



University of the
 West of England

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	HLSS
Programme accredited by	UWE
Highest award title	FOUNDATION DEGREE Policing and Criminal Justice Studies
Default award title	NA
Interim award title	CERTIFICATE Policing and Criminal Justice Studies CERT HE Policing and Criminal Justice Studies
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Education Studies
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2006
Authorised by...	Date:...

Version Code: 2 (Programme to be transferred from Faculty of Education in 06/07)

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

This programme has been developed in partnership with Avon and Somerset Police to support Police Probationer Training and give probationers access to professionally recognised qualifications in higher education. The programme will also allow existing officers and members of wider policing family, such as Police Community Support Officers, to gain the foundation degree qualification. The design of the curriculum content draws upon the Learning Requirement for Police Probationer Training in England and Wales (2003). The programme is structured to enable students on the course to develop a learning culture for coping with the complexity of a changing society and the changing nature of crime. The following overall aims of the programme are to:

- provide a coherent and relevant programme of study that enhances the ability of members of the police service to work effectively within a range of community settings;
- address the content set out in the Learning Requirement for Police Probationer Training, building upon experience in the field to ensure formal accreditation of professional work ;
- provide participants with a rigorous study of policing processes and perspectives embedded within cultural, political and social contexts;
- locate study and professional practice within appropriate value and ethical frameworks and a commitment to social justice;
- provide access to opportunities and awards for a group who may hitherto have not been able to access higher education;
- make full use of the opportunities and experiences in the workplace.

Section 3: Learning outcomes of the programme

The award route provides opportunities to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and understanding of: As a result of this programme, students will develop a good understanding of:</p> <ol style="list-style-type: none"> 1. their position as a member of the police service working within a range of community settings 2. the needs of society and the role of the policing within their local community 3. the skills, attitudes and knowledge to work effectively in multi-agency and community groups 4. how best to effectively enforce the law using their police powers, and applying relevant legislation, statutory instruments and regulations in different situations 5. the emotional, psychological, cultural, religious and physical conditions associated with the effects of crime on different victims 6. learning to learn and to reflect on 	<p>Teaching/learning methods and strategies: Learning and professional development will take place as a result of experience in the field and reflection on professional practice. The acquisition of particular knowledge and understanding will be facilitated through: lecturers, seminars, tutorials, group work and workshops, and mentoring by experienced police mentors and UWE tutors</p> <p>Support for learning, and teaching activities, will, therefore, be situated in both University and Police Force settings. UWE Online (the Universities Virtual Learning Environment) will be used to provide additional support for, and alternative approaches to, learning and teaching. The Media & Information Technologies Centre for Education (MICE), based in the Faculty, will provide support for learning involving the use of ICT. Throughout, the student will be encouraged to undertake independent reading both to</p>

<p>practice for personal career-long development</p> <ol style="list-style-type: none"> 7. their own value position compared to that of other professionals and organisations working within the community 8. how best to integrate all aspects of the training into a form of practice which enhances the quality of professional judgement and decision making 9. how to develop an appropriate policing ethic consistent with the police code of conduct 	<p>supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject they are investigating</p> <p>Assessment:</p> <p>The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Assessment will be diagnostic, formative and summative, as appropriate, and strategies deployed will include tutor-assessed individual and group oral and written assignments; self-assessment and peer-assessment. Achievement of credit is gained through assignments based on professional work – e.g. a portfolio of evidence from practice and reflection on practice (UTCGJN-20-1 and UPSGJP-30-1), reports (UTCGJU-60-2 and UPSGJQ-30-1), essays (UPSGJT-30-2 and UPSGJM-20-1), and oral or poster presentations (UTCGJU-60-2 and UPSGJT-30-2). The two professional practice modules UTCGJR-20-1 and UPSGJP-30-1 incorporate practice based observation and assessment. (See also Appendix A – Mapping of Learning Outcomes to Module Specifications).</p>
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B Intellectual Skills

