	Programme Specification	

1	**Awarding Institution/Body**	Leeds City College
2	**Delivery Location(s)**	University Centre
3	**Programme Externally Accredited by (e.g. PSRB)**	None
4	**Award Title(s)**	Foundation Degree Policing Certificate of Higher Education
5	**FHEQ Level**	5
6	**Bologna Cycle**	First cycle
7	**HECoS Code and Description**	100486 - The study of forensic investigative skills, knowledge of criminal and other related law, appreciation of mental health and wider understanding of the social context in which policing is conducted.
8	**Mode of Attendance** *[full-time or part-time]*	Full time and part time
9	**Relevant QAA Subject Benchmarking Group(s)**	None available for Policing therefore we have considered Criminology 2014 and Law 2015.
10	**Relevant Additional External Reference Points**	National Policing Curriculum Policing Education Qualifications Framework: Police Constable Degree Apprenticeship Standards
11	**Date of Approval/ Revision**	March 2019
12	**Criteria for Admission to the Programme**	

Foundation Degree Entry Criteria

	Typical offer	Minimum Offer
A Levels:	2xD grades	1xE grade
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade	PP, PPP grade or a Subsidiary Diploma with an E grade

	Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit	Overall pass with 60 credits
	GCSE English:	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	Students who do not possess English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) will be expected to enrol on an appropriate GCSE programme alongside and complete by the end of the Foundation Degree.
	GCSE Maths:	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	Students who do not possess Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) will be expected to enrol on an appropriate GCSE programme alongside and complete by the end of the Foundation Degree.
	IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
	International qualifications:	International qualifications will be assessed against these criteria	
	Mature applicants:	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *2*1 years and over at the start of the course*	
	APL claims:	The course structure actively supports claims for Accreditation of Prior Certified Learning (APL).	
	Additional Requirements for Part Time provision:	Applicants for the part-time mode of study must be currently in employment.	
13	**Educational Aims of the Programme**		

The Foundation Degree in Policing is designed to ensure that students cover a broad range of modules, which will equip them for employment in the Police or related criminal agencies. This course has been designed to meet the demand for degree-qualified professionals who wish to join the police under the new recruitment criteria. Students are provided with the underpinning knowledge and expertise either to progress into employment or to continue their studies on the BA (Hons) Top-up degree.

14	**Learning Outcomes**
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:

	Knowledge and Understanding	
	K1	Demonstrate a detailed knowledge of the principles, policies and procedures relevant to policing.
	K2	Critically analyse and evaluate the main roles, institutions, principles and theories within policing.
	K3	Demonstrate a detailed knowledge of the contemporary debates applicable to policing.

	Cognitive/Intellectual Skills	
	C1	Interpret, analyse and apply principles and theories to problems within policing.
	C2	Construct logical and coherent arguments supported by relevant principles.
	C3	Demonstrate the ability to gather and evaluate different forms of data/information from a variety of sources.
	C4	Demonstrate intellectual flexibility and openness to new ideas in relation to policing.

	Practical/Professional Skills	
	P1	Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques, approaches and skills associated with policing.
	P2	Develop autonomy and independence with a limited need for supervision.

	Key Transferable Skills	
	T1	Demonstrate the ability to methodically reflect on performance and the ability to effectively propose personal improvement.
	T2	Demonstrate the ability to work within a team sharing skills and knowledge.
	T3	Communicate clearly and fluently in a style appropriate to the assessment, including evidence of the relevant academic and/or personal skills.

