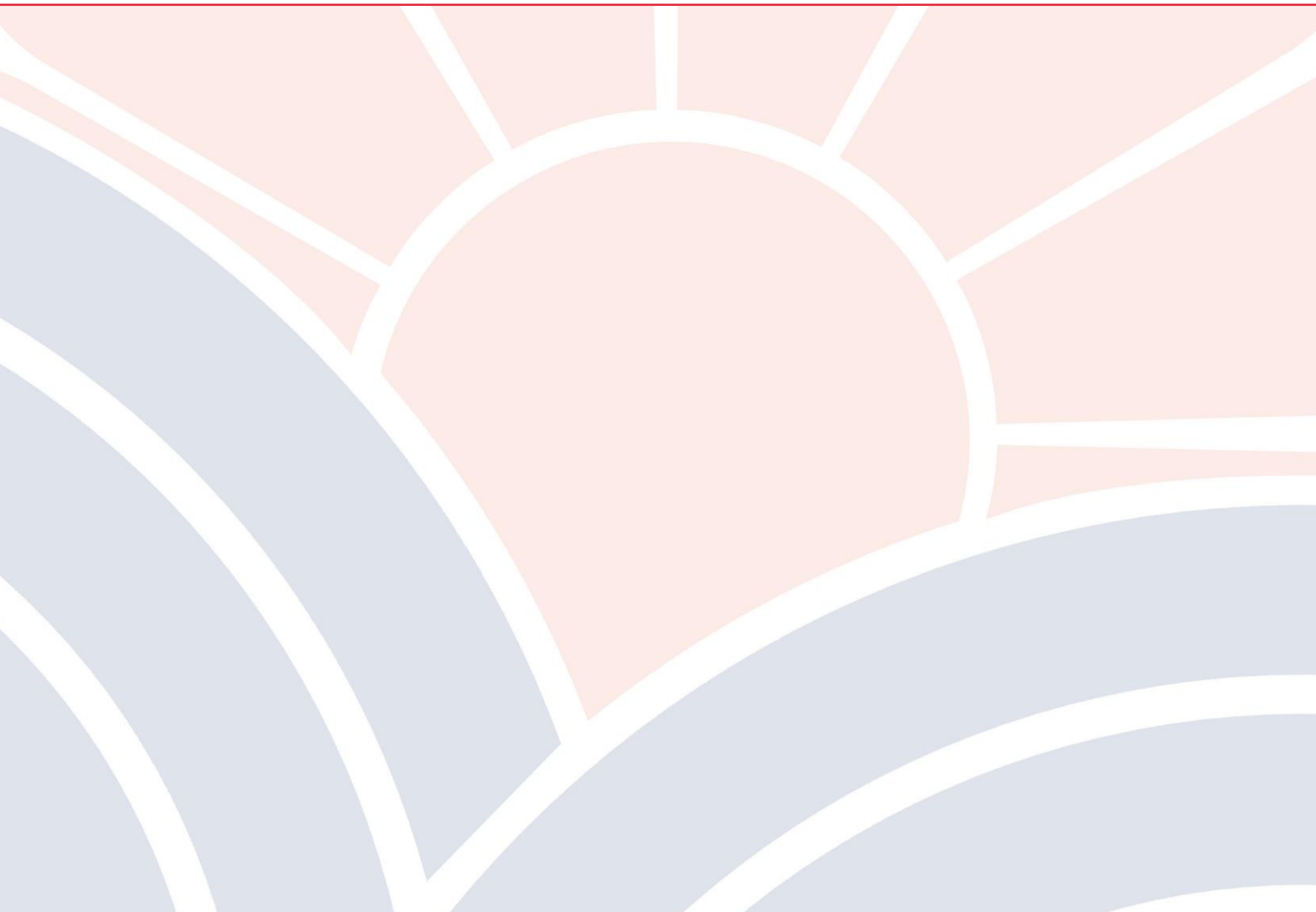


Programme Specification

HNC Policing



Programme Specification

Title of Programme: Higher National Certificate in Policing

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

- | | |
|---|---|
| 1. Awarding Body | Pearson BTEC |
| 2. Teaching location | Solihull College and University Centre, Blossomfield Campus, Solihull B91 1SB |
| 3. Accreditation details | N/A |
| 4. Final award | Higher National Certificate |
| 5. Name of award | Higher National Certificate in Policing |
| 6. Codes | |
| a. UCAS code | S7614 |
| b. Solihull Qualification Code | PUUAA014BCF0 |
| c. Pearson Programme Code (& approval dates) | 603/2341/3 |
| 7. QAA Subject Benchmark or other external reference such as published by Pearson if the course is a Higher National | https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/policing.html |
| 8. Date this specification applies from | 02/04/2019 |

Approved

Philip Trilloe

Head of School – Sport & Public Services

9. Educational Aims of the Programme

Level 4 Higher National Certificate

Graduates successfully completing the Level 4 Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of policing. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to policing, show resilience under pressure, and meet challenging targets within a given resource.

