, at Level 5." The approved variance states that students are not provided with an opportunity to complete a Study Abroad programme at a partner institution, as students must complete the award at a provider that is licensed by the College of Policing. (Core Requirements 1 and 2. PEQF, Pre-join Degree in Professional Policing National Programme Specification, Page 8).

Variance from UG.A4.2.8 "Work-related learning including self-awareness must be embedded at Level 4. The approved variance states students do not complete the Careersmart assessment. The national curriculum for the pre-join degree is prescribed by the College of Policing and providers have to map against this curriculum to satisfy the core requirement set out in the national programme specification. (PEQF, Pre-join Degree in Professional Policing National Policing Curriculum, Page 4).

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

There will be opportunities for work place learning with Merseyside Police affording access and by providing practitioner input.

Students have the opportunity to combine their studies with service as a Special Constable, which enables them to achieve many of the practical initial operational requirements also. This can further minimise the time spent training once appointed to a police force. This is an opportunity and entry onto the programme is not dependent upon taking up this opportunity, nor does it affect student ability to successfully complete the programme. Special Constabulary is not part of the degree programme.

Criteria for admission

A/AS Level

104 UCAS Tariff points from a minimum of 2 A2.

BTEC National Diploma

104 UCAS Tariff points from a minimum of 2 A2.

Irish Leaving Certificate

104 UCAS tariff points to include at least 5 Highers including a Humanities and Social Science subject.

Scottish Higher

104 UCAS tariff points.

International Baccalaureate

104 UCAS tariff points.

Other

GSCE Mathematics and English at grade 4 (C) or above or an equivalent qualification.

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

There is a requirement for all applicants to be interviewed by academic staff prior to being offered a place on the programme. Staff will also provide appropriate course advice, information and guidance during this process. This will include comprehensive detail of the programme and advice and guidance to ensure it meets student needs.

Applicants who do not meet the standard academic entry requirements may be considered for admission onto the programme. In such cases, and where applicants indicate other factors which could be taken into consideration, the university will consider these factors in making a determination and support the applicant where possible.

Non Standard Entry Criteria

Applicants who do not meet the standard academic entry requirements may be considered for admission onto the programme. In such cases, and where applicants indicate other factors which could be taken into consideration, the university will consider these factors in making a determination and support the applicant where possible.

On completion of the two year accelerated degree programme, the graduating students will be eligible to apply to police forces for appointment as police constables.

Obtaining the degree is a requirement but does not guarantee appointment to a police force.

Recruitment and appointment is subject to the relevant regulations and requirements of police recruitment and selection processes. This includes medical and fitness testing along with background and security checks.

Recruitment and selection processes are rigorous and may vary between forces.

Candidates must also take a series of assessments including national recruitment processes and force vetting.

Guidance on recruitment can be found on the College of Policing website at;

<https://recruit.college.police.uk/pages/home.aspx>

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

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.