

# PROGRAMME SPECIFICATION

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## Bachelor of Science with Honours in Policing Studies and Cybercrime

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	M900
<b>JACS Code</b>	I100, L311
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	There are no subject benchmark statements for policing studies, but cognisance has been taken of the evolving police professionalisation agenda and were applicable the requirements of the College of Policing, together with the appropriate national occupational standards, set out by Skills for Justice, the benchmark statements for Criminology and other QAA benchmarks statements for The British Computer Society. <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Computing-consultation-15.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Computing-consultation-15.pdf</a>
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Policing Studies and Cybercrime  Diploma of Higher Education in Policing Studies and Cybercrime  Certificate of Higher Education in Policing Studies and Cybercrime
<b>Programme Leader</b>	Daniel Silverstone

## Educational aims of the programme

To prepare students who are seeking a career in policing or associated field, such as the forensic examination of computers, forensic digital examination and telecom analysis and by providing a coherent programme of study that takes cognisance of the developing agenda within policing and law enforcement.

To provide students with knowledge of computing, security and networking, such as legal, ethical and privacy requirements and practical computer forensics skills so that they can enact information security within computing environments.

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

*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 in particular be able to address these in terms of cyber crime; 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**

*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 in particular be able to address these in terms of Cyber Crime; 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 Science 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. 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 and computer forensics.
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. Demonstrate knowledge of Internet protocol, networking, network investigations, explain hardware / software and use of computer forensics tools to perform investigations.
5. Demonstrate knowledge of Physical and logical security, legal issues, privacy, internet security, protection including computer forensics.
6. Have developed reflexive thinking skills and to recognise the importance of reflection in the development of personal and professional practice
7. Demonstrate knowledge of research strategy and methods while using these to investigate policing issues and policing problems including those associated with computer forensics.
8. Demonstrate awareness of professional, legal, security and ethical issues
9. Critically evaluate contemporary research issues
10. 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
11. Have knowledge and understanding of facts, concepts, principles and theories relating to Computer Security
12. Apply major theories and concepts to the study of policing
13. Utilise methods and skills to solve well-defined computer-based problems
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. Critically evaluate and test theories, concepts and systems
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 independently and 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. Exercise critical reflection on and tolerance of, the work of others
27. Demonstrate how to write software to solve problems using the software development process.
28. Define computer security and its impact upon computer forensic investigations.
29. Have been exposed to and applied a range of tools, techniques and procedures used in complex Computer Forensics investigations: Networking, Security and Privacy tools, ethical principles and legal procedures.
30. Have a clear understanding of how to effectively and creatively manage a computer forensics investigation.
31. Have knowledge and understanding of facts, concepts, principles and theories relating to Computer Forensics.
32. Critically evaluate and testing of theories, concepts and systems.
33. Specify, design and construct programs to be used for the purpose of computer forensics.
34. Analyse evidence data for an investigation.
35. Evaluate investigation methodologies in terms of general attributes.
36. 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). Entry to the programme is at Level 4 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. However, a 40-credit Computing/Cybercrime project module at level 6 is delivered across two semesters. Students are required to study a total of 120 credits per level. Level 4 has six 20 credit modules, three of which are related to Cybercrime and level 5 have five 20 credit modules, three of which relate to Cybercrime and two 10 credit modules. Level 6 is four 20 credit modules, one of which is related to Cybercrime and a 40 Computing/Cybercrime credit 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 360 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 480 credit honours with study abroad programme. Of those 480 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 Science with Honours
Core	Option	Award Requirements
6100COMP PROJECT (40 credits) 6102COMP NETWORK FORENSICS (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 Communities (20 credits) 5101PS Professional Skills for Policing (10 credits) 5102PS Practice, Procedure and the Criminal Law 2 (20 credits) 5103COMP OPERATING SYSTEMS (20 credits) 5106PS The Psychology of Investigation (10 credits) 5118COMP SECURE SOFTWARE DEVELOPMENT (20 credits) 5119COMP INFORMATION ASSURANCE (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100COMP INTRODUCTION TO PROGRAMMING (20 credits) 4100PS Exploring Policing Studies - Skills for Success (20 credits) 4101PS Introduction to Policing (20 credits) 4103PS Practice, Procedure and the		120 core credits at level 4 0 option credits at level 4

Criminal Law 1 (20 credits) 4105COMP INTRODUCTION TO COMPUTER FORENSICS AND SECURITY (20 credits) 4114COMP PROBLEM SOLVING FOR COMPUTER SECURITY (20 credits)		
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## 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 first 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

104 UCAS Tarriff points from minimum of 2 A2

### BTEC National Diploma

104 UCAS Tariff points

### 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

GCSE Maths and English at grade 4 (C) or above or an equivalent qualification

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

### 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](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.*