

PART TWO PROGRAMME SPECIFICATION

1	Awarding body	Glyndŵr University
2	Teaching institution	Glyndŵr University Hong Kong Institute of Technology (HKIT) (BA (Hons) Police and Criminal Justice Studies programme only)
3	Award title	BA (Hons) Policing
4	Final awards available	BA (Hons) Policing BA (Hons) Police and Criminal Justice Studies (HKIT only) To include the following non-professional exit/alternative awards of Certificate of HE in Police and Criminal Justice Studies Diploma of HE in Police and Criminal Justice Studies BA Police and Criminal Justice Studies BA (Hons) Police and Criminal Justice Studies
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	CKP (equivalence) accreditation of the level 4 modules will be sought through the College of Policing following programme approval. Please list any PSRBs associated with the proposal N/A Accreditation available Will be pursued post validation. The information above is correct at the point of programme validation, refer to university PSRB register and university website for current details of programme accreditation. Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) N/A
6	JACS3 code	L311
7	UCAS code	243H BA (Hons) Policing
8	Relevant QAA subject benchmark statement/s	Subject benchmark statements for Policing degrees do not currently exist. Policing cuts across a number of different disciplines in particular Criminology and Criminal Justice, Psychology and Social Policy

9 **Other external and internal reference points used to inform the programme outcomes**

This proposal has been developed with reference to the professional knowledge, understanding, and competencies expected of new police recruits set by the College of Policing and Skills for Justice (the Criminal Justice Skills Council). It has drawn on elements of the National Police Curriculum relevant to Special and Regular Constables, North Wales Police's own IPLDP programme and similar degrees provided by other Universities have also been used as a reference point.

10 **Mode of study** Blended learning full & part time

11 **Language of study** English

Office use only

Validated Dec 2016

30 October 2019

Enter the date of any subsequent revisions

12 Criteria for admission to the programme (the following should be read with reference to the process chart that follows)

Admission to the degree programme may be granted to applicants who can demonstrate that they have the ability and experience to cope with the academic and professional demands that will be placed upon them.

Minimum requirements are

- I. 112 UCAS tariff points (280 prior to 2017) from GCE A Level or equivalent, eg. BTEC, Access to HE Diploma.

AND

- II. The applicant must demonstrate in their UCAS personal statement a readiness to engage in Higher Education and the motivation, in particular, to undertake a BA (Hons) Policing degree.

Or

Entry to the degree is also possible for applicants not meeting the academic entry requirements in (1) above where they are able to demonstrate that prior and/or experiential learning will enable them to cope with the academic and professional demands of the programme.

Subject to the availability of places, applicants meeting either of these requirements would receive an offer of an interview. At the interview applicants' readiness to engage in Higher Education and their motivation and presenting eligibility to undertake the Policing degree would be explored further and under the following headings:

1. Understanding of Police Work

It is essential that the applicant demonstrates some understanding of the roles and tasks carried out by police. A vague desire to "help or protect people" is viewed as not enough and applicants will be advised to seek reading material from various sources prior to the interview.

2. Personal characteristics and empathy

Police Work is demanding. Despite being a worthwhile job, it can be very stressful. The selection process will assess the personal suitability of applicants. Clearly, the abilities to get on with people, to act appropriately in different settings and to be reliable and trustworthy are paramount. The programme recruits applicants with potential: adults who can work sensitively with people who may be under great stress. It is also important that the applicant has a degree of insight into his/her own development, and can demonstrate some understanding of the situation of offenders, victims and witnesses.

3. Relevant Experience

Evidence of the applicant's learning about people and the problems that face them will be sought. This experience and learning may be gained from employment in people-focused jobs in the statutory, voluntary or private sectors, and from direct personal experience.

4. Potential to be Attested as a Special Police Constable

It is important for applicants to be aware that due to the level of access and sensitivity of the Special Constable role, the post is designated as requiring an enhanced level of vetting.

Further information about vetting is available on individual force websites and from the College of Policing http://www.college.police.uk/What-we-do/Support/Citizens/Special-Constabulary/Documents/Special_Constable_Recruitment_Brochure.pdf) (last accessed 20/12/16)

Certain considerations, however, apply nationally:

Age: Individuals under the age of 18 cannot be appointed as Special Constables. There is no upper age limit.

Nationality: Individuals who are not British citizens, EC/EEA nationals or Commonwealth citizens/ foreign nationals with indefinite leave to stay in the United Kingdom, cannot be appointed as Special Constables.

Occupational Conflict: Exclusions apply in relation to individuals holding certain occupations e.g. military staff or PCSOs.

Physical Ability and Health; The role of a Special Police Constable is physically demanding. When recruiting, Police Service Areas assess whether applicants can fulfil the needs of the job (making reasonable adjustments where possible). Further details on medical standards for police recruitment is available at <https://www.gov.uk/government/publications/national-recruitment-standards-medical-standards-for-police-recruitment> (last accessed 20/12/16)

Before considering applying for this programme, applicants are strongly encouraged to assess and reflect on their own suitability for appointment as a Special Constable.

Following interview, applicants who show motivation and the ability to cope with the academic and professional demands of the programme will be offered a (conditional or unconditional) place. They will be provided with Welsh language resources in advance of applying to the Special Constabulary (see later)

In addition to the entry requirements above, all applicants whose first language is not English or Welsh must demonstrate English language proficiency. This can be provided in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS, with an overall score of 6.0 and no component below 5.5.

Admissions Process Map:

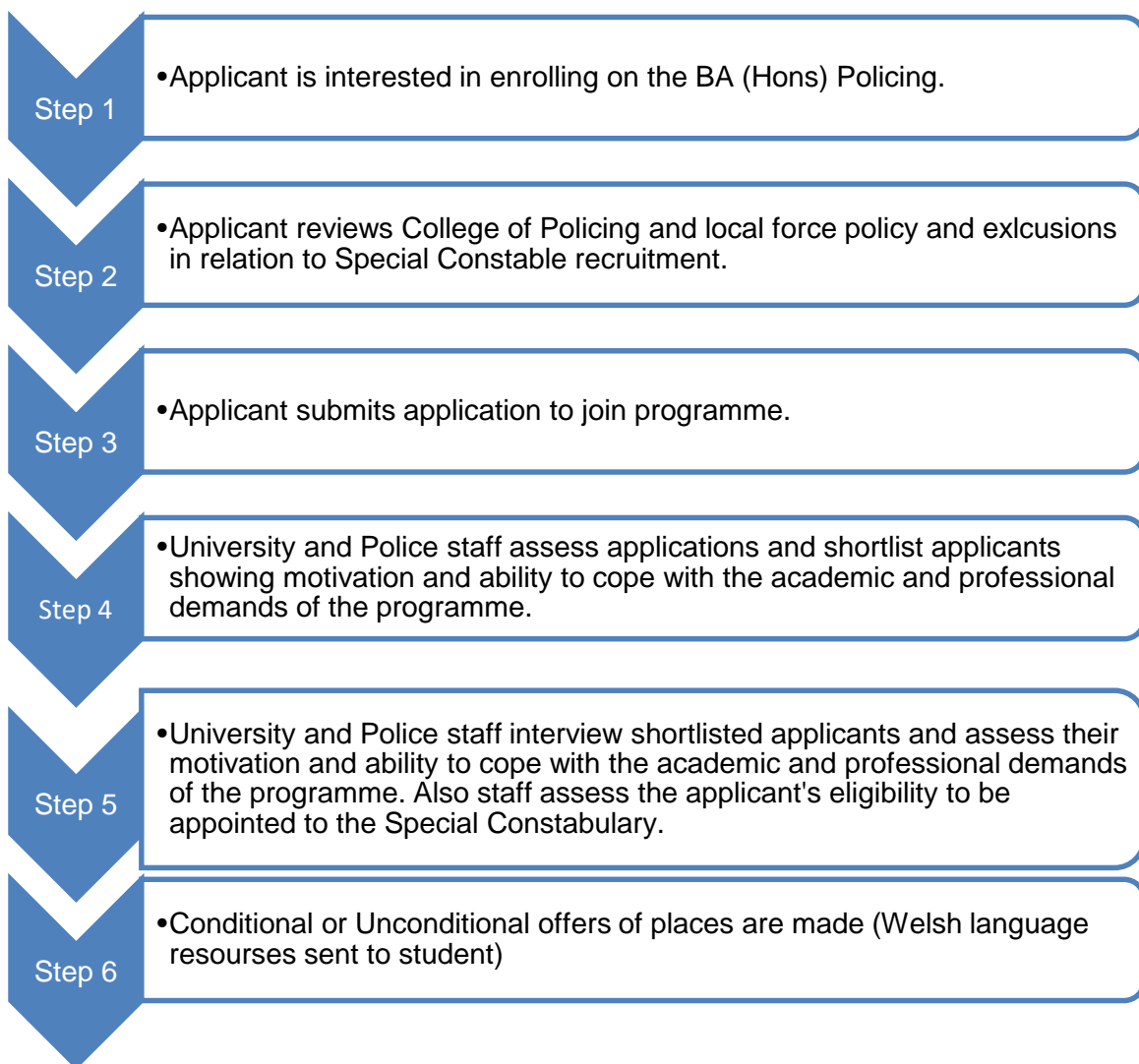


Figure 1: Process Map for Programme Application

Programme specific requirements (This section should be read in conjunction with the process map that follows)

It is important to note that acceptance to the Special Constabulary is NOT guaranteed on enrolment on this programme and is dependent on a separate successful application to a police service area. Students must be successful in applying to become a Special Constable during level 4, and must retain the post of Special Constable throughout the duration of the programme.

As noted above, individuals who are not British citizens, EC/EEA nationals or Commonwealth citizens/ foreign nationals with indefinite leave to stay in the United Kingdom, cannot be appointed as Special Constables.

The process of becoming appointed a Special Constable involves successfully negotiating three stages- completion of a Special Constabulary Application form (separate from the University application form); Successfully passing an Assessment Centre; and successfully passing vetting/health assessments.

- The application form will require students to comment on and evidence their suitability to become a Special Police Constable. During the first four weeks of the BA (Hons) Policing programme students will be guided in its completion.
- The Assessment Centre will comprise a written test and a multiple choice test. These tests will measure some of the skills/abilities required for the Special Constable role. In addition students will be required to demonstrate some Welsh language skills. To this end (on acceptance onto the programme) students will be given access to Welsh language learning resources used by the North Wales Police. During the assessment day students will also undergo an interview which will last approximately 30 minutes. It will explore students' knowledge about and motivation for joining North Wales Police Special Constabulary
- Vetting is a process whereby the student's personal details, criminal convictions, political affiliations, financial status and social contacts /standing are explored and assessed. Health assessments are also carried out at this stage.

Those not progressing at any stage (Application Form; Assessment Centre, Vetting/Health) may not reapply to join the special constabulary for 6 months and therefore would exit the BA (Hons) Policing Programme at the end of level 4 (see later)

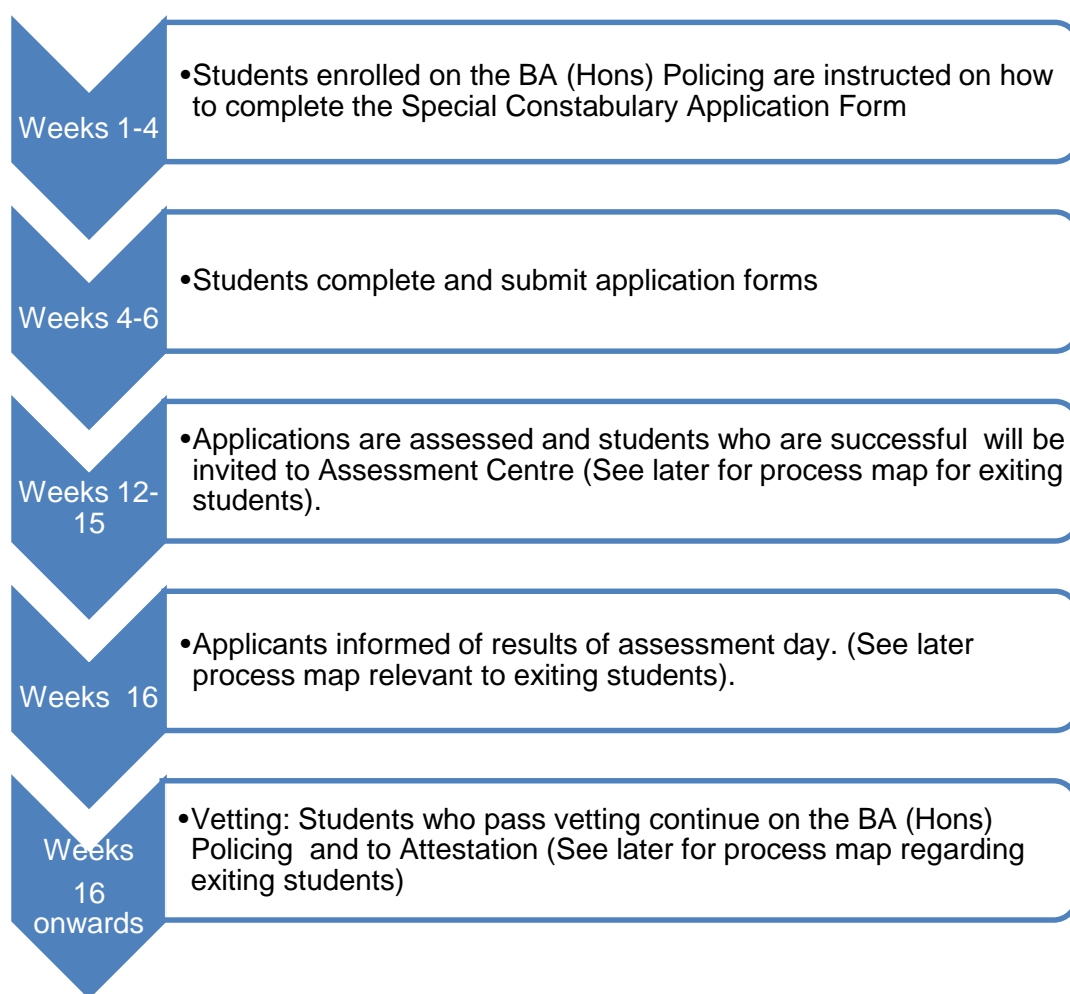


Figure 2: Process Map for Applying to the Special Constabulary

13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

Programme specific requirements

N/a

14 Aims of the Programme

As a market-led institution, the BA (Hons) Policing meets the corporate aims of the University to understand, anticipate and respond to the needs of its customers and stakeholders including businesses, governments and public bodies, students and the wider community. The BA (Hons) Policing engages Glyndŵr University in co-operative dialogue with an employer/professional body to develop graduates with the knowledge and skills that are relevant for employment.