The programme aims:

- To equip students with sector specific skills, knowledge and the understanding necessary to achieve high performance in the global policing environment.
- To provide the first year of education and training for potential degree entrants to policing, for roles such as Police Constable, Special Constable, Police Community Support Officer, Police Staff, plus roles within special police forces: British Transport Police, Civil Nuclear Constabulary and Ministry of Defence Police.
- To provide insight and understanding into the diversity of roles within the police, recognising the importance of collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross cultural issues, diversity and values.
- To provide opportunities for students to progress to higher education qualifications such as a Higher National Diploma in policing.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To support students to understand the local, regional and global context of policing and, for those students with a global outlook, to aspire to international career pathways.
- To provide opportunities for students to achieve a nationally recognised professional qualification.
- To offer a balance between employability skills and the knowledge essential for students with employment or academic aspirations.
- To allow flexibility of study and to meet local or specialist needs.
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the police sector.

We meet these objectives by:

- Providing a team of experienced and enthusiastic tutors who have a considerable amount of vocational knowledge and experience having served with a Police Service.
- Drawing on practical knowledge and experience of staff to deliver challenging and demanding activities to enhance the student learning experience.
- Equipping individuals with the knowledge, understanding and skills for roles with the policing family.

10. Intended Learning Outcomes

Unit 1: Small-scale Research Project in Policing

By the end of this unit a student will be able to:

Explain how information sources and data are used in small-scale police service research projects; Analyse the use of research strategies in small-scale projects for the police services; Conduct a small-scale research project and communicate the research hypothesis, methodologies and findings.

Unit 2: Criminal Law

By the end of this unit, a student will be able to:

Explain the general principles of criminal law and criminal law defences; Illustrate the impact of laws relating to violence and the threat of violence on society; Illustrate the impact of laws on loss or damage to property; Define Breach of the Peace and Public Order Offences.

Unit 3: Police and the Criminal Justice System

By the end of this unit students will be able to:

Explain the composition and roles of the courts; explain the role of the Police and Crown Prosecution Service; describe how the judicial system is used for justice and punishment; explain ethical dilemmas surrounding sentencing.

Unit 4: Equality and Diversity in the Police Service

By the end of this unit a student will be able to:

Explain what is discriminatory behaviour; Explain how the equality needs of employees and the general public are met by police service organisations; Analyse how promotion of equality and diversity can benefit the work of the police service; Analyse what is a hate crime and what makes an offence racially or religiously aggravated.

Unit 5: Roads Policing

By the end of this unit a student will be able to:

Explain the main laws relating to vehicles, vehicle documentation and road traffic offences; Analyse drug and drink drive offences and methods of detection and prevention; Summarise the law relating to the use of vehicles for criminal purposes and anti-social behaviour on the roads and the effects of such use on the community; Apply the practices of accident investigation vehicle examiners at the scene of road traffic collisions.

Unit 6: Technology and the Police Services

By the end of this unit a student will be able to:

Analyse the types of technology used in the police services; Illustrate how police service technology is deployed to prevent crime or incidents; illustrate the impact of technology on the role of the police services; Analyse future developments in police service technologies.

Unit 7: Criminology – Practical Application for the Police Service

By the end of this unit a student will be able to:

Use the main theories of psychology to explain criminal behaviour; Use the main theories of sociology to analyse social inequality and criminal behaviour in a community; Use psychological

and sociological theories to inform own understanding of violent crime; Demonstrate an appreciation of the role of the police service in prevention and control of crime and disorder.

Unit 8: Command and Control

By the end of this unit a student will be able to:

Explain police control room structure for dealing with incidents; Describe the skills and abilities used by the police in controlling any given incident; Demonstrate how to apply possible systems of control for different types of incident; Demonstrate how to apply resource management and risk assessment in policing operations.

Throughout the course learners will be assessed using varied forms of evidence; some of the main types of assessment used are:

- Written reports
- Essays
- In-class tests
- Work-based projects
- Academic posters
- Presentations
- Recordings of interviews/role plays
- Working logbooks/reflective journals

Summative assessment methods include:

- Each module will include a variety of methods from the list above. Each assessment covers a number of learning outcomes to enhance the links students make and to reduce the amount of assessment.
- Individual written/oral feedback is provided within 3 working weeks of the submission date.