15	**Key Learning & Teaching Strategy Methods**
	A range of teaching and learning methods are employed as appropriate to the level and topic to develop the required knowledge base and skills base.
	Whole cohort lecture sessions will be predominantly used to deliver information and develop students' knowledge and understanding of policing theory, principles and policies being covered. These sessions will often be used to introduce new topics and consolidate main principles and may be supplemented through on-line materials and activities on the VLE. The content of lectures will be reinforced by a variety of methods, for example, students will be expected to supplement lectures by additional reading, research and preparation for seminars. Different modules utilise different combinations of these methods. Lectures provide an overview framework of the area of study and of the key issues and arguments. The knowledge base is then further developed through directed and self-directed reading of primary and secondary source materials. The knowledge will only form part of the 3 hour delivery session. Information will be given in small sections and will be consolidated through different activities within the classroom. These activities may include; group discussion, case study and scenario application in small groups or pairs, quizzes, practical activities such as demonstrating stop and search or roleplay of questioning a suspect, court visits to understand the criminal justice system and skills based tasks such as small presentations.

Seminars provide an opportunity to test knowledge and understanding of key substantive areas and clarify any areas of uncertainty. In seminars, students build on the knowledge and understanding acquired in lectures and develop their skills of analysis and critical evaluation. They are intended to extend the students and allow them to progressively develop their ability to analyse, evaluate and apply in a variety of different ways. Seminars will also provide the opportunity to develop a number of other skills depending on the module and the exercises undertaken. They may work in teams in tackling problem-solving activities, they may present their work to the group orally or peer review a colleague's. Some of the sessions may adopt a practical workshop approach which will give the opportunity to focus on skills based learning, in particular skills of public speaking, interviewing, research, role play and academic writing. Formative assessments will be used in seminars, feedback, and feedforward given to facilitate progressive development.

The learning process is designed to be developmental with the expectations of achievement at each level. There is a focus on progressive development of key policing skills, including research, analysis, critical evaluation and employability skills.

Various teaching methods will be used to enhance the experience and enjoyment of the modules. Role-plays, demonstrations, quiz activities, flipped learning, lectures, discussion. Student-led tutorials will also be used and these will consist of action learning activities, discussion groups and report-back sessions that will allow students to develop research, communication and teamwork skills. Guest speakers will also be used to further expand on the students' awareness of policing. Other examples of the different teaching and learning methods include the use of debates, multiple-choice questions and role-play activities. Academic debates and discussions will be used as a forum to allow the students to develop and display their verbal analytical skills, research skills and their independence. The research projects will also allow students to evaluate an area relevant to policing which is of interest to them, further emphasising their ability to be autonomous and independent.

Group work and collaborative tasks will be heavily used with a real emphasis on the idea of teamwork within a group. Practical teaching such as demonstration, simulation and role play will be used in the practical modules to help ensure that the skills have been learned and the students are prepared for employment and the next stages of police training. Examples of this can be seen in modules such as Command and Control and Police Powers and Procedure. An example of this is that students will first begin by analysing fictional planned operations and spontaneous incidents on paper using case studies and scenarios prepared by the tutor. This will allow formative assessment of their knowledge and understanding of the principles, procedures and protocols of command and control. When students have grasped the concepts of command and control they will engage in role plays and simulations in the classroom of mock command and control situations, this will allow the students to practice their responses to planned operations and spontaneous incidents in a safe environment and bond as a team. These activities will help prepare the students for employment and the practical skills assessments that are included in the degree programme.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Classrooms, Community, Hangouts and Sites. Staff have made good use of this VLE and there have been positive comments from students about how it has enhanced their learning. The aim is to ensure all students have access to technology to enhance and manage their learning with appropriately skilled staff. ELearning is integrated within the curriculum where appropriate and will be used to enhance teaching, learning and assure academic standards. The use of eLearning is

increasing and is evident in the use of multiple choice questions activities through programmes such as Kahoot in multiple modules. Google support and activities are also embedded into the teaching and learning.

IT induction will be provided for students and training offered in regards to Google Classrooms, Community, Hangouts and Sites.

A part-time route is an option, over two years, studying 4 hours per week on one weekday evening, aimed at those individuals who have full-time employment within a relevant sector. Each module will include 7 or 8 weeks' delivery. Each 15-week semester will include 2 modules. In order to support students, group and individual tutorials will be scheduled, as well as support offered through the use of on-line resources; Google Classroom activities, forums, blogs.