The broader programme aims are to:

- Develop students with the professional and practice knowledge and skills which are fundamental to working as a Special Constable in England and Wales
- Contribute to workforce development needs of Police in partnership with our key stakeholder in North Wales: North Wales Police
- Provide a vocationally relevant alternative/exit award in Police and Criminal Justice Studies to equip students for criminal justice careers beyond the Special or Regular Constabulary.

15 Distinctive features of the programme

This programme will produce Special Police Constables with appropriate knowledge, skills and values at Level 6 in accordance with the descriptors outlined in the Credit and Qualifications Framework for Wales (2003/2015).

It will produce Special Police Constables who have successfully attained an educational award recognised as providing equivalent to the College of Policing's Certificate of Knowledge in Policing (see later)

It will produce Special Police Constables with the practice competencies aligned with the vocational competencies underpinning contemporary Policing. They will therefore be fit to undertake Independent Patrol as Special Constables and have standing in respect of the full requirements for Regular Constables.

Whilst successful completion of the programme does not guarantee appointments as a Regular Constable, it enables students to make a credible application for such post as they arise. This is because successful completion of the programme could offer advance standing against the training requirements set by individual forces/services

during probationary periods of employment. In Lancashire, for example, Specials Constables who have completed the Foundation Degree in Policing Studies at the University of Central Lancashire (and are signed off as competent to undertake Independent Patrol as Special Constables) are only then required to complete a 5 week conversion course on successfully joining the Lancashire Constabulary as a Regular Constable.

The full BA (Hons) Policing programme is delivered in co-operation with North Wales Police (NWP). It is intended that the majority of students will be recruited locally and operate as Special Constables in the northern region of Wales. NWP will advise students on the application process to become a Special Constable in North Wales and process applications on a cohort basis as noted previously. NWP will provide support and guidance for students during periods of Operational Practice as Special Constables.

For students who are not appointed as Special Constables or who decide not to pursue a career in the uniformed Police Services, there is an alternative course of study called BA (Hons) Police and Criminal Justice Studies. This programme maps onto career aspirations towards a range of other agencies and roles within the criminal and community justice system.

16 Programme structure narrative: BA (Hons) Policing

Context

Policing in England and Wales is a complex activity characterised by the need to carefully consider how law, values, social policy and organisational priorities should be interpreted and applied. It is also characterised by the need to demonstrate advanced skills in dealing effectively and sensitively with members of the public.

At present there is considerable interest in professionalising and standardising police training so as to bring the occupation in line with comparable occupations such as social work, teaching and probation. To promote these developments the QAA has tasked a consortium of HEIs with developing subject benchmark statements for Policing degrees. The College of Policing is also in the process of developing a PEQF (Police Education Qualification Framework) to underpin police education and training cross the occupational grades.

Pending these developments, however, there are 43 PSA and some diversity in terms of how each approaches the task of recruiting and training staff. In most PSA those wishing to be confirmed in the role of Regular Constable must complete the in-service 2 year IPLDP (Initial Police Learning Development Portfolio)

IPLDP

Successful completion of the IPLDP depends on being able to demonstrate evidence of competency against the 10 NOSs that apply to the Regular Constable role (recorded on e-SOLAP). In some areas it also depends upon a separate demonstration of the underpinning knowledge for policing (i.e. knowledge is not just inferred from practice competency) through the achievement of a separate level 3 award called the Diploma in Policing.

In North Wales, the 2 year IPLDP is completed incrementally by new Regular Constables. New recruits first complete the Diploma in Policing in the classroom, before going out on

Accompanied Patrol under the supervision of a more experienced Police Constable. Thereafter they patrol independently, continuing to gather evidence of competency against the 10 NOS for Regular Police Constables:

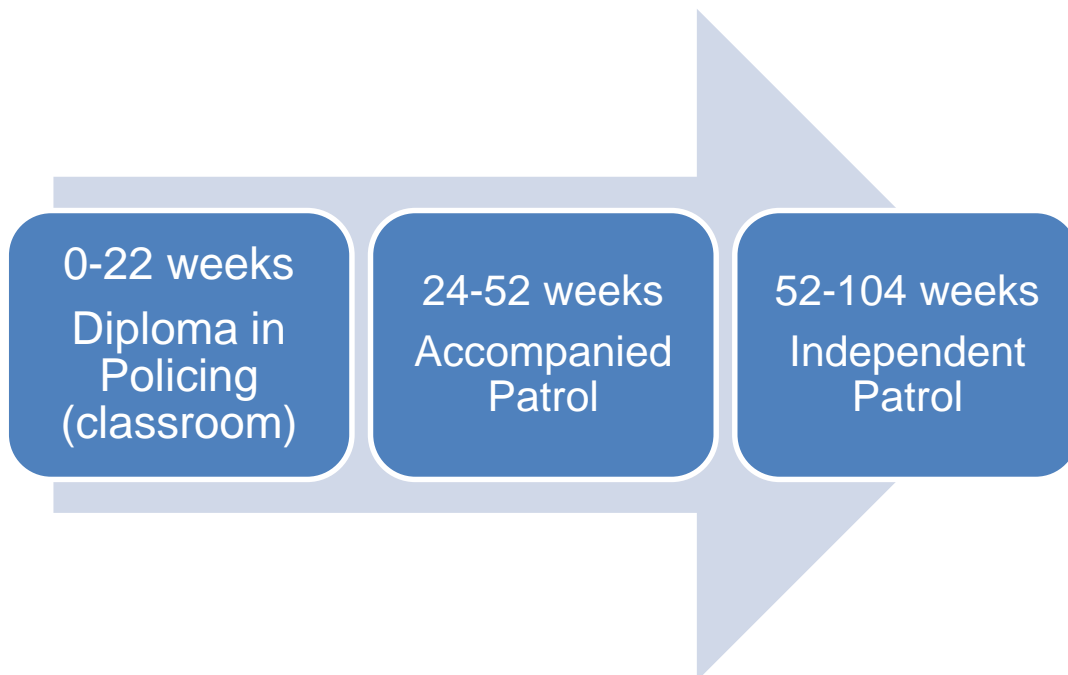


Figure 3: Current model of Regular Constable training in North Wales Police

CKP: Certificate of Knowledge in Policing

In an effort to reduce the burden of training for Police Services the College of Policing introduced the Certificate of Knowledge in Policing (CKP) in 2008. The CKP is a level 3 award which provides students with the underpinning knowledge for policing equivalent to the Diploma in Policing. The College of Policing invited education and training providers to become 'approved' providers of this award in 2009. Many private training providers and Further Education Colleges thereafter began offering the CKP as a level 3 award. Later, a parallel approval process was established by the CoP whereby a course could be designated as providing CKP (equivalence) if the requisite learning outcomes were achieved albeit as part of a broader programme of learning. Accordingly, a number of Universities became 'approved providers' of CKP (equivalence) programmes at level 4. The hope was the existence of the CKP and CKP (equivalence) awards would reduce some of the burden and costs of training new recruits for police services (e.g. remove the need for weeks 1-22 in the above process model)

Specific requirements obtain in respect of becoming a CoP 'approved provider' of the CKP or CKP (equivalence) award. For example, the minimum standard required for staff is that they have recent (within 5 years) relevant occupational competence/knowledge of initial police learning and a training/teaching qualification at level 4 or above. In addition, irrespective of what other learning materials might be available, students must be given access to learning materials and formative assessment within the CoPs National Centre for Applied Learning Technologies (NCALT) website. A fee (payable by the student, £100 in 2017) is associated with access to this material. A set exam must also be set and passed. The qualification is deemed valid for 4 years in the case of serving Police Special Constables, or three years otherwise.

At present, because the contents of a Diploma in Policing can vary, but the contents of the CKP is regulated, the CKP is highly valued by some Police Service Areas.

Special Constable Training:

Special Constables are unpaid Constables who are routinely deployed on neighbourhood policing teams (as opposed to in response cars, in specialist units e.g. drugs teams). Thus they are directed more towards tackling anti-social behaviour and working with communities on long term problem solving, than responding to volume crime.

However, the nature of being on patrol is that Special Constables often have to deal with similar situations as their regular colleagues. Thus attested Special Constables have the same powers as a Regular Police Constable.

Training for Special Constabulary roles vary considerably across the 43 Police Service Areas but in most services it is organised around an initial 18 day curriculum aligned with some of the inputs in that Service's Diploma in Policing provision (called the IL4SC elements). Thereafter they engage in Accompanied Patrol until assessed as fit for Independent Patrol as a Special Constable. During periods of Accompanied and Independent Patrol they need to show competency against NOS relevant to routine Special Constabulary roles. Some Special Constables with career aspirations beyond the Special Constabulary, however, go beyond this and gather evidence of additional competency against the remaining 8 NOS relevant to Regular Constables.

Special Constables are required to make themselves available for deployment for 16 hours per month.

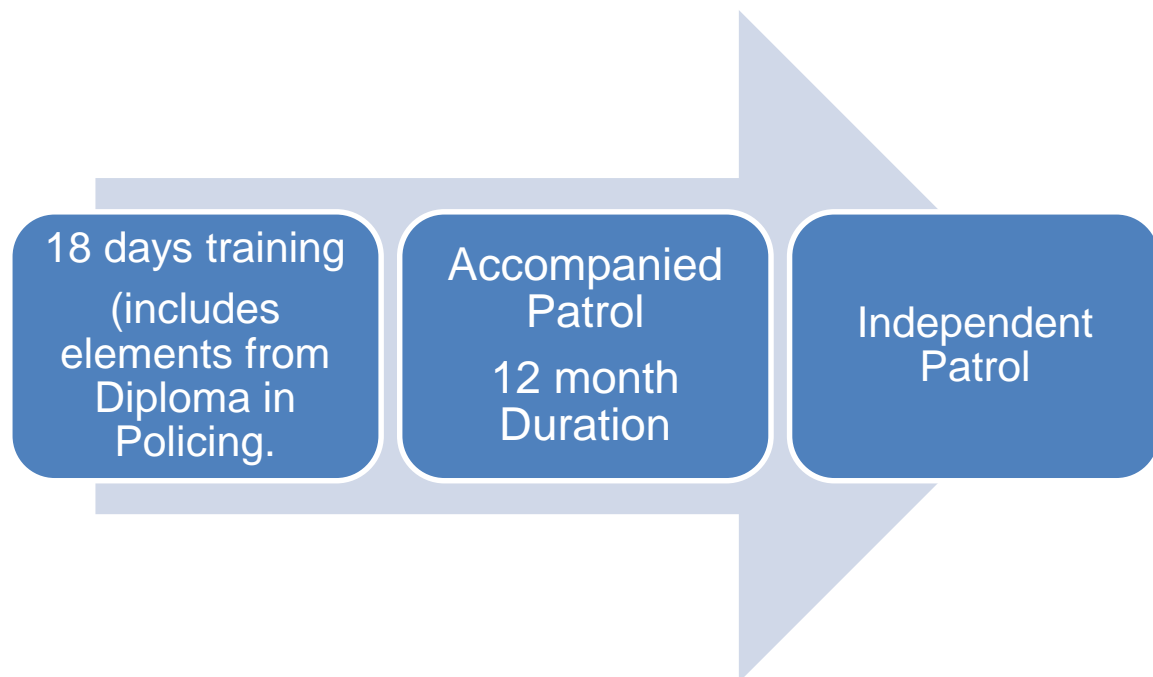


Figure 4: Current Arrangements for training and developing Special Constables

Recent Training Developments:

Consonant with the present direction of travel, some PSAs have sought to work with Universities to develop pre-join degree level routes to meet their employment needs. Such programmes combine academic learning in the classroom with practice learning opportunities in the Special Constable role. Such developments can have the advantage of reducing the subsequent cost of post-employment training on Police Service Areas.

The BA (Hons) Policing @ Glyndŵr

Noting the above context, the BA (Hons) Policing at Glyndŵr University is designed to contribute to the professionalisation of policing by developing Special Constables in their role and to the point where they have achieved all the requirements to operate on Independent Patrol as Special Police Constables. Moreover they will have gathered evidence of competency against the 10 NOSs relevant to Regular Constables. This is achieved through work based learning and engaging in academic modules that draw on and extend elements of the National Policing Curriculum.