<p>B Intellectual Skills <i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none"> 1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study; 2. compare and contrast some methods and techniques for obtaining data and solving problems; 3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems; 4. apply underlying concepts and principles in a range of contexts; 5. use reflection in the learning process to develop personal theories and refine professional practice; 6. discuss how ethical issues can be applied in their area of study. 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills 1,2,4 are developed through engagement in learning and teaching activities and reflection on professional knowledge and practice. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; mentoring; directed study and research tasks; use of videos, case-studies, role-play, games and simulations; use of VLE and on-line materials; project work; group work and individual activity. Students will be encouraged to reflect upon their own professional practice to meet 5,3,6 through a work based learning approach.</p> <p>Assessment</p> <p>A variety of assessment methods are employed. All test the students ability to demonstrate reflective skills and refine professional practice (5). These cover compilation of portfolio evidence of directed tasks conducted within the workplace, evaluative reports on interventions initiated in the workplace, together with library based research study to combine insights that relate theory and practice. (1,2,3,6) Assessment is diagnostic, formative and summative, as appropriate.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills <i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none">1. demonstrate that they are addressing the Learning Requirement for Police Probationer Training in England and Wales (2003) ;2. perform professional tasks exercising personal responsibility and a capacity to make appropriate policing decisions3. identify appropriate theoretical; professional and/or research based sources and use them appropriately in the practice of policing within the community;4. plan and execute a small scale enquiry in a systematic manner discussing the suitability of alternative approaches;5. identify overall important aspects of work-based experience and compare and contrast aspects of the experience;6. articulate a reflective and effective orientation to professional practice.	<p>Teaching/learning methods and strategies</p> <p>Professional and practical skills will be developed and enhanced within the work place and throughout the programme participants will be encouraged to reflect on professional practice during mentoring sessions, lectures, seminars, tutorials and workshops. Reflection and research into professional practice is encouraged throughout the programme.</p> <p>Assessment</p> <p>The assessment is designed to ensure that the Learning Requirement for Police Probationer Training has been addressed. These modules are designed to ensure that professional practice in the workplace is assessed and accredited in a partnership between UWE and the Police Force(s) employing the students</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes <i>As a result of this programme, students will be able to</i></p> <ol style="list-style-type: none">1. interact effectively within a variety of learning situations, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships;2. locate and use effectively the full range of learning resources, including ICT across a range of contexts;3. evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;4. communicate effectively with individuals and groups encountered in their professional role e.g. members of the public, community groups and colleagues at all levels within the Police Force and judicial services;5. organise and present ideas, concepts and numerical information using a variety of presentational modes;6. take responsibility for own learning, accommodating new principles and understandings;7. communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats;8. identify key elements of problems, applying appropriate methods to their solution.	<p>Teaching/learning methods and strategies</p> <p>These skills will be gained through the experiential nature of learning and teaching modelled in the Faculty. Groupwork and debate is encouraged in seminars, workshops and tutorials to refine professional knowledge and understanding (1,3 to 8). Participants are encouraged to make full use of the ICT available to them in learning and work-based contexts. (2)</p> <p>Assessment</p> <p>These skills and attributes will be assessed through professional practice and reflection on professional practice in seminars and mentoring sessions; portfolio evidence; written assignments and presentations.</p>
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Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

<p>ENTRY ↓</p>	<p>level 1</p>	<p>Core modules</p> <ul style="list-style-type: none"> • UPSGJP-30-1 Policing, Law, Criminal Justice Part 1 • UPSGJQ-30-1 Policing, Community and Diversity • UPSGJM-20-1 The Role of the Police Officer within the Police Organisation • UTCGJR-20-1 Professional Standards, Judgement and Ethical Conduct • UTCGJN-20-1 Learning to Learn and Career Long Learning 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • 60 credits at level 1 for a Certificate
	<p>level 2</p>	<p>Core modules</p> <ul style="list-style-type: none"> ▪ UPSGJS-30-2 Policing, Law, Criminal Justice Part 2 ▪ UPSGJT-30-2 Policing Diverse Communities ▪ UTCGJU-60-2 Personal Learning, Development and Professional Practice 	<p>Interim Awards:</p> <p>Credit requirements</p> <ul style="list-style-type: none"> • 120 credits level 1 for a Cert of HE <p>Other requirements</p>

Progression

Progression from the Foundation Degree into BA (Hons) Awards can take place once the participants have achieved 240 credits (at least 120 of which are level 2). A further 120 credits at level 3 is required to attain BA (Hons).

Section 5: Entry requirements –

Applicants will be employed as a police probationary officer, a police officer or a member of the wider policing family e.g. Police Community Support Officers.

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard.

This evidence will normally take the form of:

- five subjects at GCSE / O level standard
- two subjects at GCE Advanced level supported by three subjects at GCSE at Grade C or above
- BTEC National Diploma
- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties

We welcome applications from those who do not have the entry requirements outlined. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a Diploma of HE.