The class time, therefore the contact time, is less for part-time students than for full-time students. It is therefore anticipated that part-time students will draw from their work experiences to assist with the content, application and analysis in assessments. Part-time students are expected to complete the necessary wider reading and to engage and interact with peers and tutors outside the classroom environment.

16	**Key Assessment Strategy/Methods**
	Summative assessment methods will vary according to the needs of the different modules and the level at which they are being taught. Assessment methods include examinations (in the format of two parts, section A short answer questions to test knowledge and section B as scenario questions to test application), class based assessments, coursework, project, discussions and presentations. A wide variety of assessment methods will suit a number of different learning styles and the focus will be on progression and development of all learners. The assessment methods selected reflect the key skills of policing such as group/teamwork, effective communication, self-improvement, problem solving and more. Formative assessment, with high quality and prompt feedback, is integral to the modules, there will be a number of opportunities for formative assessment and feedback, and feedforward in all modules, examples include scenario questions, timed questions, discussion boards, presentations and mock examinations. Key assessment methods include: essay production of varying word length, problem solving tasks of increasing complexity, academic posters, presentations, discussions, with and without appropriate aids, individual and group prepared. Where the assessment is group prepared the students will all be marked individually in regards to their contribution to the task, where the group assessment has a learning outcome related to the ability to work as a team this will also be assessed individually not as a whole. Examinations are weighted appropriately and range from incorporating seen and compulsory questions through pre-released case study in class-based examinations and prior indication of topics to traditional unseen restricted choice papers. The varied approach ensures the appropriate assessment of both knowledge and understanding and the skills elements of the programme. When assessing through a group assessment method the assessment briefs will identify a key part for each group member to prepare and focus on. This method allows us to ensure that all students have an equal opportunity to demonstrate their knowledge, application and skills. All students will be graded based on their individual contribution. This strategy is used to try ensure that students do not feel the need to compete with one another in the assessment and helps to build a sense of team work. The Research Methods and Skills and Contemporary Issues in Policing modules promote employability through the use of voluntary placements linked to their assessments in these modules. Students will all be encouraged to engage in the voluntary schemes available through West Yorkshire police and other Criminal Justice agencies. Guidance and assistance will be given to the students when applying for these roles. These opportunities are: • **Stop and Search Ride Along Scheme** - The Stop and Search Ride Along Scheme gives members of the public the opportunity to accompany Police Officers on routine patrol and perhaps observe the use of Stop and Search powers in action. This meets the requirements of the Home Office Best use of Stop and Search Scheme (BUSSS), and also supports West Yorkshire Police's ambitions in engaging with its citizens and communities by formalising and opening up the procedure for members of the public to accompany officers on patrol in the area where they live. • **Community Volunteering Scheme (CVS)** - The Community Volunteering Scheme is a national initiative being adopted by West Yorkshire Police which encourages members of the public to volunteer occasionally alongside their local police.

- **Police Support Volunteers (PSV)** - The Force defines a Police Support Volunteer as: "An individual with no police powers who, through personal choice, gives time and energy to perform tasks for West Yorkshire Police without expectation or receipt of compensation, except for reimbursement of agreed out of pocket expenses."
- **Special Constabulary** - The special constabulary is a force of trained volunteers who work with and support their local police. 'Specials', as special constables are known, volunteer a minimum of four hours a week to their local police force, forming a vital link between the regular (full-time) police and the local community.
- **Independent Custody Visitor** - Independent custody visitors are members of the local community that visit police stations unannounced to check on the treatment of detainees, the conditions in which they are being held and ensure that their rights and entitlements are being observed.
- **Appropriate Adult Schemes** - The role of the appropriate adult is to safeguard the interests, rights, entitlements and welfare of children and vulnerable people who are suspected of a criminal offence, by ensuring that they are treated in a fair and just manner and are able to participate effectively.

Students who engage in voluntary schemes will be required to choose a topic related to their experience as the basis of their research project.