The University will apply to become an 'approved provider' of the CKP (equivalence). Accordingly the taught modules at Level 4 will be submitted to the College of Policing for accreditation. The learning outcomes for the CKP are addressed, distributed and extended across the syllabus at this level. Accordingly, students will sit the CKP exam at the end of level 4. ¹

The spiral curriculum planning of the programme ensures that specific areas, or topics, relevant to the Constable role and enshrined within the National Policing Curriculum are studied more than once, and at greater degrees of complexity throughout the three years. At first, they are covered at a relatively brief level, and then they are returned to so that they can be explored more critically, over a longer period of time. This sequence allows students to gain an overall sense or picture of the course being undertaken, thereby allowing them to learn in a deeper manner. It also reflects the practical reality that as students become more confident practitioners they are likely to be deployed in more complex situations and, eventually, in Independent Patrol.

Modules that make up the curriculum include core or key themes that naturally interrelate and build upon previous knowledge at different stages and reflect key aspects of police knowledge and practice. The key descriptors of the programme are: Knowledge, Application, Reflection and Critical Awareness in relation to the discrete areas of Law, Processes and Procedures, Values and Ethics, and, finally, Communicating with Others.

At level 4, the modules "Responding to Diversity"; "Police Law"; "Investigating Crime" and "Policing in Action" focus on foundational academic knowledge for policing and the application of such knowledge in the pursuit of policing goals.

In the module "Developing and Reflecting on Policing Practice 1" students explore the contribution police make to criminal justice and the role different external agencies can play in meeting police priorities. Students will explore models for reflective practice and use this knowledge to identify their strengths and areas for improvement in terms of key skills for policing. During this module students will reflect on the process of applying to

¹ It is important for the students' learning to be accredited in this way to provide some external professional benchmarking of the programme in the case of students who may go on to apply for work outside of North Wales Police.

become a Special Constable, and their development of the key skills required for that role and the practical and social implications of seeking attestation.

Work based learning at level 4 will arise during an 18 day initial training event within a relevant Police Service Area. At the end of this 4 week period students who show ability to progress to become Special Constables will become attested in the Special Constable role. In addition to any learning materials available to students, students must also access learning materials and formative assessment within the CoPs National Centre for Applied Learning Technologies (NCALT) website to contribute to this study period. A fee (payable by the student, £100 per student in 2017) is associated with access to this material.

At level 5 students studying for the BA (Hons) Policing broaden their understanding of the legal framework for policing. A module called “Criminal Law and Procedures for Police” further develops students’ understanding of how the law applies in police encounters. A module on Decision Making seeks to guide students towards an appreciation of different models for making decisions. In the “Criminology” module students learn about theories that seek to explain crime and offending behaviour. In “Research Methods”, students learn about the research process in advance of the extended piece of research they will complete at level 6.

In the module “Developing and Reflecting on Policing Practice 2” students learn more about the work of the different internal departments that constitute Police Service Areas e.g. Drugs teams, Family Liaison teams, Cybercrime teams, Amethyst, Public Protection teams. They learn about emerging crime concerns such as domestic abuse, modern slavery and historical child abuse. Students reflect on their practice and experiences during periods of Accompanied Patrol.

At level 5, work based learning (and further reflection on practice) will arise as students engage in patrolling as Special Constables under the supervision of a Regular Constable or experienced Special Constable following Attestation. They would be required to make themselves available for deployment for a minimum of 16 hours per month. Work based learning is also associated with a 10 week block of practice at the end of level 5 (Module: Operational Policing 1). Those Special Constables who complete and pass the level 5 Operational Policing 1 module will be developed to the point of being fit for Independent Patrol as a Special Constable.

At level 6 BA (Hons) Policing students have three compulsory credit bearing modules to complete (“Developing and Reflecting on Policing Practice 3”; “Control, Justice and Punishment”; “Policing Contemporary Communities”). As part of the “Developing and Reflecting on Policing Practice 3” module students must select an area of their practice that requires further development and then conduct research exploring best practice principles in that area. They must then conduct primary research exploring that development area. In addition to compulsory modules students may choose two from four additional modules (“Multi-Agency Working in the Criminal Justice System”; “Youth Justice”; “Constructing Guilt and Innocence”; “Terrorism”) which address key concerns of contemporary criminal justice practice.

The opportunity for work based learning at level 6 arises as students engage in Independent Patrol as Special Constables (for no less than the required statutory minimum of 16 hours a month). They will record competency against NOS for Special and Regular Constables giving them standing in the future against the requirements of the IPLDP and therefore for being appointed as a Regular Police Constable.

The Glyndŵr University BA (Hons) Policing has been designed in consultation with North Wales Police and is informed by their requirements for Special Constables. Students may

join the programme, but operate as a Special Constable outside of North Wales, subject to their PSA providing opportunities for training, development and competency development (practice modules) aligned with the Glyndŵr Programme.



Figure 5: Glyndŵr University BA (Hons) Policing

17 Programme Structure: BA (Hons) Policing

BA (Hons) Policing

Level 4: BA (Hons) Policing Full Time Semester One				
Mod title	Studying in Higher Education	Responding to Diversity	Police Law	Developing and Reflecting on Policing Practice 1
Mod code	SOC469	SOC470	SOC471	SOC474
New/Exist	New	New	New	New
Credit value	20	20	20	20
Core/Opt	Core	Core	Core	Core

Level 4: BA (Hons) Policing Full Time Semester Two				
Mod title	Investigating Crime	Policing in Action	Foundation Practice-	Developing and Reflecting on Policing Practice 1 (continues)
Mod code	SOC472	SOC473	SOC475	SOC474
New/Exist	New	New	New	New
Credit value	20	20	0	(see above)
Core/Opt	Core	Core	Core	Core

Level 5: BA (Hons) Policing
Full Time
Semester One

Mod title	Criminology	Criminal Law and Procedures for Police	Effective Decision Making when Policing	Developing and Reflecting on Policing Practice 2
Mod code	SOC563	SOC569	SOC570	SOC567
New/Exist	Existing	New	New	New
Credit value	20	20	20	40
Core/Opt	Core	Core	Core	Core

Level 5: BA (Hons) Policing
Full Time
Semester Two

Mod title	Operational Policing 1	Research Methods	Developing and Reflecting on Policing Practice 2 (continues for assessment only)
Mod code	SOC568	SOC562	SOC567
New/Exist	New	Existing	New
Credit value	0	20	40
Core/Opt	Core	Core	Core

BA (Hons) Policing Level 6 Full Time Semester One				
Mod title	Control, Justice and Punishment	Operational Policing 2	Terrorism	Developing and Reflecting on Policing Practice 3
Mod code	SOC661	SOC669	SOC667	SOC668
New/Exist	Existing	New	New	New
Credit value	20	0	20	40
Core/Opt	Core	Core	Option	Core

BA (Hons) Policing Level 6 Full Time Semester Two					
Mod title	Youth Justice	Constructing Guilt and Innocence	Multi-Agency Working in the Criminal Justice System	Policing Contemporary Communities	Operational Policing 2 (continues)
Mod code	SOC660	SOC664	SOC662	POL605	SOC668
New/Exist	Existing	Existing	Existing	New	New
Credit value	20	20	20	20	(see above)
Core/Opt	Option	Option	Option	Core	Core

BA (Hons) Policing: Indicative Full Time Programme Timetable

Students studying the programme full-time, typically complete the programme over a three year period as follows:

Level 4 Full Time Delivery Schedule							
Semester One				Semester Two			
Online	Monday	Tuesday	Wednesday	Monday (weeks 1-10)	Tuesday (weeks 1-10)	Wednesday (Weeks 1-10)	Foundation Practice Weeks 11-14
Studying in Higher Education	Responding to Diversity 9-4	Police Law 9-4	Developing and Reflecting on Policing Practice 9-3	Investigating Crime 9-4	Policing in Action 9-4	Developing and Reflecting on Policing Practice 1 9-3	

- NB: At the end of level 4 a student is Attested as a Special Constable and they begin Accompanied Patrol

Level 5 Full-Time Delivery Schedule					
Semester One				Semester Two	
Online	Monday	Wednesday	Thursday	Weeks 1-4	Weeks 5-14
Criminology	Criminal Law and Procedures for Police 9-12	Effective Decision Making when Policing 9-12	Developing and Reflecting on Policing Practice 2 9-4	Research Methods (Online Monday: 3 hours) (Tuesday 9-4)	Operational Policing 1 (Monday-Friday)

- At the end of Level 5 a student is passed "Fit for Independent Patrol" and begins Independent Patrol.

Level 6 Full-Time Delivery Schedule						
Semester 1				Semester Two		
Monday	Tuesday	Wednesday	Flexible	Tuesday	Wednesday	Online
Developing and Reflecting on Policing Practice 3 9-12	Control, Justice and Punishment 9-12	Terrorism 9-12	Operational Policing 2 16 hours Independent Patrol per month	Constructing Guilt and Innocence 9-12	Policing Contemporary Communities 1-4 pm	Youth Justice Multi-Agency Working in the Criminal Justice System

BA (Hons) Policing: Indicative Part Time Programme Timetable

Although, individual learning pathways may be negotiated, part time students typically study the programme over six years. They must complete 60 credits per year by completing 40 credits in one Semester and 20 in the second. The Foundation Practice module must be completed by the end of year 2 i.e. it must be the last module taken at level 4). Operational Policing 1 and Operational Policing 2 must be completed at year 4 and year 6 respectively

Level 4 Part- Time Delivery Schedule							
Year One							
Semester One				Semester Two			
Online	Monday	Tuesday	Wednesday	Monday (weeks 1-10)	Tuesday (weeks 1-10)	Wednesday (Weeks 1-10)	
Studying in Higher Education	Responding to Diversity 9-4		Developing and Reflecting on Policing Practice 9-3	Investigating Crime 9-4			

Level 4 Part- Time Delivery Schedule							
Year Two							
Semester One				Semester Two			
Online	Monday	Tuesday	Wednesday	Monday (weeks 1-10)	Tuesday (weeks 1-10)	Wednesday (Weeks 1-10)	
		Police Law 9-4			Policing in Action 9-4	Developing and Reflecting on Policing Practice 1 9-3	Foundation Practice Weeks 11-14

- NB: At the end of level 4 a student is Attested as a Special Constable and begins Accompanied Patrol

Level 5 Part-Time Delivery Schedule							
Year Three							
Semester One				Semester Two			
Online	Monday	Wednesday	Thursday	Weeks 1-4		Weeks 5-14	
	Criminal Law and Procedures for Police 9-12	Effective Decision Making when Policing 9-12		Research Methods (online Monday-3 hours) (Tuesday 9-3)			

Level 5 Part-Time Delivery Schedule						
Year Four						
Semester One				Semester Two		
Online	Monday	Wednesday	Thursday	Weeks 1-4	Weeks 5-14	
Criminology			Developing and Reflecting on Policing Practice 2 9-4		Operational Policing 1 (Monday-Friday)	

- NB: At the end of Level 5 a Student is passed 'Fit for Independent Patrol' and begins Independent Patrol.

Level 6 Part-Time Delivery Schedule						
Year Five (as per options taken- in this example Youth Justice and Terrorism)						
Semester 1				Semester Two		
Monday	Tuesday	Wednesday	Flexible	Tuesday	Wednesday	Online
Developing and Reflecting on Policing Practice 3 9-12			Operational Policing 2 16 hours Independent Patrol per month		Policing Contemporary Communities s1-4 pm	

Level 6 Part-Time Delivery Schedule						
Year Six (as per options taken- in this example Youth Justice and Terrorism)						
Semester 1				Semester Two		
Monday	Tuesday	Wednesday	Flexible	Tuesday	Wednesday	Online
	Control, Justice and Punishment 9-12	Terrorism 9-12	Operational Policing 2 16 hours Independent Patrol per month			Youth Justice

Exit awards

For students to be awarded the BA (Hons) Policing they must complete the 360 noted credits and all Practice opportunities/modules.

In order to maintain the integrity of the BA (Hons) Policing award, for those students who achieve a fewer number of credits or do not complete practice opportunities/modules the programme structure affords them an opportunity to exit with an alternative award Police and Criminal Justice Studies.

- Students successfully completing 120 Level Four credits or above may be awarded the Certificate of HE in Police and Criminal Justice Studies.
- Students successfully completing 240 Level Four and Five credits or above may be awarded the Diploma of HE in Police and Criminal Justice Studies
- Students successfully completing 300 Level Four, Five and Six credits (of which at least 60 are at Level Six) may be awarded the BA (Ord) Police and Criminal Justice Studies
- Students who have successfully completed 360 credits of which 120 are from Level 6, but who do not complete all the practice opportunities/ modules may be awarded the BA (Hons) Police and Criminal Justice Studies.

18. Alternative Award BA (Hons) Police and Criminal Justice Studies: Programme Structure Narrative

Context

There will be points at which it will become appropriate for a student to transfer and seek to achieve an alternative award in Policing and Criminal Justice Studies. The transfer points are indicated below. Please note that the BA (Hons) Policing and Criminal Justice Studies is available as a full three-year programme at HKIT.

Enrolment at Level 5

A student may not be successful in the selection process to become a Special Constable (application form, assessment centre, vetting). In some instances, this may be because they have not met the required thresholds. The selection regulations would then preclude a further application within 6 months. In other instances it may be because the vetting indicates they are not eligible to join the Special Constabulary e.g. because of criminal convictions for serious specified offending.