Formative assessment for learning and feedback includes:

- Interactive lectures and question & answer sessions can be used to examine student understanding and identify any additional guidance required.
- Group activities involve students actively contributing to, leading and participating in discussions and debates on a wide range of subject areas, undertaking games or group activities allowing immediate assessment and feedback.
- Subject related tutorials are led by the course tutor and aim to address a particular module or assignment. These tutorials can be linked to workshop sessions where necessary.
- Workshops are for students to develop skills in self-directed study with the support of tutors. These sessions will be supported by staff but not staff led. There will also be self-directed time for students to further develop these skills and spend time reading around topics using a variety of recommended sources.
- Extension activities/quizzes/Discussion forums on Moodle.
- Practical coaching and gym based sessions will give the students opportunity to develop practical coaching and gym instructor skills, developing team-working, interpersonal, people management and problem solving skills.
- Presentations are used to support research skills, organisation, time-management skill and are also a confidence-building tool.
- The need for IT support in general will be identified and where necessary, IT workshops will be organised.

11. Programme structure

a. Course structure

Year 1	Level	Credits
Small-scale Research Project	4	15
Criminal Law	4	15
Police and the Criminal Justice Service	4	15
Equality and Diversity in the Police Service	4	15
Roads Policing	4	15
Technology and the Police Services	4	15
Criminology – Practical Application for the Police Service	4	15
Command and Control	4	15
	Total	120

b. Units, Credits, Total Qualification Time (TQT) and Guided Learning (GL)

Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours

Examples of activities which can contribute to Total Qualification Time include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar

Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours

i. Pearson BTEC Level 4 HNC in Policing

Qualification credit value: a minimum of 120 credits

- Mandatory core unit credit: 60 credits
- Specialist unit credit: 60 credits
- Completed/attempted 120 credits achieved at least a pass in 105 credits at level 4 which must include unit 2 to be able to continue to the Diploma

c. Calculation of the final qualification grade

Learners will be awarded a pass, merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's performance in all level 8 units (all 120 credits are counted).** The number of points available is dependent on the unit grade achieved and the credit size of the unit.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points available per credit at specified unit grades

Points per Credit		
Pass	Merit	Distinction
4	6	8

12. Support for Students and Their Learning

Student progression on course is supported both by subject tutors and central Solihull College and University Centre services and includes:

- An induction programme introducing new students to the subject of study, higher level skills that need to be developed, and the college facilities (including the library, IT facilities, staff and other students).
- College and course handbooks available in print and electronic format on Moodle and on USB sticks.
- Personal and academic support is integrated in teaching provided by supportive and accessible tutors and identified 1:1 support sessions are also available throughout the academic year.
- A modern well-equipped library and modern ICT equipment which is supported by the introduction of industry specific software.
- Study skills sessions integrated in programme.
- Personal development planning sessions integrated into programme via specific Personal Development Plan sessions and a Personal Skills Development module.
- Access to counsellors and support for students with additional needs.
- Written assignment / assessment feedback (normally provided with 3 weeks of assessment submission).
- Regular 1:1 and group tutorial support
- Access to regularly updated course section and college wide sections on the college's intranet Moodle.

13. Employability

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. A range of employability skills are embed throughout the programme in preparation for employment:

- Cognitive and problem-solving skills: critical thinking, approaching no routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- Commercial skills: sector awareness; sales; marketing/promotion; budget management/monitoring;
- Practical skills: Outdoor and adventurous activities; risk management

The Solihull College and University Centre commitment to student employability

This programme is part of Solihull College's commitment to meeting the needs of local, national and international employers by delivering a diverse range of educational models including part-time and work-based study for learners drawn from non-traditional backgrounds in addition to internal progressions from FE vocational programmes.

As part of this commitment, Solihull College and University Centre will:

1. Support students by providing professional, impartial advice and guidance to enable students to make considered career decisions before and during their studies to enable them to be prepared for their future employment and development by:
 - identifying the skills needed for progression into employment,
 - enhancing their existing employment prospects.
2. Provide subject-related resources and information on local, national and international labour markets;
3. Be responsive to the needs of employers in order to maximise students' employability and career progression prospects;
4. Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression;
5. Support equality and diversity, and minimise barriers to learning, as described in the college's Equality Policy which can be found on the website under Mission and Policies.

