

PROGRAMME SPECIFICATION

Graduate Diploma in Professional Policing Practice

Awarding institution	LJMU
Teaching institution	LJMU Merseyside Police Training Academy
JACS Code	L311
Programme Duration	Part-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	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	The College of Policing will approve a Graduate Diploma in Professional Policing Practice upon completion of a procurement process with a Police Organisation. (120 credits over two years).
Description of accreditation	
Validated target and alternative exit awards	Graduate Diploma in Professional Policing Practice
Programme Leader	Emily Hughes

Educational aims of the programme

This document has been written with due reference to the College of Policing DHEP National Curriculum and Specification.

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 legislation.
2. To provide students with a theoretical knowledge, understanding and practical skills necessary to achieve operational competence and complete the Graduate Diploma in Professional Policing Practice.
3. To provide students with knowledge and skills to utilise a range of analytical and research methodologies critically, allowing them to undertake ethically sound, professional, empirical research.
4. To contextualise the development of a range of interpersonal and transferable 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.

Target award Learning Outcomes - Graduate Diploma

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. Debate issues around aspects of policing, including the management of intelligence, investigative practises, treatment of offenders and public protection and how these engage in the wider criminal justice system.
11. Model theoretical concepts of policing in the context of an operational setting.
12. Analyse the practical application of legislation within an operational context.
13. Appraise the underpinning principles, ethics and values of policing within an operational context.
14. Measure effective police engagement in partnership approaches around safeguarding communities.
15. Analyse the governance and structures within policing and 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. Apply the knowledge gained to evidence Operational Competence in policing.
20. Utilise the knowledge and understanding they gain of policing styles strategy and the law in a practical and appropriate way.
21. Employ self-management techniques and the ability to continue learning, display self-awareness and sensitivity to diversity in people and different situations.
22. Problem solve, be innovative and creative in the approach to learning and work with an ability to communicate ideas and arguments effectively to others both orally and in writing.
23. Engage the skill of learning from experience and self-reflection, this will be critical in the workplace.
24. 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.
25. 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.
26. Utilise the range of differing academic research techniques to critically review data and research relating to policing and apply their learning to new situations.
27. 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.
28. Consider and apply a range of theoretical concepts through academic and practical learning in differing operational contexts.
29. Utilise and adapt an evidence based approach to enhance professional practice.
30. Organise and complete appropriate collection and analysis from a range of accessible sources in an ethical, sympathetic and professional manner.
31. Model professional discipline and preservation of the highest standards in line with the College of Policing Strategic Intent.
32. Complete all the above whilst evidencing the range of skills gained in achieving Operational Competence and so exemplifying the intent to professionalise the role of constable.
33. Construct evidence based arguments that challenge current thinking and practice where appropriate and advance the professionalising agenda.
34. Demonstrate applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads/transport), including how to implement the following.
35. Effectively respond to incidents, preserving scenes and evidence when necessary.
36. Manage and resolve conflict safely and lawfully.
37. Arrest, detain and report individuals safely and lawfully.
38. Conduct diligent and efficient, priority and high volume investigations.
39. Effectively interview victims, witnesses and suspects.

40. Systematically gather, submit and share information and intelligence to further policing-related outcomes.
41. Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces.
42. Optimise the use of available technology.
43. Risk manage health and safety for self and for others.
44. Model a way of working which is professional, enquiring, resilient and open to change.
45. Evidence the skills of self-reliance, adaptability and flexibility.
46. Communicate written skills appropriate to a Bachelor's level.
47. Demonstrate the ability of working across disciplines and working well with others.
48. Manage their own professional and personal development.
49. Utilise a broad range of information and technological skills.
50. Research and analyse problems proposing viable options which are appropriate and well argued.

Teaching, Learning and Assessment

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

This programme will be delivered in collaboration with Merseyside Police Learning and Development staff. It will be a closed programme for new officers employed by Merseyside Police only. Knowledge, understanding, skills and other attributes will be taught at the University, supported by Merseyside Police, with students putting them into context and appreciating their relevance by application in the workplace.

Lectures, seminars, workshops, presentations, directed study, and a variety of online provision will form some part of the formative and summative assessment processes.

Students will be encouraged to undertake independent study and this will form part of the teaching ethos, to encourage independent learning. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments. The curriculum will be delivered in a variety of ways, including face-to-face, practical workshop sessions to contextualise skills, group work, reflection, and by a variety of blended methods. Taught (academic) elements will be supported by role-play and other workshop elements, work-sample exercises to support occupational learning. This will then be subject of self-reflection in the Occupational Competence Portfolio and form part of overall assessment. Blended methods will be utilised within Level 6 and the occupational skills, attitudes and behaviours will be assessed as part of the OCP. The teaching ratio will work towards 50% LJMU, 50% Merseyside Police delivery.

Assessment will be to University standards and include written submissions, group and individual presentations (in a structured and simple-complex way) and via an academic portfolio to assess group-work. Merseyside Police assessors will be involved in the assessment process by way of moderating; this will also act as an opportunity for CPD for Police staff.