In those instances the student would continue to study the level 4 modules but not undertake the “Foundation Practice” module. NB: A Student could still complete the “Developing and Reflecting on Policing Practice 1” module by reflecting on their experiences of applying to be a Special Constable and engaging in simulated practice encounters in the level 4 classrooms. They could also still sit the CKP assessment. The student would then enrol at level 5 on the BA (Hons) Police and Criminal Justice Studies Programme

The rationale for continuing to study the BA (Hons) Policing Level 4 modules and sitting the CKP assessment is that an understanding of how policing is affected will be relevant to a range of criminal justice careers. In addition there are a number of non-uniformed, civilian roles within the police service. Moreover whilst the police play a major role in Policing Contemporary Communities, policing is dependent on a range of individuals and organisations performing specific roles. An integral part of the learning at level 4 is the acquisition of knowledge and skills from the Police National Curriculum and attainment of the CKP which relate to basic investigation procedures relevant to a number of agencies and, thereby, future employment opportunities for students. These include roles within: UK Border Agency; Home Office: Major Incident Teams; HSE; RSPCA; Financial Services Fraud Investigations; Child Protection Agencies; Forensic Computing; Forensic Investigators.

A student may not be successful at the end of the level 4 Foundation Practice Module in becoming attested as a Special Constable. Assessment of the student’s suitability would then continue during the resit period (including a resit of the CKP exam). Attestation as a Special Constable, however, is a pre-requisite for enrolling on level 5 of the BA (Hons) Policing and so students are only allowed one attempt to retrieve a fail for this module. Accordingly a student not attested at the second assessment point would enrol on the BA (Hons) Police and Criminal Justice Studies programme.²

Notwithstanding Attestation, a student may decide that they no longer wish to pursue a career associated with a uniformed policing role. In such instances a student would enrol at level 5 on the BA (Hons) Police and Criminal Justice Studies programme, or exit with Cert HE Police and Criminal Justice Studies.

² It is the view of NWP that, given the level of support on offer, and the continuous nature of re-assessment, an individual not attested at the re-assessment point, or able to pass the CKP, would be unlikely to do so.

Enrolment at Level 6

A student undertaking the module “Operational Policing 1” at Level 5 (BA Hons) Policing programme only) may fail to progress to the point of being assessed as ‘Fit for Independent Patrol’. Assessment of the student’s suitability would then continue during the resit period. Being ‘Fit for Independent Patrol”, however, is a pre-requisite for level 6 of the BA (Hons) Policing and so students are only allowed one attempt to retrieve a fail mark for this module. Accordingly a student not assessed as ‘Fit for Independent Patrol’ at the second assessment point would enrol at level 6 on the BA (Hons) Police and Criminal Justice Studies programme.³

A student may have progressed to the point of being assessed as ‘Fit for Independent Patrol’ but may decide that they no longer wish to pursue a career associated with a uniformed policing role. In such instances a student would enrol at level 6 on the BA (Hons) Police and Criminal Justice Studies programme, or exit with Dip HE Police and Criminal Justice Studies.

Transfer points are depicted below:

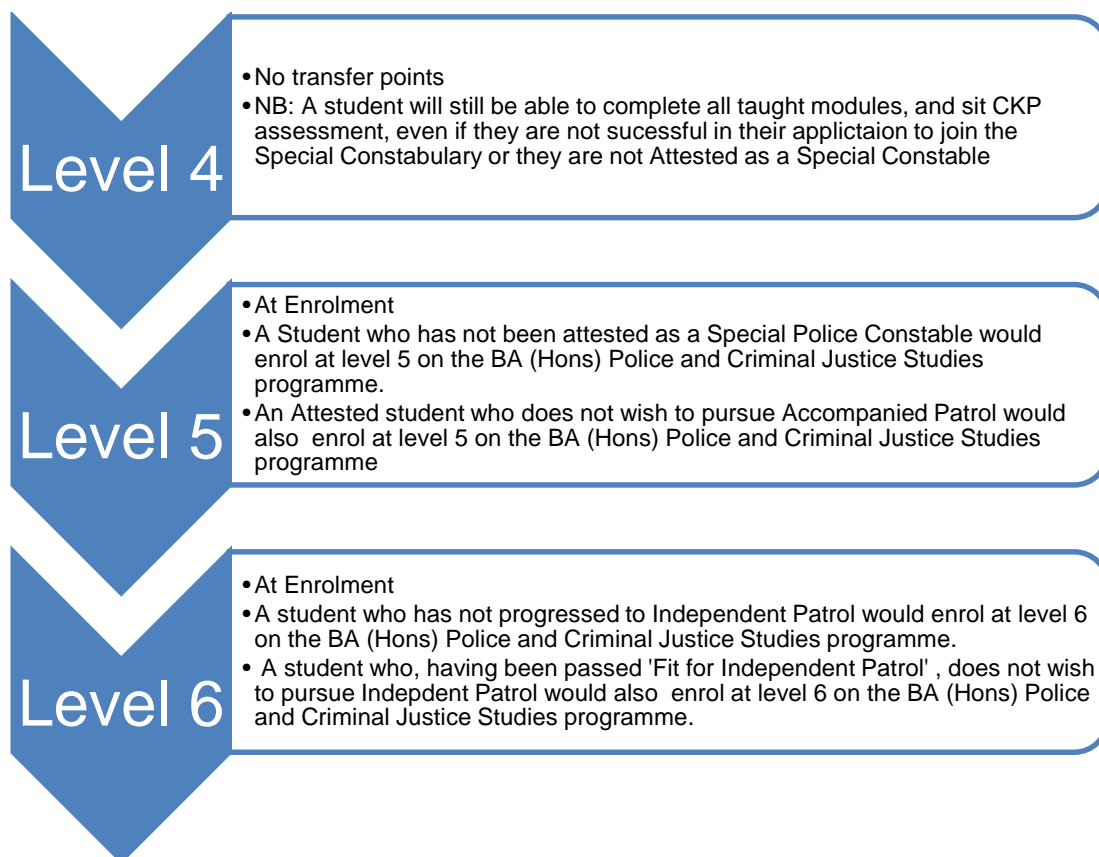


Figure 6: Transfer points to the BA (Hons) Police and Criminal Justice Studies programme.

³ It is the view of NWP that, given the level of support on offer, and the continuous nature of re-assessment, an individual not passed ‘Fit for Independent Patrol’ at the re-assessment point would be unlikely to be passed in future.

As indicated, Wrexham students who are unable to take up, or do not wish to develop in Special Constabulary roles will be identified at the beginning of levels 5 and 6. They will then study for an alternative award called BA (Hons) Police and Criminal Justice Studies. Building on level 4 of the BA (Hons) Policing, The BA (Hons) Police and Criminal Justice Studies programme develops students' understanding of criminal justice practice in a range of non-police specific community and custodial settings. It explores the operation and effects of the Criminal Justice System more broadly and thereby equips students for work in probation and prison settings as well as in agencies working within the broader community justice field.

The BA (Hons) Police and Criminal Justice Studies programme is not offered as a bespoke stand-alone award at Wrexham campus. It will therefore not recruit at level 4 at Wrexham campus. Applicants who are interested in working in the broader Criminal Justice System will be directed towards the BA (Hons) Criminology and Criminal Justice programme at Glyndŵr University.

At level 5, there are six compulsory modules. Since 2016, pre-join requirements have obtained in respect of students wishing to pursue a career in probation. The module "Working in Custodial and Community Settings with People who Have Offended" has been designed with reference to those pre-join requirements. In the module "Social Difference and Inequality", students explore other aspects of the pre-join requirements by considering how the Criminal Justice System and the criminal justice process may be experienced differently by some individuals and groups. The 'Criminology' module provides a thorough grounding in the key theoretical approaches that may be adopted to understanding criminal behaviour. In Semester two, the "Criminal Law and Criminal Justice Process" module considers the application of law in the broader Criminal Justice System. In the Module "Crime and Criminal Behaviour" students explore the particular legal and practice issues that apply when working with particular types of offenders. The module leader leverages links with criminal justice agencies to ensure a practice focus is adopted in this module and students analyse and understand the way the Criminal Justice System responds to particular types of crime and offending. Finally, the "Research Methods" module provides students with the understanding they need of the research process to enable them to critically evaluate knowledge claims and design their own research projects for implementing in level 6.

At level 6, there are two compulsory modules- the 'Research Project' and 'Control, Justice and Punishment' modules. The former enjoins students to identify an area of interest to themselves within criminology and then to engage in an extended piece of empirical research to develop insights into that phenomenon. The latter exposes students to more advanced theoretical frameworks for understanding crime and draws upon classical and contemporary sociological thought. Here an interpretative understanding of 'crime' in terms of the socio-political processes of policy-making and the dynamics of social construction and contingency is developed.

Thereafter some degree of choice is offered and students pursue studies in 3 out of 5 modules. A critical lens is brought to bear on the Criminal Justice System in the 'Constructing Guilt and Innocence' module. Youth justice still represents a largely discrete area of criminal justice practice. Accordingly a discrete module called "Youth Justice" engages students in the task of critically appraising the criminal justice response to youths and youth crime. Responding to the multi-agency nature of contemporary criminal justice practice with adults, the 'Multi-Agency Working in the Criminal Justice System' module explores how the Criminal Justice System processes and works with adult offenders. The module "Terrorism" provides students with the opportunity to explore how the Criminal Justice System defines and responds to an issue that has attained the status of a pressing concern.

An Ordinary Degree (BA) is available as an exit award for those students who are unable to complete all of Level Six, but who do successfully complete at least 60 Level six credits

(making 300 credits in total). There is no requirement to submit a research project to be awarded the Ordinary degree.

19. Programme structure

BA (Hons) Police and Criminal Justice Studies

Level 5: BA(Hons) Police and Criminal Justice Studies Full Time Semester One			
Mod title	Social Difference and Inequality	Criminology	Working in Custodial and Community Settings with People who have Offended
Mod code	SOC519	SOC563	SOC571
New/Exist	Existing	Existing	New
Credit value	20	20	20
Core/Opt	Core	Core	Core

Level 5: BA (Hons) Policing and Criminal Justice Studies Full Time Semester Two			
Mod title	Criminal Law and the Criminal Justice Process	Crime and Criminal Behaviour	Research Methods
Mod code	SOC564	SOC572	SOC562
New/Exist	Existing	New	Existing
Credit value	20	20	20
Core/Opt	Core	Core	Core

Level 6: BA (Hons) Police and Criminal Justice Studies
 Full Time
 Semester One

Mod title	Control, Justice and Punishment	Terrorism	Research Project
Mod code	SOC661	SOC667	SOC663
New/Exist	Existing	New	Existing
Credit value	20	20	40
Core/Opt	Core	Optional	Core

Level 6: BA (Hons) Police and Criminal Justice Studies
 Full Time
 Semester Two

Mod title	Youth Justice	Constructing Guilt and Innocence	Multi-Agency Working in the Criminal Justice System	Policing Contemporary Communities	Research Project (continued)
Mod code	SOC660	SOC664	SOC662	POL605	SOC663
New/Exist	Existing	Existing	Existing	New	Existing
Credit value	20	20	20	20	40
Core/Opt	Option	Option	Option	Option	Core

Indicative Full Time Delivery Schedule: BA (Hons) Police and Criminal Justice System (Wrexham campus)

Level 5 Time Timetable					
Semester One			Semester Two		
online	Wed	Thu	Tues	Wed	Thu
Criminology	Working in Custodial and Community Settings with People who Offend 9-12	Social Difference and Inequality 9-12	Research Methods 9-12	Crime and Criminal Behaviour 9-12	Criminal Law and the Criminal Justice Process 9-12

Level 6 Timetable					
Semester One			Semester two		
Tue	Wed	Thursday	Online	Tuesday	Wednesday
Control, Justice and Punishment Tuesday 9-12	Terrorism 9-12	Research Project 9-12	Youth Justice Multi-Agency Working	Constructing Guilt and Innocence 9-12	Policing Contemporary Communities 1-4

Indicative Part-Time Programme Delivery Schedule: BA (Hons) Police and Criminal Justice Studies (Wrexham campus only)

Although, individual learning pathways may be negotiated, part time students typically study the programme over six years (noting the first two years will have been taken on BA (Hons) Policing). Students must complete 60 credits per year, normally by completing 40 credits in one trimester and 20 in the second.

