PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Policing Studies

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	L4FY
JACS Code	L311
Programme Duration	Full-Time: 4 Years
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 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. Other QAA Benchmark Statements and professional standards from other fields have been considered when appropriate.
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours (Fnd) in Policing Studies
	Diploma of Higher Education (Fnd) in Policing Studies
	Certificate of Higher Education (Fnd) in Policing Studies
Programme Leader	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 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 (Fnd)

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 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 (Fnd)

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 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 Arts with Honours (Fnd)

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. 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.

12. Apply major theories and concepts to the study of policing.

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:

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). 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) and 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 3 has six 20 credit modules, Level 4 has six 20 credit modules and Level 5 has five 20 credit modules. Level 6 is four 20 credit modules and a 40 credit computing project.

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 480 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 600 credit honours with study abroad programme. Of those 600 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 Arts with Honours (Fnd)
Core	Option	Award Requirements
6100PS Research Project (40 credits) 6103PS Contemporary Issues (20 credits) 6110PS Approaches to protecting vulnerable people and the management of offenders (20 credits)	6104PS Comparative Studies In Policing (20 credits) 6105PS Policing, Security and Risk (20 credits) 6107PS Terrorism and Counter Terrorism (20 credits) 6108PS Investigative Skills 2 (20 credits) 6109PS 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
5100PS Policing Communitites (20 credits) 5101PS Professional Skills for Policing (10 credits) 5102PS Practice, Procedure and the Criminal Law 2 (20 credits) 5103PS Investigation Skills (20 credits) 5104PS Community Engagement Project (20 credits) 5105PS Policy, Practice and the Evidence base (20 credits) 5106PS 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
4100PS Exploring Policing Studies - Skills for Success (20 credits) 4101PS Introduction to Policing (20 credits) 4103PS Practice, Procedure and the Criminal Law 1 (20 credits) 4104PS Technology and Policing (20 credits) 4105PS Introduction to Criminology for Policing (20 credits) 4106PS Responding to Incidents (20 credits)		120 core credits at level 4 0 option credits at level 4

Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDLCP Investigating Liverpool (20 credits) 3103FNDLAW Contemporary Issues in Law (20 credits) 3104FNDHSS Understanding Contemporary Social Issues (20 credits) 3107FNDLCP Contemporary Issues in Security and Policing (20 credits) 3108FNDLAW 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 in their second 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
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
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

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.