We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Section 6: Assessment Regulations

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Section 7: Student learning: distinctive features and support

The programme of study will be taught and assessed in partnership with Avon and Somerset Police Force, and the programme will be available to other Police Forces who are prepared to commit to working in partnership with us. All participants will be employed by a partner Police Force throughout their programme of study. The programme will provide opportunities for learning *for* work, learning *at* work and learning *from* work. Such work based learning takes every opportunity to draw out the experience of the workplace by enhancing participants' skills in evaluation and enquiry, underpinned by the professional knowledge required to support and assist their development.

Effective partnerships between Police Forces and UWE will be required. Current within the Education Faculty, for example, partnership arrangements with schools are in place for the training of teachers. This type of partnership agreement provides a framework for developing similar partnership agreements with individual police forces within this programme. Teachers from our partnerships schools are trained as mentors and on this programme Police Trainers will be trained as Mentors to support, monitor and assess the students.

This work based approach to learning is mindful of the UWE Bristol Policy on Work-Based Learning (2003) and as such forms a development within the area of continuing professional development. It is intended that much of the Level 1, Year 1, programme will be delivered through work-based mentoring thus minimising time spent away from the workplace. The University will support the Level 1, Year 1, programme with workshops and online support materials. The Level 2, Year 2, programme will also involve work-based mentoring, and the University will provide a more in-depth, formal, taught programme to support the students work at level 2

The programme offers all students access to the student support framework of the wider university in terms of UWE Online, library facilities, student union facilities and a specific

collection of education resources to support workplace learning.

Some students (e.g. qualified Police Officers) will be able to gain credit towards the qualification through evidencing learning in the workplace and/or through the process of AEL (Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures. As stated previously on page 7 "Progression from the Foundation Degree into BA (Hons) Awards can take place once the participants have achieved 240 credits (at least 120 of which are level 2). A further 120 credits at level 3 is required to attain BA (Hons)".

The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

The Education Faculty enjoys the privilege of a relatively new building on the Frenchay campus that was purpose built to meet the Faculty's teaching and learning requirements. All teaching rooms are well equipped and furnished and allow a diversity of resources for learning to be employed. The building enjoys a range of ICT suites supported by the Faculty based The Media & Information Technologies Centre for Education (MICE).

Students have access to the Faculty of Education Student Adviser (working to the administrative officer for examinations and assessment), for advice on regulatory matters, welfare matters, and matters related to late work and extenuating circumstances.

Section 8 Reference points/benchmarks

The programme is explicitly designed to begin to address the Learning Requirement for Police Probationer Training in England and Wales (2003).

UWE Bristol policies, for example, the Racial Equality Action Plan (REAP) and the implications of the Disability Discrimination Act are taken into account in designing this programme. It takes account of the University's statement on foundation degrees as well as the QAA benchmark for foundation degrees.

The programme has been developed in the context of the University Learning and Teaching policies and explicitly meets the requirements set out therein. The focus on an approach to learning, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle.

The programme, in its design and development, has been shared with colleagues from local Police Forces to ensure that the requirements, aims and intentions of both UWE and the Police Force are addressed.

The programme aims to provide professionals working in the police force opportunities to gain a foundation degree and have the potential to progress to a BA Hons degree in Professional Practice with an additional 120 credits at level 3. The Faculty of Education is consulting the Police Service over the introduction of a new BA (Hons) degree programme in Policing to offer as an alternative to existing BA (Hons) already available for progression within UWE e.g. Criminology

Whilst the programme will be led by the Faculty of Education, the delivery of the programme will draw upon colleagues employed within a range of faculties across the university. Thus the Programme team bring with them a wealth of relevant and related research and teaching experiences in this area. Examples include:

Research consultancy – the Police Federation of England and Wales- Enquiry into the Training and Professional Development of the Police Federation of England and Wales
Crime prevention and community safety research
The ingredients of successful neighbourhoods
Fear of crime
Working with offenders
Multi-agency and inter-disciplinary work
Community development
Social planning
Social work
Crime and Insecurity in Inner City Bristol (for the Bristol Regeneration Partnership)
Tackling racial harassment in the Workplace
Membership of British Criminology society, Academy of Criminal Justice Sciences
Expertise in Youth Crime and Youth Justice Policy
Teaching of Social Psychology of Violence and Crime, criminology
Involvement with Bristol 'Designing out Crime' Group to develop police/planning protocols and evaluate the effectiveness of design changes (ongoing)

Employer interaction/feedback

Partnership with local Police Forces is integral to the design and implementation of this programme. It is intended that colleagues from local Police Forces will stand on relevant PACs and provide evaluative feedback to inform the monitoring and review process for future programme development.