Practical skills for policing will be assessed through three key methods; group practical skills assessment, live case study response and role play.

A group practical skills assessment is where the students work together and make their own decisions regarding the evidence, scenario or incident they have been given in the assessment room. They will have a preparation period inside the assessment room to decide how to proceed in each scenario. This will be with limited guidance from the tutor. The tutor will play the role of the briefing officer in these types of assessments. At the end of the assessment preparation period the students will demonstrate their response to the incident to the assessor. This assessment method will allow the students to put knowledge and skills learnt in the classroom into a practice, they will demonstrate skills such as a response to a spontaneous incident and the protocols for command and control. This will demonstrate their ability to work effectively within a group and demonstrate autonomy and independence.

A live case study response is where the students will be faced with an incident, they will have to analyse the situation and demonstrate an appropriate response for example an arrest, detention and processing of a suspect and effective questioning. There will be several stages of the case presented to the students and they will have to respond appropriately. This assessment method will allow the students to put knowledge and skills learnt in the classroom into a practice; they will demonstrate skills such as the powers of arrest and how to conduct an arrest in the Police Powers and Procedures module. This will demonstrate their ability to work effectively within a group and demonstrate autonomy and independence.

A roleplay will use an actor to play the role of the suspect and students will have to respond to the actions of the suspect with the appropriate procedure for example by performing a stop and search effectively.

Other practical skills will be assessed through the use of group assessments such as presentations and discussions. These assessment methods will assess key transferrable

skills required in the profession such as clear communication, respect for others, listening skills, effective response, team work and public speaking and confidence.

17	**Programme Modules**						
	Level 4						
	Code	**Title**	**Credits**	**Core/ Option**	**Non-Compensatable**	**Compensatable**	**Variance**
		The Evolution of the Police	20	Core		Yes	
		Psychology and Crime	20	Core		Yes	
		Personal Development	20	Core		Yes	
		Crime in England and Wales	20	Core		Yes	
		Models of Policing	20	Core		Yes	
		Command and Control	20	Core		Yes	
	Level 5						
	Code	**Title**	**Credits**	**Core/ Option**	**Non-Compensatable**	**Compensatable**	**Variance**
		Criminology and Crime Prevention	20	Core		Yes	
		Police Powers and Procedure	20	Core		Yes	
		Research Methods and Skills	20	Core		Yes	
		Criminal Justice	20	Core		Yes	
		Youth Crime and Justice	20	Core		Yes	
		Contemporary Issues in Policing	20	Core		Yes	

| 18 | **Programme Structure** |

All modules on the award are core modules and will be studied on a semester basis. Each academic year is split into two semesters and assessments will take place within each of the semesters. The course is to be offered over 2 academic years where each year is divided into 2 semesters each of 15 weeks. The modules and order have been devised to allow development and progression through each academic year and each level and have been devised after discussion within the team and representatives from the police, internal Public Service departments and the College of Policing.

Full Time structure:

Level 4	
Semester 1	**Semester 2**
The Evolution of the Police	Crime in England and Wales
Psychology and Crime	Models of Policing
Personal Development	Command and Control

The structure of the modules is specifically designed to ensure that the students are equipped with academic skills required to achieve during level 4 and 5. The students are introduced to academic writing, the issue of plagiarism, referencing, sources for research, presentation skills, group work and skills, effective communication and reflection in the first semester. These skills are all covered in the Personal Development module. The other two modules in semester one introduce the students to two of the main threads of the degree; the profession as an organisation and the theory behind the people and institutions that the profession has contact with. The modules in second semester cover content that is more difficult to understand and apply, therefore it is placed in the second semester when the students have completed the Personal Development module. The Personal Development module will be delivered through virtual learning which requires students to attend at the time of the class on a live remote platform such as google meet.

