



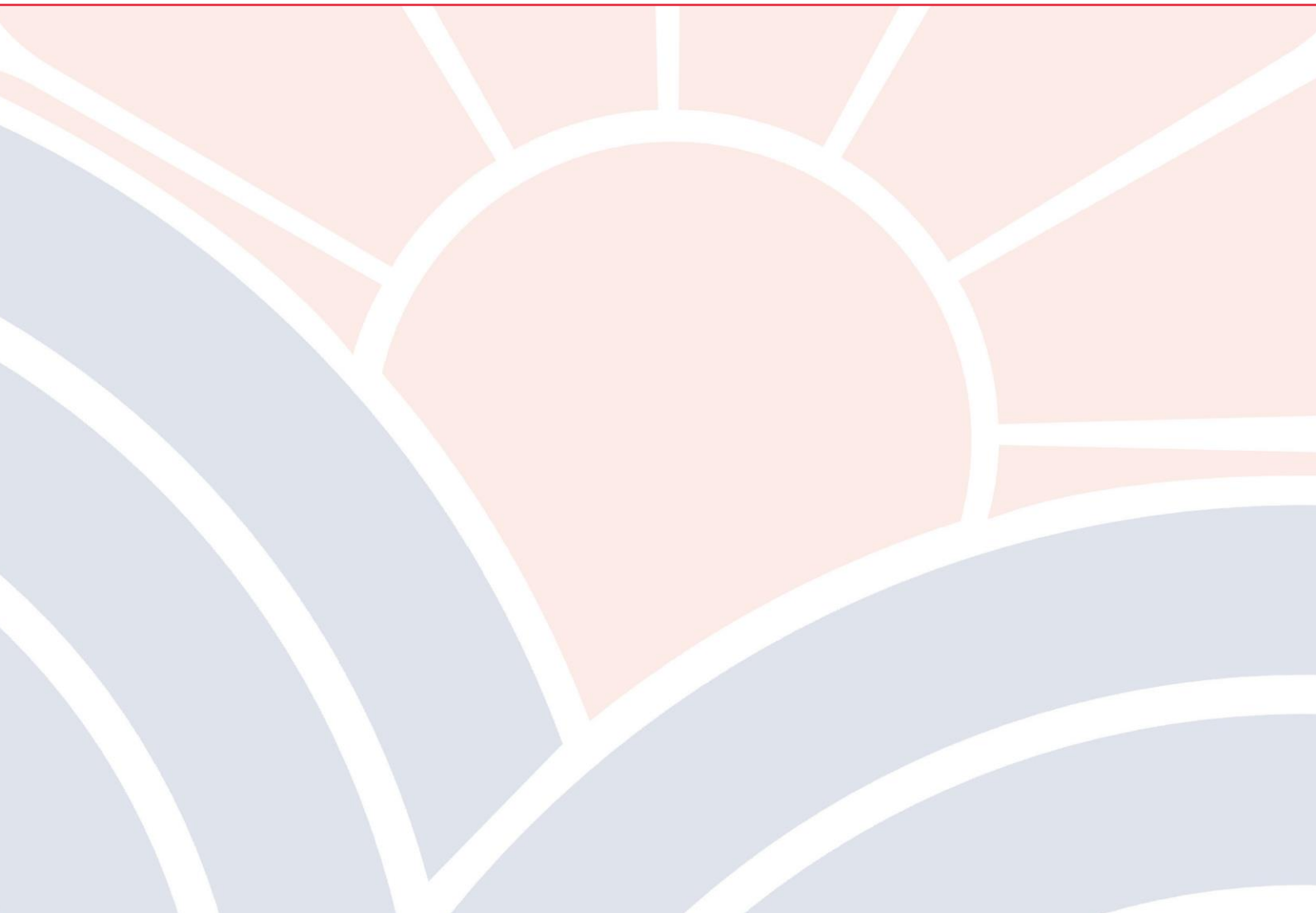
Solihull College  
& University Centre

Stratford-upon-Avon  
College



# Programme Specification

## HND Policing



Awarded by



Pearson

# Programme Specification

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## Title of Programme: Higher National Diploma 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.

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|---|---|
| <b>1. Awarding Body</b>   | Pearson BTEC  |
| <b>2. Teaching location</b>   | Solihull College and University Centre, Blossomfield Campus, Solihull B91 1SB   |
| <b>3. Accreditation details</b>   | N/A   |
| <b>4. Final award</b>   | Higher National Diploma   |
| <b>5. Name of award</b>   | Higher National Diploma in Policing   |
| <b>6. Codes</b>   |   |
| <b>a. UCAS code</b>   | S7614   |
| <b>b. Solihull Qualification Code</b>   | PUUAA014BCF0  |
| <b>c. Pearson Programme Code (&amp; approval dates)</b>   | 603/2340/1  |
| <b>7. QAA Subject Benchmark or other external reference such as published by Pearson if the course is a Higher National</b> | <a href="https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/policing.html">https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/policing.html</a> |
| <b>8. Date this specification applies from</b>  | 02/04/2019  |

**Approved**

Philip Trilloe

Head of School – Sport & Public Services

## 9. Educational Aims of the Programme

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### Level 5 Higher National Diploma

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles of policing and will have learned how to apply those principles more widely in a policing role should they choose a career in policing. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility, discipline and decision-making.