Building on the academic skills, workplace and classroom inputs will ensure that all necessary workplace functions are taught and assessed prior to independent patrol. This will include use of IT and specialist equipment, required health and safety, first aid (to national standard) and personal safety training. Occupationally competent police staff, supported by occupationally knowledgeable academic staff, will deliver the majority of this.

The College of Policing (PSRB) state, Evidence-based Research project at L6 will have a pass mark of 40%.

As blended learning will be a part of this programme, a support mechanism involving workplace mentors, programme surgeries (weekly, by appointment), and assessment cafés will support the students' learning.

Programme structure - programme rules and modules

The Graduate Diploma will be a closed client programme. Students (Degree Holders) will be employed by the Police Organisation and will become permanently appointed on completion of the Graduate Diploma.

The curriculum is split in time between Employer and HEI. Pathway modules: 6211PSDH, 6212PSDH, 6213PSDH, 6214PSDH and 6215PSDH are described as optional modules; however, students must complete one only as a core module, which will be determined by the employer based on operational needs.

The first year of delivery would be front-loaded and can last up to 38 weeks, (depending on Recognition of Prior Learning for Individual Students). RP(E)L will dictate whether a student will require less time and this would be decided on an individual basis, with full consultation with the student. This will ensure that the student has a full understanding of the length of their first year, and manages their expectations. Independent Patrol Status cannot be considered before month 6. Modules 6201PSDH, 6202PSDH and 6204PSDH include a pass/fail element within the assessment. This is to ensure incorporation of the OCP during the whole learning phase, both in University and in the workplace.

Students are required to achieve Independent Patrol Status by no later than the end of the first year, in order to progress to year 2. Failure to do so may result in a Police Force evoking regulation 12/13, (Discharge of a Probationer).

During the programme, learning will then be as follows,

1. University contact will utilise various teaching methods including blended learning,
2. Students will be afforded protected study time as a contractual agreement to complete this learning.
3. In the second year, students may take a 20-credit module linked to their individual pathway. These modules are not 'an option' but will be decided by the employer with the student, as part of their contractual elements.

LJMU will deliver the allocated pathway as agreed. Key Points

- The student 'year' will be 12 months and may not follow the standard academic calendar.
- The awarding of the Graduate Diploma will be a part of achieving Full Operational Competence.
- Students subject to disciplinary police regulation 12/13, resulting in discharge of a probationer will be removed from the programme of study. Likewise, breaches of University regulations will be referred back to the employer.

Level 6	Potential Awards on completion	Graduate Diploma
Core	Option	Award Requirements
6200PSDH Introduction to Policing-DHEP (20 credits) 6201PSDH Practice, Procedure and Criminal Law 1 DHEP (20 credits) 6202PSDH Evidence-Based Policing and Inclusion, Vulnerability and Risk DHEP (20 credits) 6204PSDH Practice, Procedure and Criminal Law 2 - DHEP (20 credits) 6205PSDH Developing the Professional Officer - DHEP (20 credits)	6211PSDH Pathway – Policing Communities (20 credits) 6212PSDH Pathway – Response Policing (20 credits) 6213PSDH Pathway – Policing the Roads (20 credits) 6214PSDH Pathway - Information and Intelligence (20 credits) 6215PSDH Pathway - Conducting Investigation (20 credits)	100 core credits at level 6 20 option credits at level 6

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)

The Graduate Diploma will be a closed client group programme. Each of the students will be employed by the Police Organisation and on successful completion of the degree and the assessment of full operational competence, will continue their employment as a Police Constable, confirmed in rank. Courses are developed to enhance the work-related learning of the students whilst away from the academic setting. In the workplace the students will have mentors and assessors appointed by the police organisation, LJMU will work with the relevant employer to ensure the suitability and enhance the professional development of the assessors/mentors. The employer, within the workplace, will support the student.

The police service will provide suitably qualified Mentors and Assessors during the accompanied patrol phase. Those mentors and individual supervisors will support learning in the workplace, they will be trained in the role for support in the workplace phase(s). Once a course is procured, LJMU will also provide support and continuous professional development opportunities for all staff involved in the delivery and support of the Graduate Diploma. Additionally, course tutors will be available to students for support in relation to academic issues. Each of the police assessors will have appropriate training in force, and will hold the current and appropriate assessment qualification

Personal Tutors will also provide support during the workplace phases, by way of tutorials that may be delivered in a face-to-face or a blended fashion.

Additionally, locally delivered weekly surgeries will be available during the distance phase, Assessment Cafés will support learners in the assessment periods. MP Tutor constables and assessors will only provide support and guidance on occupational issues, they will not be involved in the TLA of the LJMU credit.

Criteria for admission

Other

The candidate must hold an undergraduate or postgraduate degree-level qualification in any subject area. Prior to acceptance onto the programme, for any student with a degree awarded overseas, LJMU will be consulted for advice and guidance as to the equivalence of said award.

The programme recruits on a closed client basis. Application will be via the National Police Recruitment Test (PIRT) and Merseyside Police recruitment processes, as outlined on the Merseyside Police website. Upon successful application, Merseyside Police will employ students, alongside their academic learning and occupational development in-role.

For more information, please view the College of Policing Programme Specification document.

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.