

# PROGRAMME SPECIFICATION

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## Foundation Certificate in Policing Studies

<b>Awarding institution</b>	LJMU
<b>Teaching institution</b>	Hugh Baird College
<b>JACS Code</b>	L311
<b>Programme Duration</b>	Full-Time: 1 Year
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	There are no subject benchmarks for police studies but cognisance has been taken of the evolving police professionalisation agenda and where 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 and the QAA Foundation Degree Qualification Benchmark together with the Framework for LJMU Foundation Degree (2003). Other QAA Benchmark Statements and professional standards from other fields have been considered when appropriate.
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Foundation Certificate in Policing Studies
<b>Link Tutor</b>	Richard Carr

## 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 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.
- 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.

## Target award Learning Outcomes - Foundation Certificate

*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 aspects of the criminal law, policing policy and practice and be able to describe how these are applied to given scenarios.
2. Describe the key concepts, theories and methods informing the study of policing and how the role of policing fits into wider society.
3. Demonstrate their understanding of contemporary issues such as leadership, multi-agency working,

neighbourhood policing and problem solving.

4. Demonstrate an awareness and the importance of respecting equality and diversity in the police service and wider law enforcement agencies.
5. Develop the application of reflexive thinking skills and recognise the importance of reflection in the development of personal and professional practice.
6. Demonstrate awareness of professional, legal, security and ethical issues
7. Explain within a basic range, contemporary research issues.
8. Identify and investigate problems and how they are solved.
9. Independently engage with the subject theory and the evidence base and describe how this applies to policing issues.
10. Apply skills of literature search, critical review and selection of relevant sources to enable the inclusion of key materials in order to present scholarly work.
11. Understand the ethical implications of policing enquiry.
12. Work as a member of a team and collaborate to achieve collective goals
13. Use Information and Communication Technologies known as ICTs and traditional methods for the retrieval and presentation of information
14. Communicate effectively and fluently in speech and writing
15. Work independently, demonstrating initiative, self-organisation, time management, the ability for self-reflection and self-improvement
16. Exercise critical reflection on and tolerance of, the work of others

## Teaching, Learning and Assessment

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

Acquisition of all of the 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 and a full-scale individual project. Reflective writing is used throughout, particularly on work-based assessments. 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 evening and day modes supported by information and communications technologies (ICTs). Entry to the programme is at Level 3 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. Students are required to study a total of 120 credits.

This programme will prepare students on successful completion to progress towards the Foundation Degree

Arts in Policing Studies (SIS Code 36427) and towards a BA (Hons) in Policing Studies in a full time capacity at Liverpool John Moores University (SIS Code 35428) or as part of the Distance Learning programme (SIS Code 35602).

It should be noted that there are three routes of entry to the police service, a Degree Apprenticeship, Professional Policing Degree or the Degree Holder Entry Programme (DHEP). Successful completion of the Foundation Certificate or Foundation Degree will not provide the requisite qualification to apply for the police service under the Degree Holder Entry Programme (DHEP). Only through the successful completion of the BA (Hons) Policing Studies would this provide the qualification required to apply to the police service under the DHEP route. Furthermore, on successful application to the police service, students who graduate with a full BA (Hons) Policing Studies will still be required to undertake a 2 year graduate diploma in Professional Police Practice.

Level 3	Potential Awards on completion	Foundation Certificate
Core	Option	Award Requirements
3500PSHBC Preparing for Success: Academic Skills (20 credits) 3501PSHBC Investigating Liverpool (20 credits) 3502PSHBC Contemporary Issues in Law (20 credits) 3503PSHBC Understanding Contemporary Social Issues (20 credits) 3504PSHBC Contemporary Issues in Security and Policing (20 credits) 3505PSHBC Contemporary Issues in Criminal Justice (20 credits)		120 core credits at level 3 0 option credits at level 3

## 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 will have an opportunity to engage with work related learning exercises as an integral part of a core module of study. This involves learning experiences within the criminal justice sector, such as understanding how the Crown Courts and Magistrates Courts operate as part of a wider criminal justice system. 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, support will be provided in terms of their application process and interview technique.

## Criteria for admission

### A/AS Level

72 UCAS tariff points from a minimum of 2 A Levels. Maximum of 20 AS points accepted

### BTEC National Diploma

72 UCAS tariff points

### Irish Leaving Certificate

72 UCAS tariff points with a maximum 20 UCAS Tariff points from Ordinary Level

### Scottish Higher

72 UCAS tariff points to include Advanced Higher

### International Baccalaureate

72 UCAS tariff points

### Access

At least 24 Merits and 21 Passes or any other combination which equates to 72 UCAS Tariff points in a relevant subject

### Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

#### **Mature entry**

Mature entry Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience

#### **Overseas qualifications**

International applications will be considered in line with UK qualifications

Any applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component)

## **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.*