BA (Hons) Police and Criminal Justice Studies Level 5 Part-Time Timetable, Year One					
Semester One			Semester Two		
Online		Thu		Wed	
Criminology		Social Difference and Inequality 9-12		Crime and Criminal Behaviour 9-12	

BA (Hons) Police and Criminal Justice Studies Level 5 Part- Time Timetable, Year Two					
Semester One			Semester Two		
	Wed		Tues	Thu	
	Working in Custodial and Community Settings with People who Offend 9-12		Research Methods 9-12	Criminal Law and the Criminal Justice Process 9-12	

BA (Hons) Police and Criminal Justice Studies Level 6 Part-Time Timetable (depending on Options), Year One					
Semester One			Semester two		
Tue		Thu	Online	Tuesday	Wednesday
Control, Justice and Punishment Tuesday 9-12		Research Project 9-12			

BA (Hons) Police and Criminal Justice Studies Level 6 Part-Time Timetable, Year Two					
Semester One			Semester two		
Tue	Wed	Thu	Online	Tuesday	Wednesday
	Terrorism 9-12		Youth Justice Multi-Agency Working in the Criminal Justice System	Constructing Guilt and Innocence 9-12	Policing Contemporary Communities 1-4

Indicative Delivery Schedule: BA (Hons) Police and Criminal Justice Studies (Wrexham campus) (Degree does not have level 4 and so would not operate in the 2017 calendar year)

Delivery schedule for BA (Hons) Policing and Criminal Justice Studies at Hong Kong Institute of Technology (HKIT)

January/February Delivery Schedule: BA (Hons) Policing and Criminal Justice Studies (delivery in English only)

Year 1 Full-time (Level 4)

Sem 2 Feb to May	Investigating Crime (SOC472) <i>Module leader:</i> Dr Ernest So	Policing in Action (SOC473) <i>Module leader:</i> Vincent Cheng	Foundation Practice (SOC475) <i>Module leader:</i> Vincent Kwan	20 Credits – Core Developing and Reflecting on Policing Practice 1 (SOC474)
	20 Credits - Core	20 Credits - Core	20 Credits - Core	
Sem 3 Jun to Aug	Studying in Higher Education (SOC469) <i>Module leader:</i> Dr Dan Yu	Responding to Diversity (SOC470) <i>Module leader:</i> Dr Dan Yu	Police Law (SOC471) <i>Module leader:</i> Shirley Ngan	20 Credits – Core
	20 Credits - Core	20 Credits - Core	20 Credits - Core	
Sem 1 Break/Resit				

Year 2 Full-time (Level 5)

Sem 2 Feb to May	Criminal Law and the Criminal Justice Process (SOC564) <i>Module leader:</i> Vincent Kwan	Crime and Criminal Behavior (SOC572) <i>Module leader:</i> Dr Dan Yu	Research Methods (SOC562) <i>Module leader:</i> Dr Ernest So
	20 Credits – Core	20 Credits - Core	20 Credits - Core
Sem 3 Jun to Aug	Social Differences and Inequality (SOC519) <i>Module leader:</i> Dr Dan Yu	Criminology (SOC563) <i>Module leader:</i> Dr Ernest So	Working in Custodial and Community Settings with People who have Offended (SOC571) <i>Module leader:</i> Dr Ernest So
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Sem 1 Break/Resit			

Year 3 Full-time (Level 6)

Sem 2 Feb to May	Youth Justice (SOC660) <i>Module leader:</i> Dr Dan Yu	Research Project (SOC663) <i>Module leader:</i> Dr Dan Yu
	OR	
	Constructing Guild and Innocence (SOC664) <i>Module leader:</i> Dr Ernest So	
	OR	
	Multi-Agency Working in the Criminal Justice System (SOC662) <i>Module leader:</i> Dr Ernest So	
	OR	
	Policing Contemporary Communities (POL605) <i>Module leader:</i> Dr Dan Yu	

	20 Credits Optional*	20 Credits Optional*	
Sem 3 Jun to Aug	Control, Justice and Punishment (SOC661)	Terrorism (SOC667)	
	<i>Module leader:</i> Dr Dan Yu	<i>Module leader:</i> Simon Leung	
	20 Credits - Core	20 Credits Optional	40 Credits Core
Sem 1 Resit opportunity			

Optional* modules noted above, e.g., for February intake students must choose two modules from list, from Semester 2.

September Intake Delivery Schedule: BA (Hons) Policing and Criminal Justice Studies (delivery in English only)

Year 1 Full-time (Level 4)

Sem 1 Sep to Jan	Studying in Higher Education (SOC469)	Responding to Diversity (SOC470)	Police Law (SOC471)	Developing and Reflecting on Policing Practice 1 (SOC474)
	<i>Module leader:</i> Dr Dan Yu	<i>Module leader:</i> Dr Dan Yu	<i>Module leader:</i> Shirley Ngan	
	20 Credits - Core	20 Credits - Core	20 Credits - Core	
Sem 2 Feb to May	Investigating Crime (SOC472)	Policing in Action (SOC473)	Foundation Practice (SOC475)	<i>Module leader:</i> Simon Leung
	<i>Module leader:</i> Dr Ernest So	<i>Module leader:</i> Vincent Cheng	<i>Module leader:</i> Vincent Kwan	
	20 Credits - Core	20 Credits - Core	0 Credits - Core	20 Credits – Core
Sem 3 Break/Resit				

Year 2 Full-time (Level 5)

Sem 1 Sep to Jan	Social Differences and Inequality (SOC519)	Criminology (SOC563)	Working in Custodial and Community Settings with People who have Offended (SOC571)
	<i>Module leader:</i> Dr Dan Yu	<i>Module leader:</i> Dr Ernest So	<i>Module leader:</i> Dr Ernest So
	20 Credits – Core	20 Credits - Core	20 Credits - Core
Sem 2 Feb to May	Criminal Law and the Criminal Justice Process (SOC564)	Crime and Criminal Behavior (SOC572)	Research Methods (SOC562)
		<i>Module leader:</i>	<i>Module leader:</i>

	<i>Module leader:</i> Vincent Kwan	Dr Dan Yu	Dr Ernest So
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Sem 3 Break/Resit			

Year 3 Full-time (Level 6)

Sem 1 Sep to Jan	Control, Justice and Punishment (SOC661) <i>Module leader:</i> Dr Dan Yu	Terrorism (SOC667) <i>Module leader:</i> Simon Leung	Research Project (SOC663) <i>Module leader:</i> Dr Dan Yu
	20 Credits Core	20 Credits Optional	
Sem 2 Feb to May	Youth Justice (SOC660) <i>Module leader:</i> Dr Dan Yu		
	OR		
	Constructing Guild and Innocence (SOC664) <i>Module leader:</i> Dr Ernest So		
	OR		
Multi-Agency Working in the Criminal Justice System (SOC662) <i>Module leader:</i> Dr Ernest So			
OR			
Policing Contemporary Communities (POL605) <i>Module leader:</i> Dr Dan Yu			
	20 Credits Optional*	20 Credits Optional*	40 Credits Core
Sem 3 Resit opportunity			

Optional* modules noted above, e.g., for September intake student must choose two modules from list, from Semester 2.

20 Intended Learning Outcomes and Curriculum Matrix: BA (Hons) Policing

BA (Hons) Policing

<i>Knowledge and Understanding</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Diploma HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>				
A1	Demonstrate knowledge of relevant legislation and codes of practice for policing crime.	Explore the theoretical frameworks for ethical decision making when policing.	Critically examine the role of criminal justice agencies in maintaining social order and social control.	Critically reflect on own and service's performance in meeting policing priorities.
A2	Demonstrate knowledge of the theoretical underpinnings of equality and appropriate responses to diversity.	Show an advanced understanding of the processes governing criminal investigation and procedures.	Critically analyse the key concepts and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime and deviance.	Apply research skills to generate insight into effective police practice.
A3	Reflect on own skills and performance in simulated police encounters.	Interpret and apply law in simulated and supervised police encounters.	Critically evaluate how crime and victimisation are constructed in the media and by agents and practices of crime control.	
A4	Understand and Justify application of police powers in simulated police encounters.	Compare and contrast criminological perspectives on crime.	Critically analyse and assess the significance of power in the criminal justice process and how power operate in complex networks to influence criminal justice processes and outcomes.	
A5	Demonstrate an understanding of their	Appraise how crime is defined and criminal data is gathered	Critically explore relationships between complex social	

<i>Knowledge and Understanding</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Diploma HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>				
	learning style and apply the conventions of academic writing.		problems and crime with reference to criminological theory and empirical evidence.	
A6	Demonstrate an understanding of how ethical dilemmas may arise in policing and how values and ethics might inform policing practice.	Critically reflect on the complexities of applying theory to practice.	Critically assess the significance and attention given to particular offenders in the Criminal Justice System.	
A7	Show understanding of the skills that are necessary to engage effectively with victims, suspect and key stakeholders in the CJS.	Analyse and apprise competing approaches to crime prevention and law enforcement.	Critically analyse the emergence and construction of particular crimes.	
A8	Recognise the nature of the role of a Special Constable in policing practices.	Asses and reflect on own performance as a special Constable.	Critically appraise and assess the possibility of effective multi-agency working in the Criminal Justice System.	
A9	Apply legal, procedural and inter-personal knowledge to routine police encounters.	Construct a research proposal, applying principles of good methodological practice to explore an area of policing.	Appraise the impact of socio political factors on constructions of crime and criminality.	
A10	Demonstrate an understanding of the role of agencies involved in the CJS and who may contribute to policing priorities.	Explore police and criminal justice processes in relation to crimes of particular contemporary concern especially child sexual abuse, modern slavery, domestic abuse.		

<i>Knowledge and Understanding</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Diploma HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>				
<i>A11</i>	Demonstrate an understand the obligations inherent in attestation as a Special constable.	Appraise Processes for managing and dealing with victims of Crime.		

<i>Intellectual Skills</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>				
<i>B1</i>	Gather and present existing data.	Analyse and assess the merits of competing theories and explanations.	Analyse and assess the merits of competing theories and explanations.	Negotiate complex policing situations to arrive at a legally sound and theoretically reasoned outcome.
<i>B2</i>	Present and structure ideas.	Design research appropriately in relation to a specific problem.	Analyse and interpret the values and viewpoint of others.	Gather data on a contested phenomenon and assess that evidence to arrive at a reasoned position.
<i>B3</i>	Identify contradictions and dilemmas.	Evaluate the nature and adequacy of quantitative and qualitative data.	Construct a reasoned argument drawing on quantitative and qualitative data.	Present an extended argument in a logical way.
<i>B4</i>	Identify and use sources of information.	Reflect on ethical issues arising in practice and in particular research situations.	Balance and adjudicate between competing claims.	Identify own policing strengths and areas for improvement.
<i>B5</i>	Reflect on own performance and abilities in simulated police encounters.	Appreciate and understand the experiences of others.	Assess and evaluate own performance.	

<i>Subject Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>C1</i>	Demonstrate Knowledge of police law and procedures.	Choose between competing responses and, under supervision, address and investigate issues in the Criminal Justice System.	Critically investigate the operation of power by, and in, the Criminal Justice System to act in a non-oppressive way.	Understand the complexities and challenges associated with delivering criminal justice.
<i>C2</i>	Ability to apply approaches that police employ in responding to diversity and hate crime.	Analyse, assess methodologically and communicate information about crime, victimisation and responses to crime and deviance.	Critically analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.	Reflect on own practice to avoid injustices and discrimination.
<i>C3</i>	Understand the experience of crime and victimisation.	Identify a range of different strategies and methods and use appropriate research tools in relation to investigating a critical issue in the Criminal Justice System.	Critically assess the purpose and operation of policing to make reasoned decision during independent patrol.	
<i>C4</i>	Understand the structure and organisation of Policing.	Choose between behaviours to act ethically when problem solving in the criminal justice process and system.	Evaluate responses to crime and criminal behaviours , including representations of these in criminal, social, and civic domains.	
<i>C5</i>	Use relevant terminology and classifications that obtain in policing and criminal law.	Operate in a professional manner with colleagues and when engaging with the public.	Operate as an independent practitioner making reasoned judgements in routine and conflict situations.	
<i>C6</i>	Apply legal and theoretical approaches in simulated encounters to managing people and critical situations/incidents.	Show professional discipline when engaging with other to undertake key tasks and meet deadlines.	Apply emergency responses to appropriate situations.	

<i>Practical, Professional and Employability Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>Level 4 (Cert HE)</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>D1</i>	Demonstrate written, verbal, presentation, information technology (handling), and team working skills.	Work within a framework where there are competing priorities and values and manage the tensions to advocate for a particular understanding over others.	Retrieve, assess and, critically evaluate information from a wide range of academic and 'grey' sources.	Acquired and demonstrated the ability to retrieve, assess and, critically evaluate information from a wide range of academic sources.
<i>D2</i>	Demonstrate the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.	Work to tight deadlines to produce work of the required standard, overcoming barriers in the learning process.	Show advanced skills around time management and independent learning.	Developed advanced skills around time management and independent learning.
<i>D3</i>	Evidence skills around time management and independent learning.	Show competency related to the 2 NOS relevant to Special Police Constables going on Independent patrol.	Demonstrate ability to critically reflect on and develop own performance.	Developed abilities to critically reflect on and develop their own performance.
<i>D4</i>	Function effectively as a member of a group.	Synthesise and present competing and complex information.	Work independently as an autonomous professional.	Perform in the role of a special constable for the minimum required number of hours over a twelve month period."
<i>D5</i>	Evaluate own strengths and weaknesses.	Apply ethical codes of practice to their own research intentions and to more complex police public encounters.	Evidence competency around NOS relevant to a Police Constable Role.	