Level 5	
Semester 1	**Semester 2**
Criminology and Crime Prevention	Criminal Justice
Police Powers and Procedure	Youth Crime and Justice
Research Methods and Skills	Contemporary Issues in Policing

The structure of the modules at level 5 follows the same rationale as level 4. The students will learn about the skills required for independent research, academic writing and selecting appropriate sources/topics in Research Methods and Skills which will aid the students throughout the year but in particular when they start the Contemporary Issues in Policing module. The knowledge and application in the modules is more difficult in semester two once the students have learnt the skills required in first semester. Semester

one focuses on the procedures and powers behind the everyday work of the profession and the theory behind the people and institutions that the profession has contact with. Semester two then focuses on the people and institutions. All of these modules culminate in the Contemporary Issues in Policing module where the students choose an issue they have identified during their studies and research it in detail.

Part Time structure:

In semester 2 of year 2 and 3 the structure of the modules changes to having two modules run at the same time. This is due to the requirement for the students to engage in voluntary placements in Research Methods and Skills and Contemporary Issues in Policing. The module is spread over the full 15 weeks to ensure that the students have sufficient time to engage in the placements that will link to their assessments. To ensure that the students have sufficient contact time for the second modules (Police Powers and Procedure and Youth Crime and Justice) these are also extended to 15 weeks in total. The delivery of these modules will ensure that there is equal time allocated to both modules and the contact time will be equal to that of the modules in semester 1.

Year 1	
Semester 1	**Semester 2**
Personal Development Wks 1 - 7	Command and Control Wks 16 – 22
The Evolution of the Police Wks 8 - 15	Models of Policing Wks 23 – 30

Year 2	
Semester 1	**Semester 2**
Psychology and Crime Wks 1 - 7	Research Methods and Skills Wks 16 – 30
Crime in England and Wales Wks 8 - 15	Police Powers and Procedure Wks 16 - 30

Year 3	
Semester 1	**Semester 2**
Criminology and Crime Prevention Wks 1 - 7	Contemporary issues in Policing Wks 16 – 30
Criminal Justice Wks 8 - 15	Youth Crime and Justice Wks 16 – 30

The rationale for the structure of the modules is the same as the full time model. The skills related modules are taught first in each semester to make sure that the students have the

		skills they need to succeed in the substantive modules. Contemporary Issues in Policing will run across semester two to allow sufficient time for the completion of the project.
19	**Apprenticeships**	
	This programme will not be delivered as an apprenticeship.	
20	**Support for Students and Their Learning**	
	One of the very positive features of the award is the amount of individual help and support that will be offered to each student on programme. The relatively small numbers and dedication of the team allow a high level of support and it is noted as a positive and greatly appreciated by current and past students in the curriculum area. The same support would be offered to the students on the proposed award. The help and support is not only offered in each module but also in tutorials and is also evident in the 'open door policy' of the team. As long as tutors are available, students know they can ask for further help, guidance and support.	
	Support is offered in each module where feedback and feedforward will be given for all activities and seminars and, for general participation. Students appreciate comments as to whether they have performed well, even in a conventional lecture where discussion does take place, and what they need to focus on for further development. All summative and formative assessments will give the team the opportunity to discuss performance with students individually, both verbally and in writing. Positives are praised and areas for further development constructively discussed.	
	The Draft Submission Policy also allows students to gain support and guidance in their assessments.	

Tutorials are offered to each student and again, this helps in development and progression. Pastoral help is available, and the wider college network involved if appropriate, as well as academic guidance and support. The department has a dedicated coaching tutor who offers support to the students on a 1:1 basis and in a group setting. The coaching tutor assists with personal development in regards to coping strategies, emotional wellbeing, resilience and action planning. They are also available to help in regards to dispositional needs that impact on student achievement.

A common theme of student feedback is the importance of the help and support offered by the team. Examples of where this can be seen to have had an impact include; many students have confided in the team; admitted it has aided their development; stopped them from withdrawing and motivated them to succeed. On occasion, the wider college network is involved so as to be able to best help and guide each individual. This ranges from diagnosing disabilities or learning difficulties to counselling and guidance on personal issues and problems. Many students do not disclose the need for additional support when they apply, either through being unwilling to disclose or being unaware, and so the team need to be careful and yet vigilant in identifying needs and then guiding supportively, discretely and carefully.

