PROGRAMME SPECIFICATION

Foundation Degree Arts in Policing Studies

Awarding institution	LJMU
Teaching institution	Hugh Baird College
JACS Code	L311
Programme Duration	Full-Time: 2 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 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.
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Foundation Degree Arts in Policing Studies
	Certificate of Higher Education in Policing Studies
Link Tutor	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

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

Target award Learning Outcomes - Foundation Degree Arts

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 leadership, multi-agency working, neighbourhood policing and problem solving

4. Demonstrate awareness and critically evaluate the importance of respecting equality and diversity in the police service and wider law enforcement agencies

5. Possess the conceptual understanding that enables them to place the role of policing within wider society

6. Develop 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

8. Demonstrate awareness of professional, legal, security and ethical issues

9. Critically evaluate contemporary research issues

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

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 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 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. Students are required to study a total of 120 credits per level. Level 4 consists

of six 20 credit modules and level 5 has five 20 credit modules and two 10 credit modules.

This programme will prepare students on successful completion to progress towards the BA (Hons) in Policing

Studies either in a full time capacity (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 5	Potential Awards on completion	Foundation Degree Arts
Core	Option	Award Requirements
5500PSHBC Policing Communities (20 credits) 5501PSHBC Professional Skills for Policing (10 credits) 5502PSHBC Practice, Procedure and the Criminal Law 2 (20 credits) 5503PSHBC Investigation Skills (20 credits) 5504PSHBC Community Engagement Project (20 credits) 5505PSHBC Policy, Practice and the Evidence base (20 credits)		120 core credits at level 5 0 option credits at level 5

5506PSHBC The Psychology of Investigation (10 credits)		

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500PSHBC Exploring Policing Studies - Skills for Success (20 credits) 4501PSHBC Introduction to Policing (20 credits) 4502PSHBC Practice, Procedure and the Criminal Law 1 (20 credits) 4503PSHBC Technology and Policing (20 credits) 4504PSHBC Introduction to Criminology for Policing (20 credits) 4505PSHBC Responding to Incidents (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

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
A/AS Level 96 UCAS Tariff points from minimum of 2 A2

BTEC National Diploma
BTEC National Diploma 96 UCAS Tariff points

Irish Leaving Certificate
Irish Leaving Certificate 96 UCAS Tariff points to include at least 5 Highers including a Humanities and Social Science subject

Scottish Higher
Scottish Higher 96 UCAS Tariff points

International Baccalaureate
International Baccalaureate 96 UCAS Tariff points

Other
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
Mature entry Applications are welcomed from those who are returning to education. These students should demonstrate potential and motivation and/or have relevant experience and may be required to attend an interview.

Overseas qualifications
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.