D6	Apply given approaches to a range of problem solving tasks.	Exercise personal responsibility and work as a semi-independent learner and professional.	Act with Integrity and Honesty at all times.	
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Curriculum Matrix: BA (Hons) Policing

Level Four Curriculum Map of Modules Against Intended Outcomes of the Programme																													
Learning Outcome	A											B					C						D						
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	
Module Title	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	
Studying in Higher Education					X							X	X		X								X	X	X	X	X		
Responding to diversity	X	X	X	X		X	X	X	X	X			X	X	X		X		X		X	X	X	X	X	X	X		X
Police Law	X		X	X		X	X	X				X	X	X	X		X	X	X		X	X	X	X	X	X	X		X
Investigating Crime	X		X	X		X	X	X	X	X		X	X	X	X		X		X		X	X	X	X	X	X	X		X
Policing in Action	X	X	X	X		X	X	X	X	X		X	X	X	X		X		X		X	X	X	X	X	X	X		X
Developing Reflecting on Policing Practice 1	X	X	X	X		X	X	X	X	X			X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Foundation Practice											X														X	X			

Level Five Curriculum Map of Modules Against Intended Outcomes of the Programme

Learning Outcome	A											B					C						D					
Module Title	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6
Developing and Reflecting on Policing Practice 2		X	X			X	X	X		X	X	X			X	X	X	X		X	X	X	X	X		X	X	X
Operational Policing 1		X	X			X	X	X							X		X	X		X	X	X	X	X	X		X	X
Criminal Law and Procedures for Police		X				X				X	X	X									X	X	X	X		X		X
Effective Decision Making when Policing	X		X				X			X		X			X	X	X			X	X	X	X	X		X	X	X
Criminology				X	X	X	X					X									X	X		X		X		X
Research Methods									X			X	X	X	X			X			X	X		X		X	X	X

Level Six Curriculum Map of Modules Against Intended Outcomes of the Programme

Learning Outcome	A									B					C						D					
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6
Control, Justice and Punishment	X	X	X	X	X	X			X	X	X	X			X	X		X			X	X			X	
Terrorism (Opt)	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X			X	X			X	
Policing Contemporary Communities	X	X	X	X	X		X	X	X	X	X	X			X	X		X			X	X			X	
Youth Justice (Opt)	X		X	X	X	X	X	X	X	X	X	X			X	X		X			X	X			X	
Constructing Guilt and Innocence (Opt)			X	X	X	X	X	X		X	X	X			X	X		X			X	X			X	
Multi-Agency Working in the Criminal Justice System (Opt)	X			X	x	X	X	X	X	X	X	X			X	X		X			X	X			X	
Operational Policing 2													X	X			X		X	X		X	X	X	X	X

Level Six (honours) Curriculum Map of Modules Against Intended Outcomes of the Programme

Learning Outcome	A				B				C		D			
	1	2	3	4	1	2	3	4	1	2	1	2	3	4
Developing and Reflecting on Policing Practice 3	x		x		x	x	x	x	x		X		x	x

21 Intended Learning Outcomes and Curriculum Matrix: BA (Hons) Police and Criminal Justice Studies

BA (Hons) Police and Criminal Justice Studies

<i>Knowledge and Understanding</i>				
	<i>Level 4 (Cert HE) HKIT only</i>	<i>Level 5 (Diploma HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>On completion of the level students will be able to</i>				
A1	Demonstrate knowledge of relevant legislation and codes of practice for policing crime.	Appraise approaches to working in community and custodial settings with people who have offended.	Critically examine the role of criminal justice agencies in maintaining social order and social control.	Critically explore criminal justice practice with communities and key stakeholders in the criminal justice process.
A2	Demonstrate knowledge of the theoretical underpinnings of equality and appropriate responses to diversity.	Compare and contrast punitive and rehabilitative approaches to crime.	Critically analyse the key concepts and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime and deviance.	Apply research skills to generate insight into criminological phenomenon.
A3	Reflect on own skills and performance in simulated police encounters.	Explore how crime is defined and criminal data is gathered.	Critically evaluate how crime and victimisation are constructed in the media and by agents and practices of crime control.	
A4	Understand and Justify application of police powers in simulated police encounters.	Compare and contrast criminological perspectives on crime.	Critically analyse and assess the significance of power in the criminal justice process and how power operate in complex networks to influence criminal justice processes and outcomes.	
A5	Demonstrate an understanding of their learning style and	Examine different offending behaviours and compare the	Critically explore relationships between complex social problems and crime with reference to	

<i>Knowledge and Understanding</i>				
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<i>On completion of the level students will be able to</i>				
	apply the conventions of academic writing.	policy responses to that behaviour.	criminological theory and empirical evidence.	
A6	Demonstrate an understanding of how ethical dilemmas may arise in policing and how values and ethics might inform policing practice.	Critically appraise the experiences of different groups in the Criminal Justice System.	Critically assess the significance and attention given to particular offenders in the Criminal Justice System.	
A7	Show understanding of the skills that are necessary to engage effectively with victims, suspect and key stakeholders in the CJS.	Distinguish legal responses, remedies and sentences and analyse how and why they are applied.	Critically analyse the emergence and construction of particular crimes.	
A8	Recognise the nature of the role of a Special Constable in policing practices.	Explore the history and contemporary nature of penal and rehabilitative practices and procedures.	Critically appraise and assess the possibility of effective multi-agency working in the Criminal Justice System.	
A9	Apply legal, procedural and inter-personal knowledge to routine police encounters.	Design research appropriately in relation to a specific problem.	Appraise the impact of socio political factors on constructions of crime and criminality.	
A10	Demonstrate an understanding of the role of agencies involved in the CJS and who may contribute to policing priorities.	Evaluate the nature and adequacy of quantitative and qualitative data.		
A11		Analyse and asses how the criminal justice process is applied to particular groups		

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<i>On completion of the level students will be able to</i>				
		and is applied to different offences.		

<i>Intellectual Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>Level 4 (Cert HE) HKIT only</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>B1</i>	Gather and present existing data.	Analyse and assess the merits of competing theories and explanations.	Analyse and assess the merits of competing theories and explanations.	Critically Assess and analyse data to arrive at a reasoned position.
<i>B2</i>	Present and structure ideas.	Design research appropriately in relation to a specific problem.	Analyse and interpret the values and viewpoint of others.	Present an extended argument in a logical way.
<i>B3</i>	Identify contradictions and dilemmas.	Evaluate the nature and adequacy of quantitative and qualitative data.	Construct a reasoned argument drawing on quantitative and qualitative data.	
<i>B4</i>	Identify and use sources of information.	Assess the ethical issues arising in criminal justice practice and in particular research situations.		
<i>B5</i>	Reflect on own performance and abilities in simulated police encounters.	Review and evaluate criminological evidence.		
<i>B6</i>		Develop a reasoned argument		

<i>Subject Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>Level 4 (Cert HE) HKIT only</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>C1</i>	Demonstrate Knowledge of police law and procedures.	Engage with and interrogate different perspectives on the Criminal Justice System and process.	Critically investigate the operation of power by, and in, the Criminal Justice System to act in a non-oppressive way.	Explore the complexities and challenges associated with delivering criminal justice.
<i>C2</i>	Ability to apply approaches that police employ in responding to diversity and hate crime.	Analyse, assess methodologically and communicate information about crime, victimisation and responses to crime and deviance.	Critically analyse, assess methodologically and communicate information and empirical research findings about crime, victimisation and responses to crime and deviance.	Reflect on own practice to avoid injustices and discrimination.
<i>C3</i>	Understand the experience of crime and victimisation.	Identify a range of different strategies and methods and use appropriate research tools in relation to investigating a critical issue in the Criminal Justice System.	Evaluate responses to crime and criminal behaviours , including representations of these in criminal, social, and civic domains.	
<i>C4</i>	Understand the structure and organisation of Policing.	Present a reasoned argument backed with empirical data		
<i>C5</i>	Use relevant terminology and classifications that obtain in policing and criminal law.	Analyses the causes of crime and appropriate responses to offending behaviour.		
<i>C6</i>	Apply legal and theoretical approaches in simulated encounters to managing people and critical situations/incidents.	Recognise the principles of anti-oppressive practice.		

<i>Practical, Professional and Employability Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>Level 4 (Cert HE) HKIT</i>	<i>Level 5 (Dip HE)</i>	<i>Level 6 (BA Ord)</i>	<i>Level 6 Honours Degree</i>
<i>D1</i>	Demonstrate written, verbal, presentation, information technology (handling), and team working skills.	Work within a framework where there are competing priorities and values and manage the tensions to advocate for a particular understanding over others.	Retrieve, assess and, critically evaluate information from a wide range of academic and 'grey' sources.	Retrieve, assess and, critically evaluate information from a wide range of academic sources.
<i>D2</i>	Demonstrate the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.	Work to tight deadlines to produce work of the required standard, overcoming barriers in the learning process.	Show advanced skills around time management and independent learning.	Evidence advanced skills around time management and independent learning.
<i>D3</i>	Evidence skills around time management and independent learning.	Act with honesty and Integrity at all times.	Work independently as an autonomous professional.	Developed abilities to critically reflect on and develop their own performance.
<i>D4</i>	Function effectively as a member of a group.	Synthesise and present competing and complex information.		
<i>D5</i>	Evaluate own strengths and weaknesses.	Apply ethical codes of practice to their own research intentions.		
<i>D6</i>	Apply given approaches to a range of problem solving tasks.	Work as a semi-independent learner.		

Curriculum Matrix: BA (Hons) Police and Criminal Justice Studies

Level Four Curriculum Map of Modules Against Intended Outcomes of the Programme																													
Learning Outcome	A											B					C						D						
Module Title	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	
Studying in Higher Education					X							X	X		X									X	X	X	X	X	
Responding to diversity	X	X	X	X		X	X	X	X	X			X	X	X		X		X		X	X		X	X	X	X	X	X
Police Law	X		X	X		X	X	X				X	X	X	X		X	X	X		X	X		X	X	X	X	X	X
Investigating Crime	X		X	X		X	X	X	X	X		X	X	X	X		X		X		X	X		X	X	X	X	X	X
Policing in Action	X	X	X	X		X	X	X	X	X		X	X	X	X		X		X		X	X		X	X	X	X	X	X
Developing Reflecting on Policing Practice 1	X	X	X	X		X	X	X	X	X			X	X	X	X	X		X	X	X	X		X	X	X	X	X	X

Level Five Curriculum Map of Modules Against Intended Outcomes of the Programme⁴

Learning Outcome	A											B						C						D					
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Working in custodial and community settings with people who offend	X	X			X		X	X			X	X		X	X		X	X	X		X	X	X	X	X	X	X		X
Criminal law and criminal justice process		X			X		X				X			X			X	X	X		X	X	X	X	X	X	X		X
Crime and Criminal behaviour	X	X			X	X	X					X		X			X	X	X		X	X	X	X	X	X	X		X
Criminology		X	X	X			X				X	X		X		X	X	X		X	X	X	X	X	X	X	X		X
Social difference and Inequality						X	X				X	X		X	X		X	X	X		X	X	X	X	X	X	X		X
Research methods									X	X		X	X	X	X		X			X	X		X	X	X	X	X	X	X

Level Six Curriculum Map of Modules Against Intended Outcomes of the Programme

Learning Outcome	A									B			C			D		
	1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	1	2	3
Control, Justice and Punishment	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
Terrorism (Opt)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Policing Contemporary Communities (Opt)	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Youth Justice (Opt)	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Constructing Guilt and Innocence (Opt)			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Multi-Agency Working in the Criminal Justice System (Opt)	X			X	x	X	X	X	X	X	X	X	X	X	X	X	X	X

Level Six (Honours) Curriculum Map of Modules Against Intended Outcomes of the Programme

Learning Outcome	A		B		C		D		
	1	2	1	2	1	2	1	2	3
Research Project	X	X	X	X	X	X	X	X	X

22 Learning and Teaching strategy

The programme team will strive to develop a stimulating learning environment which is responsive to student need and their developing abilities. The mode of delivery during most modules, therefore, will be varied to include individual lectures, demonstrations, guest lectures, peer presentations and visits. Increasing use will be made of Moodle- the University's VLE as the students become more independent learners. Whilst each module will be supported by a space within Moodle wherein additional reading will be added and discussions encouraged, during the programme existing online modules from the BA (Hons) Criminology and Criminal Justice programme are incorporated into the BA (Hons) Policing and BA (Hons) Police and Criminal Justice programmes to form part of the curriculum. Learning is supported in these modules through a wraparound approach wherein text is interspersed with web links and audio/visual material. Discussion are encouraged via synchronous and asynchronous online discussions and the module supported by two face to face seminars at weeks 3 and 7 of delivery.

Reflective Practice Learning on the BA (Hons) Policing

At level 4, 5 and 6, BA (Hons) Policing students are encouraged to develop as practitioners through engaging in reflective practice.

At level 4 this occurs as part of the "Developing and Reflecting on Policing Practice 1" module. As part of this module, students will explore models for reflective practice and use this knowledge to identify their strengths and areas for improvement in terms of key skills for policing. During this module students will reflect on the process of applying to become a Special Constable, and their development of the key skills required for that role and the practical and social implications of seeking attestation.

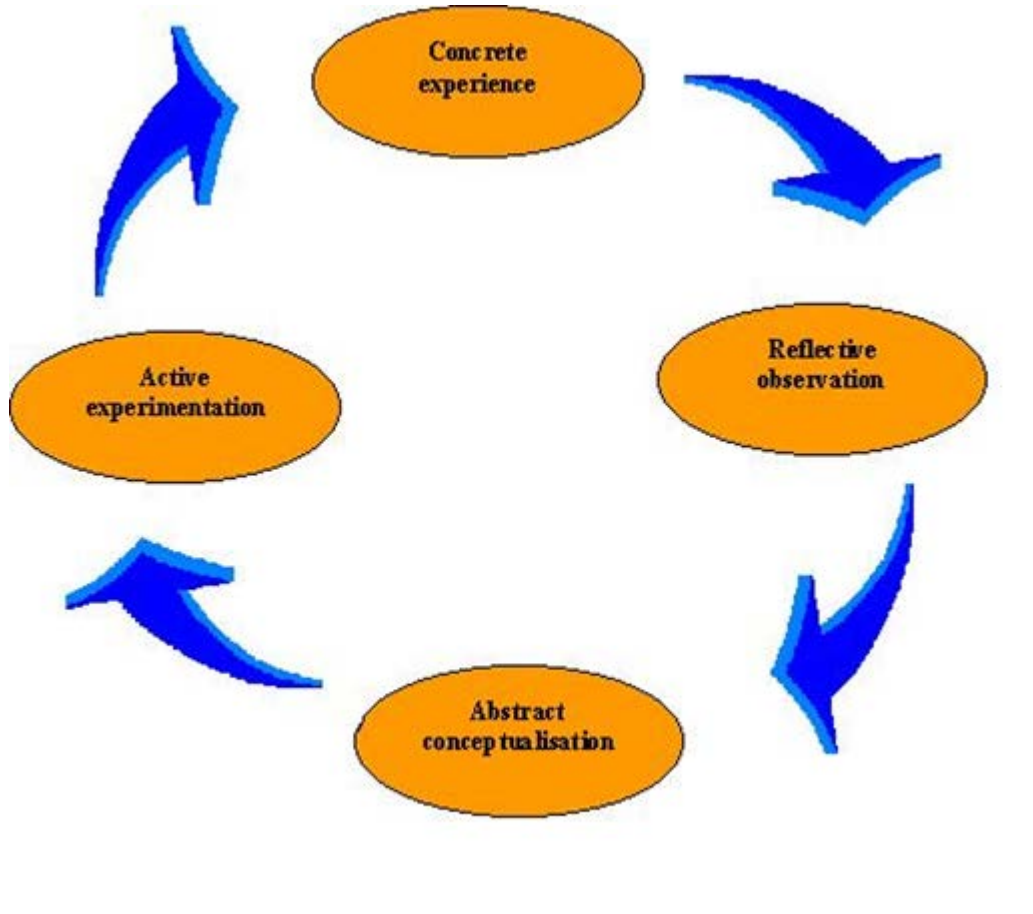
At level 5, students on the BA (Hons) Policing are Attested as Special Constables and engaged in reflecting on their practice both in the classroom and during periods of Accompanied Patrol with a more experienced Police Constable. Thereafter they are encouraged to continue reflecting on the process of applying law and theory to practice during a 10 week period engaging in intensive Accompanied Patrol and additional skills training with NWP.