Students need help and support both academically and on a personal level and the team are very mindful of the need to support students on all levels. It is a key feature of the award that students feel supported. It is felt this is fundamental in the academic progression and development of each individual.

There is a clear support strategy to aid transition from level 3 to level 4 for students. All student cohorts are allocated an academic tutor as their personal tutor. The cohort will be assisted throughout during tutorial sessions that relate to the skills required for their studies but also preparing them for the next step. These tutorial session topics include study skills, academic skills, employability, mental health and resilience and 1-2-1 pastoral tutorials. An example of the scheme of work can be seen below. During the summer we will also hold keeping in touch sessions to help prepare the students for the transition to level 4.

Week	Topic
1	University systems
2	Google systems - TEL team
3	DSA and mental health support - Simon Wilson (DSA)
4	Note taking - Ready to learn Time management
5	Leadership and teamwork training
6	Academic writing - Concise, key rules, basic English skills Academic referencing - Library
7	1-1 Tutorials
8	1-1 Tutorials
9	Presenting skills Enrichment activities
10	Mental resilience and acting on feedback
11	Voluntary Placements - Application process and requirements
12	Wellbeing Workshop
13	Motivation/confidence speaker
14	Academic writing and referencing refresher
15	Motivation/confidence speaker
16	Employability - CVs and Cover letters
17	Industry speakers

18	Wellbeing Workshop
19	1-1 Tutorials
20	1-1 Tutorials
21	Dealing with stress
22	Enrichment activities
23	Enrichment activities
24	Enrichment activities
25	Motivation/confidence workshop
26	Industry speakers
27	Mental resilience
28	Student led feedback session on voluntary placements or enrichment activities
29	Student led feedback session on voluntary placements or enrichment activities
30	Student led feedback session on voluntary placements or enrichment activities

Additional support is offered to students not only by the programme team, but also through the College Central Services. Representatives of the wider college network meet the students as part of the Induction Programme to explain all the services and facilities available and students are reminded, regularly, through tutorials. Examples include Careers Guidance, Financial and Welfare Guidance and Support and Counselling.

The department has access to a dedicated HE Learning Support Officer who provides support for students who require additional learning support in regards to things such as dyslexia, anxiety etc. The Learning Support Officer works closely with the curriculum team to ensure the delivery all classes encourage progression for students with identified additional learning needs.

Students will be taught within a separate and purposed building, the 'University Centre' with a HE shared study area and specific teaching rooms for each subject. This followed extensive consultation with the student body, who wanted to feel and physically be separate from the FE section within the college. The building has a dedicated HE library and librarian who offers academic support to the students in regards to referencing, research and academic writing.

All first year students are given a Chromebook at the start of their degree, this is to ensure all students have access to IT facilities and it also ensure they have consistent access to VLE used, the materials created and any information provided by the curriculum team. We believe this helps us to widen participation for many students who cannot financially afford to purchase a laptop to use during their studies. The curriculum team also embed the use of Chromebooks and IT in the sessions, building on skills required that are relevant to the discipline of the degree.

We pride ourselves on our pastoral and personal care of the students without the HE Law, Leadership and Business Department. We have an open door policy and we have excellent relationships with the students – This is continually commented upon by the existing students, and is one of the major reasons that we have excellent internal progression levels throughout our 'feeder' courses.

The college in a wider sense has a range of extra-curricular activities, including a very functional Student Union.