6. Ensure that employers play a key part in module content, course design and assessment criteria by formally seeking their views through employer forums, staff liaison visits, work experience coordinators, meetings with industry groups, and the use of a specialist employer service researcher to help to ensure that the course content meets industry expectations and requirements;
7. Where possible, include professional qualifications such as coaching and first aid qualifications recognised by professional bodies.
8. Utilise the expertise, resources and facilities of other staff members with policing experience to ensure that students have the greatest opportunities to progress into employment.

14. Progression

The Level 4 Higher National Certificate provides a solid grounding in policing, which students can build on should they decide to continue their studies beyond the Certificate stage. On successful completion of the Level 4 Higher National Certificate, students may progress to the Level 5 Higher National Diploma. On successful completion of the Level 5 Higher National Diploma students may develop their careers in the policing sector.

- entering the policing family, e.g. as a Special Constable, a Police Volunteer or as Police Staff (civilian roles)
- continuing existing employment within the Police force
- committing to Continuing Professional Development (CPD)
- progressing to university into relevant police-related courses, for example:
 - BA (Hons) Policing
 - BSc (Hons) Criminology and Policing
 - BSc (Hons) Policing and Criminal Investigation.

After successful completion of the HNC, including unit 2 in year 1, learners may be invited back to complete the full HND in year 2. Completion of the HNC only means students are eligible to progress to the HND and not to a full degree

Only after the successful completion of the HNC and HND in Policing will students be eligible to complete a top up degree in a relevant subject or joining an Honours Degree Programme at year 2 or 3.

Alternatively, students may go on to pursue employment in a wide array of workplaces.

15. Evaluating the Quality of Teaching and Learning

Methods for evaluating and improving the standard of teaching and learning:

- Student feedback questionnaires
- Students Course review and module review at the end of each module
- Student input to the Programme Quality Board held twice a year.
- Student representations made through the HE Student Council.
- Action areas fed by the above to the course based Annual Monitoring report.
- Findings of the teaching observation scheme and recommendations for improvement that are made
- Sampling of assessed work by External Examiner
- Annual Monitoring Report and Quality Improvement Plan
- Internal Verification process within teaching team
- Fortnightly team meetings.

16. Regulation of Assessment

An Annual Monitoring Report (AMR) is completed every year, the last section of which is a Quality Improvement Plan (QIP), written by the course leader with help and input from the teaching and tutoring team. This is passed to the Head of School of School for Sport & Public Services for audit and from there to the HE Quality and Standards Board.

Assessment and assessment briefs are regulated by the internal verification system for the programme.

External examination of assessment and of the provision and standards of teaching are regulated by Pearson BTEC. The programme is periodically reviewed and updated by Pearson BTEC. Pearson BTEC appoints the External Examiner who visits annually and submits a report. The External Examiner works with the programme manager to consider and review the quality of the assessment planning, the validity of assessment decisions and the consistency of the assessment process.

In addition the programme is periodically reviewed internally every 5 years or if Pearson introduce a major change or new specification.

17. Enhancement

Actions identified in the evaluation process are developed into the enhancement plan for the improvement of teaching and learning across the whole programme. A Quality Improvement Plan (QIP) is produced, which is then reported at the HE Quality and Standards Board.

Good practice in Teaching and Learning is developed through regular staff development and staff meetings at programme and school level. Lecturers take part in Internal Verification of fellow lecturer's assignments and assignment briefs.

Development and enhancement of individual lecturers knowledge of up to date business practices and of modern teaching practices is ensured through the annual appraisal scheme. Lecturers are encouraged to identify their own needs and to make their own arrangements with suitable companies to update their skills and knowledge. Lecturers can undertake further qualifications, attend external conferences and briefing sessions, and undertake online training as appropriate.

Enhancement of the student learning experience takes place via the arrangements of visits both academic and social, the introduction of speakers from outside the College, usually from a related background. Use is also made of the skills and knowledge of the specialist administrators within the College. All this increases the experience of the student and also adds to their knowledge and understanding on a more practical level.

18. Programme Resources

- Dedicated Higher Education teaching area.
- Dedicated Higher Education computing area.
- Vocationally relevant equipment
- Student resource facility for the loan of specialist equipment (e.g. lap top computers, digital cameras, video cameras etc.)
- Human Performance Lab
- Gym, Dance Studio, Sports hall
- 3G Astro turf
- Well stocked library with frequent review and update of books.
- E-library resources.
- A wide range of external links with industry for student trips or external specialist speakers.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Document History

1. 23/01/2019 – created Stefan Bird
2. 1/3/19 – revised for CMA compliance Stefan Bird
3. 8/3/19 – content aligned with HND Stefan Bird
4. 28/3/19 – revisions in line with Validation Panel conditions SB
5. 2/4/19 Formatted to College Template & checked against Validation Panel decisions - IL

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