At level 6, students have been passed 'Fit for Independent Patrol' and are engaging in no less than 16 hours of Independent patrol per month. During this level, they are engaged in reflecting on practice as they undertake a knowledge and skills assessment of their own performance and then undertake research into best practice or performance in that area.

As part of the process of developing the PEQF, The College of Policing has identified level 6 as an appropriate reflection of the current demand on Regular and Special Constables in terms of application of knowledge to practice and the potential for learning. This is because policing has become a more complex activity and use of discretion and correct application of law is more important than ever. Policing increasingly requires officers of all ranks to think critically, reflect and deliberate effectively, exercise judgement, work with a high degree of autonomy, communicate effectively and make decisions independently (College of Policing 2016)⁵.

⁵ College of Policing (2016) Policing Education Qualifications Framework: consultation 2 February to 29 March 2016)

A number of reflective practice models exist which may be used to facilitate reflective learning and students may draw on which module they find most helpful. One model, however, is by David Kolb:



David Kolb's theory about how people learn could form the basis for learning during operational patrols and assessment while students are undertaking associated "reflecting on" modules. Kolb suggests the process of learning takes place through several stages. This begins when people have concrete experiences. During and after the experience people observe and reflect upon what is going on. This may be done consciously or unconsciously but when reflection is an unconscious activity, people may have difficulty in identifying how and why things worked out as they did and what they have learned. As a result of a more formal process of looking (observation) and thinking (reflection) students can, however, learn about the impact of existing skills, knowledge and attitudes and make amendments. Thereafter these amendments may be tested and the learning cycle may continue. People learn best, therefore, when they are engaged in a formal process which requires them to:

1. Describe the concrete experience
 - What did I do? For how long?
 - How many other people were involved?
 - Why did I do it? What were my aims?
2. Observe and reflect
 - What did I notice about what is going on?

- What were the patterns? Differences? Similarities?
 - What worked for me? What didn't? Why?
 - What did I change about the way I did things?
3. Consider what theories, ideas and skills they drew on
- What theories, ideas did I develop? How and why?
 - What skills did I practise?
 - What explanations could I give for what happened?
 - What can I say about what happened?
 - How do the theories, ideas apply in this and other situations?
4. Testing theories, ideas and skills in new situations
- Would my knowledge be useful in other situations?
 - How has my understanding of theories and ideas developed
 - Which theories, ideas or skills have I developed that would be useful in other situations?

The 'Developing and Reflecting on' modules, will encourage ongoing consideration of the learning that is taking place and how this can be connected to existing and new theory and taken forward to inform future practice.

Blended Learning

At levels, 4, 5 and 6, and particularly for those students opting or defaulting to the Police and Criminal Justice Studies route, use is made of the University VLE and online modules already validated and delivered within the existing BA (Hons) Criminology and Criminal Justice degree. A blended approach to learning is a strategy commended by the Higher Education Academy (formerly LTSN Generic Centre) which formed a group to look at learning environments and pedagogy (LEAP). As a result of analysing 14 case studies from seven Universities and considering how pedagogies using virtual learning environments (VLEs) were being deployed, they concluded that VLEs can support students' learning, encourage independence, developing confidence in the use of ICT and application and sharing of knowledge and understanding.

In designing the online modules the original development team took cognisance of the work of the Quality Assurance Agency and its 2010 Guidelines on the Quality Assurance of Distance Learning, Part A Section 2 of which concerns itself with good practice in Collaborative Provision and Flexible and Distributed Learning (including e-learning). The fundamentals of contemporary good practice in education and learning are the same whether the education and learning takes place in the classroom, at a distance through correspondence or in the virtual world of the World Wide Web. It is worth stating therefore that e-learning is not inherently any more or less capable of providing good educational experiences and developing criticality than classroom based or distance learning based courses. Much depends on how the opportunities associated with a learning medium are exploited but that being said, the physical environment within which such learning takes place has a very powerful influence on what is achievable. Like most online courses this programme adopts what may be described as a 'wrap around' approach to education. Lecture content and support in understanding that material is offered online and learning is 'wrapped' by activities such as on-line asynchronous discussions and real time synchronous exchanges which involve providing links to additional educational resources and critical commentaries. Learning is facilitated by students being required to consider the implications of

knowledge to their particular in context. Students are engaged in the e-learning process both within and outside of Moodle. They have access to twitter and Facebook accounts run by one of the criminal justice staff that seeks to keep students up to date with criminal justice developments. As a routine part of most modules they are encouraged to register with relevant authorities (e.g. YJB, Ministry of Justice) to receive news updates. Extensive e-mail communications between staff, students and each other is also a regular part of the learning and peer support process. The e-learning approach allows students who may be geographically dispersed to come together and share experiences and knowledge and provide support and encouragement for each other. The range of activity afforded through the wrap around approach supports learning across a range of learning styles. Honey and Mumford's (1986) activists are exposed to a range of activities and provided with opportunities to "bounce ideas" off others using the communication affordances of the VLE. Pragmatists are integrated into a virtual environment and theorists are able to use the delayed nature of online interaction to explore links between ideas and situations. Finally reflectors benefit from the time to think built into networked learning and the ability to revisit archived discussions and debates.

The programme team delivering the online modules (the criminology and criminal justice team) have over ten years' experience in delivering blended learning and have developed strategies for encouraging and facilitating engagement with VLEs. These strategies include equating 'making a contribution' with attendance, monitoring online attendance and liaising with any student whose online contributions tail off, monitoring and commenting extensively to online discussions to provide feedback to students, and placing time limits on engaging with online lectures to encourage students to manage their time.

23 Work based/placement learning statement

Each Police Service Area has a Special Constabulary Training and Development Programme for the purpose of developing Special Constable competencies to the point that they are assessed as being 'Fit for Independent Patrol'. Thereafter further training and demonstration of competency is subject to clearly defined statutory requirements and subject to regular professional body scrutiny. The national implementation and delivery of Special and Regular Constable Initial Learning programmes is quality assured via the Quality Assurance Scheme for Training, Learning and Development in the Police Service (PSQA).

The Police Service Quality Assurance scheme (PSQA) is an all-embracing quality assurance scheme, comprising a single framework with multi-functional capabilities to meet a range of needs. It provides a facility for assessing quality and supporting continuous improvement, across local and national products, functions and business areas in all Police Services and wider law enforcement organisations. The framework also caters for approval/compliance of specialist areas of learning. The scheme is based upon a devolved, model of responsibility for quality assurance underpinned by national requirements, guidance, support and advice.

Providers have access to the Quality Assurance Management Systems (QAMS) to self-assess their learning and professional development activities, following a logical learning and professional development cycle. From QAMS management reports can be produced to inform business planning, risk management, decision making at local level.

The overall purpose of the scheme is to support and promote quality and consistency throughout learning and professional development. The framework seeks to ensure that nationally agreed standards are applied and adhered to, supported by a cycle of improvement. A key element of the scheme is the use of the framework as a performance management tool; the scheme provides a structure for managers to ensure that learning and professional development is identified, designed, delivered and evaluated in an efficient and effective way, contributing to organisational and operational performance.

In accordance with the regulations this programme is exempt from the work-based/placement learning statement requirements.

Management of Work based Learning

The vast majority of the BA (Hons) Policing is taught on the University campus in Wrexham. Certain elements of the BA (Hons) Policing, however, and particularly at level 4 (e.g. the 'Foundation Practice' module) may have to be delivered from NWP offices in St Asaph or Colwyn Bay. When this need arises, students are responsible for making the arrangements and all costs associated with travel to these locations.

Special Constables are unpaid. However, travelling expenses and other 'out-of-pocket' expenses that are incurred during duties as a Special Constable may be reimbursed by NWP.

Consideration is given to postings. Whilst there can be no guarantee in relation to where a student may be deployed, most Special Constables are deployed or choose to work, within their own community or the next town/village.

Level 4: Foundation Practice- leading to Attestation

To recap, students accepted into the special constabulary will, at level 4, undertake an 18 day Foundation Practice module which builds on NWP's special constabulary induction and initial training programme (IL4SC). The activities which typically form part of induction include: introductions to the force/service areas by higher management staff, tours of facilities and resources, health and safety, first aid, personal safety, knowledge and practice application of knowledge in relation to the key initial activity for a Special Constable:

Level 5: Operational Practice 1: Progressing from Accompanied Patrol to Independent Patrol

Following on from attestation students accepted onto the BA (Hons) Policing begin supervised patrol. At the end of level 5 they also undertake a compressed 10 week practice based module during which they will engage in more real world policing activity under the supervision of a Regular or experienced Special Constable. Over this ten week period, students will be assessed in terms of the fitness for Independent Patrol.

Level 6: Operational Practice 2: Independent Patrol

At level 6, students will be engaged in Independent Patrol. They will therefore be expected to undertake a minimum of 16 hours of police duty per month. During this time, they will gather evidence of competency against the NOS of a Regular Police Constable. They will be line managed within the Special Constabulary administrative structure and subject to performance review processes. A1/A2 assessors within North Wales Police are employed for the task of verifying NOS competencies.

Because Attestation at level 4 is a requirement to engage in Accompanied Patrol at level 5 and being assessed as 'fit for Independent patrol' at level 5, is a requirement for engaging in Independent Patrol at level 6, it is not possible to trail practice modules into levels 5 and 6. Thus each module is associated with only one opportunity to retrieve a fail mark.

Students who do not pass Operational Policing 2 at level 6 by the point of assessment and re-assessment, however, will be allowed one further attempt over the next resit period.

24 Welsh Medium Provision

North Wales Police require all of its staff to meet set minimum standards in Welsh language ability and to show this level of proficiency at the assessment centre. To this end, all students applying for a Special Constable role in North Wales will be provided with an opportunity to develop their Welsh language skills before the Assessment centre stage. North Wales Police will make available to all new students its 'Introduction to Welsh' CD 1 and 2 in order to assist students to obtain this level of proficiency. All students at Glyndŵr University have free access to a range of Welsh language learning classes run at the Second Language Learning Centre and students are encouraged to access these courses as part of their personal development.

At the programme level, students will be offered the opportunity to submit assessed work in Welsh or English (Wrexham students only). When this is in relation to a subject area the Welsh speaking staff member cannot assess, arrangements are made for the work to be translated before being marked.

Application forms received in Welsh can be processed in Welsh and any necessary interviews can also be conducted through the medium of Welsh. A focus on equal opportunities and Anti-Discriminatory Practice is embedded into the programme and so linguistic matters may be addressed on an on-going basis in most of the formal meetings and processes of the programme as well as in individual essays and modules involving students. It will be possible to assign students to a Welsh speaking mentor/supervisor during the level 5 'Operational Policing 1' module.

25 Assessment strategy

Assessment is carried out in accordance with Glyndŵr University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees.

Opportunities for formative assessments will feature regularly at level 4 in order that students can gauge their own benchmarks and plot their own progress. These will include short pieces of writing and on-line exercises. Levels 5 and 6 will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations. The range of summative assessments has been designed to encompass rigorous academic requirements and also to accommodate individual differences in preferred learning style. Consequently there is a mix of essays, on-line multiple-choice tests, reports of practical exercises, and oral presentations.

Assignments are set in advance and provided to students in module handbooks and marked and returned by e-mail with students being given both electronic and verbal feedback on all assessments within an appropriate timescale determined by University regulations. Assessment criteria are published in the student programme handbook issued at the beginning of the academic year, and are drawn from published good practice guidelines.

In order to maintain an approach where students can develop their own interests and refer to their own experiences many assignment questions can be answered from different perspectives. However the design of the assessment task (outlined in further detail in the module specification) will ensure that the learning outcomes will be met, therefore within a cohort of students there may be several approaches to a single question.

Each level entails a similar amount of work from students in terms of the number and lengths of assessment tasks, but the content will become increasingly demanding to reflect the developing complexity of material at each stage.

The assessment strategy focusses on assessing achievement in meeting the academic learning outcomes of the programme but with a view, especially at levels 4 and 5 to preparing students for the workplace.