The part time students will have access to the support of the coaching tutors who can offer academic and pastoral support. This can be offered either face to face or via google hangouts. The tutors will also offer tutorials for the students either face to face or via

		google hangouts. Students will have access to the library and the academic support offered within University Centre during the day and will also be encouraged to use the support available electronically through Library+.
21		**Distinctive Features**
		There are certain aspects of the award which are quite distinctive and which further enhance the student experience and opportunities.
		One significant feature of the award is the size of the cohort. The target size is 30 students and this will allow for a very high level of individual support, guidance, lectures, and seminars with a very high level of interaction.
		The award has been developed with careful consideration to the Policing Education Qualifications Framework and the key skills, knowledge and cognitive abilities that the College of Policing have identified as essential and desirable. This is a distinctive feature of the award, as it should enhance employability of the students.
		The award offers a contemporary approach to the delivery of content and facilitates the development of personal and professional development and knowledge of work and employment within policing. There is a strong vocational aspect to the award where employability skills and reflection are embedded in a number of the modules, for example, Personal Development and Contemporary Issues in Policing. The use of expert guest speakers further enhances the student experience.
		The development of leadership and teamwork skills by the team will be taught and assessed within a dedicated module of the same name. The teaching in this module will use spiral curriculum and allow the students to not only develop and understand the need for effective communication, teamwork and leadership but also revisit and consolidate other substantive knowledge from other modules.
		The students will be encouraged to develop a community in all modules, work as a service within their classes as well as assessments, which is a distinctive feature of the award. The delivery and teaching of the award will attempt to embed and develop the skills to allow the students to network establish and maintain links with individuals and groups, build trust, confidence etc. These skills will help the students in employment when they are expected to support the core principles of policing such as;
		• police should be impartial, fair, approachable, accessible and legally compliant • use engagement and dialogue whenever possible • establish and maintain links with communities, groups, partners, event organisers and others to build trust and confidence

- neighbourhood policing teams and other local policing assets should have established a network of local information and intelligence sources capable of highlighting increasing community tensions

This will further enhance the experience and enjoyment of the programme.

An important aspect of the course is the emphasis on work related learning and preparation for work in the police. The degree provides a combination of modules that will further enhance employability.

The Research Methods and Skills and Contemporary Issues in Policing modules promote employability through the use of voluntary placements linked to the assessments in these modules. Students will all be encouraged to engage in the voluntary schemes available through West Yorkshire police and other Criminal Justice agencies (details of the schemes can be found in section 16). Guidance and assistance will be given to the students when applying for these roles. The guidance and support during the application process for this scheme will begin in level 4 through the Personal Development module and the tutorial scheme of work (see section 20 for an example of the scheme of work for tutorials). This level of support for enrichment and voluntary placements is a distinctive feature of the award.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding   **C** = Cognitive and Intellectual   **P** = Practical Professional   **T** = Key Transferable [*see Section 16 programme specification*]

No.	Programme Outcome	Stage/Level 4(1)
K1	Demonstrate a detailed knowledge of the principles, policies and procedures relating to a range of areas of substantive theory and perspectives relevant to policing.	Describe, explain and use key elements of the foundation knowledge and key concepts of the discipline.
K2	Critically analyse and evaluate the main roles, institutions, principles and theories within policing.	Describe, explain and use key elements of the foundation knowledge and key concepts of the discipline.
K3	Demonstrate a detailed knowledge of the contemporary debates applicable to policing.	Identify and explain some of the most prominent contemporary debates.
C1	Interpret, analyse and apply principles and theories to problems within policing.	Can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of associated issues.
C2	Construct objectively logical and coherent arguments supported by relevant principles in problem based scenarios and/or essays applicable to policing.	Justify conclusions in defined and limited contexts.
C3	Demonstrate the ability to gather and evaluate different forms of data/information from a variety of sources.	Gather, record and describe, with guidance, data/evidence from a range of sources.
C4	Demonstrate intellectual flexibility and openness to new ideas in relation to policing.	Recognise the provisional and changing nature of knowledge.
No.	Programme Outcome	Stage/Level 4(1)
P1	Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques, approaches and skills associated with policing.	Can operate ethically in predictable, defined contexts that require use of a specified range of standard techniques.