Assessment Details and Loadings				
Level	Programme	Module Code & Title	Assessment Type and weighting	Assessment loading
4	BA (Hons) Policing and level 4 of BA (Hons) Policing and Criminal Justice Studies at HKIT	SOC469 Studying in Higher Education	<ul style="list-style-type: none"> Online Test 	100%
		SOC470 Responding to Diversity	<ul style="list-style-type: none"> Case Study Practice Role Play 	80% 20%
		SOC471 Police Law	<ul style="list-style-type: none"> Multiple Choice Exam Role Play 	80% 20%
		SOC472 Investigating Crime	<ul style="list-style-type: none"> Case Study Sudden Death role play Managing Witness role Play 	60% 20% 20%
		SOC473 Policing in Action	<ul style="list-style-type: none"> Essay Role Play 	80% 20%
		SOC474 Developing and Reflecting on Policing Practice 1	<ul style="list-style-type: none"> Agency profile Reflective Logs 	40% 60%
		SOC475 Foundation Practice	<ul style="list-style-type: none"> Police assessment Inc. CKP exam 	100%
5	BA (Hons) Policing	SOC567 Developing and Reflecting on Policing Practice 2	<ul style="list-style-type: none"> PSA prolife Summative Reflective Practice logs 	20% 80%
		SOC568 Operational Policing 1	<ul style="list-style-type: none"> PDP 	100%
		SOC569 Criminal Law and Procedures for Police	<ul style="list-style-type: none"> Exam Essay 	50% 50%
		SOC570 Effective Decision Making When Policing	<ul style="list-style-type: none"> Reflective Portfolio 	100%
		SOC563 Criminology	<ul style="list-style-type: none"> Exam 	100%
		SOC562 Research Methods	<ul style="list-style-type: none"> Research proposal 	100%
	BA (Hons) Police and Criminal Justice Studies	SOC519 Social Difference and Inequality	<ul style="list-style-type: none"> Poster Commentary 	50% 50%
		SOC571 Working in Custodial and Community settings with People Who have offended	<ul style="list-style-type: none"> Essay 	100%
		SOC572 Crime and Criminal Behaviour	<ul style="list-style-type: none"> Presentation Essay 	25% 75%
		SOC563 Criminology	<ul style="list-style-type: none"> Exam 	100%
		SOC564 Criminal Law and the Criminal Justice Process	<ul style="list-style-type: none"> Exam 	100%
		SOC562 Research Methods	<ul style="list-style-type: none"> Research Proposal 	100%

6	BA (Hons) Policing	SOC668 Developing and Reflecting on Policing Practice 3	<ul style="list-style-type: none"> • Reflective Research Project 	100%
		SOC669 Operational Policing 2	<ul style="list-style-type: none"> • NOS assessment 	100%
	BA (Hons) Police and Criminal Justice Studies	SOC663 Research Project	<ul style="list-style-type: none"> • Research Project 	100%
	BA (Hons) Policing	POL605 Policing Contemporary Communities	<ul style="list-style-type: none"> • Essay 	100%
		SOC661 Control, Justice and Punishment	<ul style="list-style-type: none"> • Essay 	100%
		SOC667 Terrorism	<ul style="list-style-type: none"> • Essay • Poster 	75% 25%
	And	SOC662 Multi-Agency Working in the Criminal Justice System	<ul style="list-style-type: none"> • Case Study 	100%
	BA (Hons) Police and Criminal Justice Studies	SOC660 Youth Justice	<ul style="list-style-type: none"> • Exam 	100%
		SOC664 Constructing Guilt and Innocence	<ul style="list-style-type: none"> • Essay 	100%

26 Assessment regulations

The programme accords with Glyndŵr University's Regulations for Initial Undergraduate Modular Bachelor Degrees, Diplomas and Certificates and Foundation Degrees.

Practice assessments at level 4, 5 and 6 are made by Police Staff in accordance with specific criteria associated with their Quality Assurance Management Systems (QAMS).

Derogations

Only two assessment attempts apply to the modules Foundation Practice (level 4) and Operational Policing 1 (level 5). Students may not trail these modules into level 5 and 6 respectively and so each is associated with only one opportunity to retrieve a failed mark.

Non-credit bearing assessment

There are three non-credit bearing assessments, one linked to each practice opportunities at levels 4, 5 and 6.

Borderline classifications (for undergraduate programmes only)

The level 6 "Developing and Reflecting on Policing Practice 3" and the "Research Project" are designated as the Borderline Modules for the BA (Hons) Policing and BA (Hons) Police and Criminal Justice Studies Programmes respectively. That is to say, the marks for these 40 credit modules would be used in determining the degree classification in borderline cases at Assessment Board. In considering borderline cases, the Assessment Board shall raise the classification to the next level if the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules have been passed at the first attempt
- The "Developing and Reflecting on Policing Practice 3" or "Research Project" module mark is in the higher classification

27 Programme Management

Programme leader

Dr Iolo Madoc-Jones

Dr T M Yu (BA (Hons) Police and Criminal Justice Studies at HKIT)

Programme team

2x Police Staff

2x Lecturer/Senior Lecturer in Policing

There are four tiers of management of the programme; the Programme Management Board (PMB), Programme Leader, Year Tutors, and Module Leaders.

The Programme Management Board

The PMB will meet three times a year and consider all aspects of overall management of the programme and issues to do with the relationship between the University and NWP. Its membership includes the Programme Leader, two other programme team representatives and Police representatives.

The PMB's terms of reference are:

- To monitor the overall quality and performance of the programme;
- To support and enable the delivery team to manage quality of both academic and practice opportunities on the programme;
- To receive and act upon a range of reports which evaluate the work of different elements of the programme (Annual Monitoring Report (AMR), Student Voice Forums, external examiner reports)
- To have responsibility for overseeing the production, review and refinement of the AMR and CKP(equivalence)/CoP accreditation
- To consider and advise the teaching team and partner agencies on external developments in relation to professional development and education of students undertaking the programme;

In broad outline, the Programme Leader holds a strategic overview and oversees the mechanics of delivery, Module Leaders deal with the specific requirements of their modules.

Programme Leader: Dr Iolo Madoc-Jones

Overall management of the programme rests with the Programme Leader who is responsible for:

- Ensuring that the programme runs smoothly and cost effectively including identification of module leaders when vacancies arise;
- Organising and chairing programme meetings;
- Implementing University policies and processes related to aspects of quality enhancement for the programmes;
- Working with the programme team on curriculum development;
- Collating programme information and producing reports etc. for various boards e.g. AMR;
- Leading on programme review, development and validation;
- Arranging peer review of teaching;
- Dealing with 'student issues' such as extenuating circumstances, extensions and student concerns;
- Promoting and marketing the programme with the programme team;

- Liaising with the Student Programmes Centre over arrangements for assessment boards and liaising with the external examiners;
- Organising Student Voice Forum meetings.

In discharging these responsibilities the Programme leader will work closely with the Programme Management Board.

Module Leaders (Wrexham campus):

Police Programme Team
 2x Police Staff
 2x Lecturer/Senior Lecturer in Policing

- Contributions from Criminology and Criminal Justice Programme Team

Dr Sarah Dubberley
 Dr Karen Washington-Dyer
 Dr Caroline Hughes
 Dr Caro Gorden

The responsibilities of Module Leaders are broadly to ensure that their module is delivered to the best possible standard i.e.:

- Developing the scheme of work for the module;
- Liaising with the Programme Leader over management and delivery of module – timetabling, booking rooms, arranging speakers etc.;
- Preparing the module handbook;
- Providing academic support for students in completion of assessments;
- Arranging marking and moderation for the module in discussion with the Programme Leader;
- Evaluating the module and forwarding results to the Programme Leader;
- Making staff development needs known to the Programme Leader.

Quality Management

Quality assurance mechanisms are well established at University level. At programme level, these are invoked via programme team meetings, assessment boards, and the annual monitoring report. This is overseen by the Academic Subject Board held twice a year, which is responsible for the management of academic quality and standards within Academic Schools.

Student feedback is sought through the Student Voice Forum which meets three times each year, twice in trimester 1 (week 6 and at the end of the trimester), and once in trimester 2. The committee includes the programme leader, module tutors, and student representatives from all three years, administration and a chair from another programme in the University. Its role and function is:

- To provide a forum for students and staff to discuss all issues pertinent to the course;
- To enable agency representatives to be aware of the specific course issues which affect students;
- To feed into the PMB, AMR and Annual Monitoring;
- The group will meet a minimum of three times a year.

Above this, quality is assured through module feedback mechanisms e.g. SEM (Student Evaluation of Modules) questionnaires (this is carried out electronically via Survey Monkey). Actions will be reported back to students via Moodle and programme notice boards.

An external examiner will be appointed to scrutinise the quality of the programme delivery and assessment and to ensure that the standards achieved at Glyndŵr University are comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required.

The Assessment and Award Board will meet twice annually (June/September) to consider the assessment results and consider feedback from External Examiners on the progress and development of the programme.

Problem Management

Special Constables are appointed by, are under the direction and control of, and subject to dismissal by the Chief Constable. Special Constables have the same authority and bear the same responsibilities as Regular Police Constables. They are therefore also subject to the Police (Conduct) Regulations 2008 and Police (Performance) Regulations 2008. Special Constables who are alleged to have breached the Code of Conduct will be dealt with under the Police (Conduct) Regulations and North Wales Police or any other Police Service Area will make available to students the force/service's police officer discipline policy.

Glyndŵr University also has a code of conduct for students and processes to deal with concerns about "Suitability to Practice". Students will be directed towards these policies during the induction process into the University.

Police staff, University staff and students themselves need to feel confident about raising concerns at an early point when they emerge and without waiting until they escalate to the point that formal proceedings are implemented.

Where behaviour (or a pattern of behaviours) cannot be addressed and resolved through the usual informal and formal learning processes, it may be beneficial to convene a 'Problem Management Meeting'.

The Problem Management Meeting

A problem management meeting may be convened by Police staff, University staff or students in a number of scenarios. Examples might include:

- Concerns by the student over practice related issues
- Concerns by the police about a student's behaviour e.g. on social media or campus

The purpose of this meeting is:

- to gather accurate information
- to identify the concern(s)
- to separate fact from opinion
- to make decisions regarding an appropriate level of action to remedy concerns
- to make decisions regarding referral to any University Regulations or Procedures
- to make decisions regarding referral to any agency procedures

In terms of status, this meeting is informal, and by dint of that it would normally precede any referral to the formal Stages of any police or University procedures.

The philosophy and ethos of this meeting would be to harmonise the student's rights and the police service's needs. It is anticipated that the following people need to be present at a Problem Management Meeting:

- Student
- University Tutor
- Police staff member

A formal record will be made of any Problem Management Meetings. Items for discussions would include:

- What are the concerns?
- Who is expressing them and why?
- What is the student's response?
- What is the agency response?
- Other views expressed
- What action(s) are required?

Managing Suitability to Practice

In most cases where serious concerns arise about a student's progress the police will instigate its own procedures which deal with the suspension and dismissal of an individual who has been attested as a Special Constable.

Alternatively the programme adopts Glyndŵr University's suitability to practice procedure in managing suitability to practice.

Research and scholarship activity

Staff at Glyndŵr University are encouraged to be research active and to engage in consultancy, research and writing for publication around their teaching interests and expertise. To this end staff are associated with one of the University's research centres and enjoy access to an infrastructure that can support scholarly activity.

28 Learning Support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- Disability Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Programme specific support for students

When possible, the team operate an 'open door' policy but always offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. The programme benefits from a full time dedicated administrator who is available during normal office hours if teaching staff are unavailable.

Personal Tutor

Every student will be assigned a Personal Tutor (PT) whose predominant task is academic support. PTs are allocated to students in induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PTs at any time without question. This might arise for instance if a student with aspirations to study a particular area became aware of an

individual team member having expertise in that area. If tutors feel students would benefit from additional support then they may signpost students onwards.

Module tutors will have a role to play in academic support. They will be expected to identify and monitor students' formative and summative assessed work. They will also be expected to identify and monitor general attendance, motivation and academic conduct.

Module leaders may offer academic support in small tutorial groups and on an individual basis but in practice, given the size of classes at Glyndŵr University, this support is provided in class. Additional one to one or group sessions can be arranged to support particular needs.

29 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

NWP operates under the auspices of an Equality Strategy that commits the service to have due regard to the need to eliminate discrimination, harassment, victimization and any other conduct that is prohibited by the Equality Act. When recruiting, Police Service Areas assess whether applicants can fulfil the needs of the job (making reasonable adjustments where possible). A commitment to provide equality of opportunity, and to ensure Police staff represent the communities they service, informs police recruitment practices.

Equal Opportunities Statement

The pursuit of equal opportunities in all aspects of the programme is a central tenet.

The programme team recognises that unfair discrimination arising from disability, race, ethnic origin, cultural background, class, religion, creed, language, poverty, age, gender and sexual orientation are regrettably commonplace in British society. This programme will actively seek to combat attitudes, ideas and practices, which contribute to injustice and disadvantage.

All relevant programme literature will highlight the importance ascribed by the University and NWP to tackling unfair discrimination. All those concerned with admissions and retention on the programme will be made aware of the potential needs of students and of strategies available to provide for these needs.

The programme curriculum and philosophy will establish and develop the basis for an anti-discriminatory practice by ensuring that all students develop an awareness of the inter-relationship between individual and structural oppression; understand and counteract the impact of stigma and discrimination and recognise the need for and seek to promote policies and practices which are non-discriminatory and anti-oppressive. All

participants in the programme will be made aware that any form of discriminatory behaviour will not be accepted or condoned by the programme providers.

Equality of opportunity also applies to student life at Glyndŵr University, as well as the curriculum and course philosophy. Students will be treated fairly and with respect at all times. Racial, sexual or other forms of discrimination or harassment will not be tolerated. Students who feel that they are being discriminated against should raise the issue with their personal tutor or any member of the staff team. Alternatively, the Students' Union the student counsellor or one of the student representatives may be called upon for advice or support. No student should feel that he or she has to tolerate unfair or oppressive treatment.