P2	Develop autonomy and independence with a limited need for supervision.	Able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines.
T1	Demonstrate the ability to methodically reflect on performance and the ability to effectively propose personal improvement.	Identify own learning strengths and needs. Develop and implement a personal development plan to improve own learning.
T2	Demonstrate the ability to work within a team sharing skills and knowledge.	Engage in team activities to enhance a co-operative approach to learning and working.
T3	Communicate clearly and fluently in a style appropriate to the assessment, including evidence of the relevant academic and/or personal skills.	Identify and use writing skills appropriate to the context. Communicate appropriately in speech in group discussions and as an individual.

Map of Outcomes to Modules

Level 4

Module Titles	Outcome Key											
	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3
Psychology and Crime	X		X	X	X						X	
The Evolution of the Police		X			X	X	X					X
Personal Development	X								X	X	X	X
Models of Policing	X	X				X						
Crime in England and Wales	X		X	X			X		X			
Command and Control	X			X				X	X	X		

Level 5

Module Titles	Outcome Key											
	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3
Police Powers and Procedure	X			X				X	X			X
Criminology and Crime Prevention	X	X			X		X				X	
Research Methods and Skills			X			X				X		
Criminal Justice		X		X								X
Youth Crime and Justice		X			X	X		X			X	
Contemporary Issues in Policing			X				X		X	X		

Map of Teaching and Learning Methods

Level 4

Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Group activities	Guest speakers	Independent / E Learning/ On-line forums
	Methods						
Psychology and Crime	X	X	X		X		X
The Evolution of the Police	X	X			X	X	X
Personal Development		X		X	X	X	X
Models of Policing	X	X	X		X		X
Crime in England and Wales	X	X	X		X		X
Command and Control		X		X	X	X	X

Level 5

Module Titles	Methods						
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Group activities	Guest speakers	Independent / E Learning/ On-line forums
Police Powers and Procedure	X	X	X	X	X	X	X
Criminology and Crime Prevention	X	X			X		X
Research Methods and Skills		X		X	X		X
Criminal Justice	X	X	X		X		X
Youth Crime and Justice	X	X	X		X		X
Contemporary Issues in Policing		X		X	X	X	X

Map of Assessment Methods

Level 4

Module Titles		Methods								
	Report	Reflective Statement	Group/Individual Practical Skills Assessment	Information Brochure	Group Presentation	Presentation	Poster Presentation	Case Study	Group Discussion	Written Assignment with reflective statement
Psychology and Crime								1500 words (50%) WK 7 WK 5	20 minutes (50%) WK 14 WK 7	
The Evolution of the Police				1500 words (50%) WK 13 WK 15			10 minutes (50%) WK 6 WK 11			
Personal Development		1500 words (50%) WK 15 WK 7			15 minutes (50%) WK 5 WK 5					
Models of Policing						15 minutes (50%) WK 23 WK 27		1500 words (50%) WK 28 WK 30		
Crime in England and Wales	1500 words (50%) WK 22 WK 12		30 minutes (50%) WK 30 WK 15							
Command and Control			30 minutes (50%) WK 20 WK 19							1500 words (50%) WK 27 WK 22

Red text = Full time

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Level 5

Module Titles	Methods									
	Research Project with reflective statement	Research Project	Live Case Study Response	Class-based Assessment	Group Presentation	Presentation	Role play	Written Assignment	Group Discussion	Written Assignment with reflective statement
Police Powers and Procedure			30 minutes (60%) WK 15 WK 30				10 minutes (40%) WK 5 WK 20			
Criminology and Crime Prevention					15 minutes (40%) WK 14 WK 10			2000 words (60%) WK 7 WK 9		
Research Methods and Skills		2000 words (60%) WK 13 WK 28								1500 words (40%) WK 6 WK 21
Criminal Justice				3 hours (60%) WK 30 WK 15		15 minutes (40%) WK 22 WK 11				
Youth Crime and Justice								2000 words (60%) WK 20 WK 23	15 minutes (40%) WK 27 WK 29	
Contemporary Issues in Policing	4000 words (100%) WK 28 WK 30									

Red text = Full time
Blue text = Part time