### 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 a one year programme of education and training, which adds to the HNC modules to give a HND, 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 an Honours degree in policing or a related area.
- 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.
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.

## 10. Intended Learning Outcomes

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In addition to the Level 4 Units studied on the Higher National Certificate, the Level 5 Units of the Programme, when completing the HND:

### **Unit 9: Leadership in Policing**

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

Analyse the relationship between police structure and culture; Compare different approaches to management and leadership; Assess how leadership styles and application of motivational theories affect the police service workplace; Assess the factors that can promote or inhibit effective teamwork in the police service and associated teams.

### **Unit 10: Crime Reduction and Community Policing**

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

Present an analysis of the impact of Evidence-Based policing on crime and community safety; Explain strategies used by the police for the reduction of anti-social behaviour; Explain interagency approaches to dealing with offenders; Analyse the effects of crime on a community and how anti-social behaviour issues can be resolved.

### **Unit 11: Investigative Skills**

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

Apply principles, key theories and legislation to criminal investigation; Analyse the requirements of effective scene management and professional forensic evidence gathering; Explain the benefits of the manual of guidance forms used for file preparation and how it supports disclosure; Demonstrate how to conduct an ethical and professional interview according to the Police and Criminal Evidence Act 1984.

### **Unit 12: Government Interactions with the Police Services**

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

Analyse the impact of different levels of government on the police service; Analyse how political decisions impact on the police service; Explain how the Independent Police Complaints Commission (IPCC) is formed and their roles and responsibilities; Explain the roles and responsibilities of the Police and Crime Commissioner (PCC) and their relationship with the public and police and Her Majesties Inspectorate of Constabulary (HMIC).

### **Unit 13: Emergency Planning and the Police Services**

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

Demonstrate the role of a police officer in planning for major emergency situations; Assess the role of emergency planning systems in major emergency situations; Analyse the impact of emergency situations on those involved and the environment; Analyse key elements of emergency plans.

### **Unit 14: Health and Safety Management in the Police Service**

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

Apply health and safety legislation to police service operations; Assess the importance of the management of health and safety in the police service; Apply health and safety legislation through risk assessment; Analyse health, safety and accident prevention strategies used by the police services.

## **Unit 15: Counter Terrorism**

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

Explain the concept of terrorism and violent extremism and the threats to the United Kingdom; Evaluate counter terrorism strategies used to prevent and disrupt terrorism and violent extremism; Assess the main anti-terror legislation available to police and security services in countering terrorism; Appraise the actions and responses available to the emergency services in the event of an ongoing terrorist incident.

## **Unit 16: Investigation into Armed Policing**

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

Apply the main firearms legislation for criminal use of firearms; Illustrate what constitutes a firearm, part of a firearm or prohibited weapon; Analyse when and how the police would use firearms; Explain the training firearms officers are given and the types of firearms police use.

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

- |                       |                                       |
|-----------------------|---------------------------------------|
| - Written reports     | - Case study                          |
| - Essays              | - Recordings of interviews/role plays |
| - Presentations       | - Time-constrained Tests              |
| - Seminar discussions | - Scenarios                           |
| - Podcasts            |                                       |

### **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

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### a. Course structure

Students must have successfully completed the HNC in Policing before being admitted to the HND as the credit earned at Level 4 counts towards the final qualification.

	Level	Credits
Leadership in Policing	5	15
Crime Reduction and Community Policing	5	15
Investigative Skills	5	15
Government Interactions with the Police Service	5	15
Emergency Planning and the Police Service	5	15
Health and Safety Management in the Police Service	5	15
Counter Terrorism	5	15
Investigation into Armed Policing	5	15
<b>Total Credits</b>		<b>120</b>

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

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 Diploma (HND) = 480 hours providing the student already holds a HNC

#### i. Pearson BTEC Level 5 HND in Policing

- Qualification final award credit value: a minimum of 240 credits which includes 120 credits from the HNC
  - Mandatory core unit credit: 45 credits.
  - Specialist unit credit: 75 credits
  - Completed/attempted 120 credits, achieved at least a pass in 105 credits at level 4 and 105 at level 5 (7/8 units)

### 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 5 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

#### Qualification grades Pearson BTEC Level 5

Points Range	Grade	
420-599	Pass	P
600-839	Merit	M
840+	Distinction	D

### d. Compensation Provisions for the HND

You can still be awarded an HND if you have attempted but not achieved a Pass in one of the 15 credit units completed at level 4 HNC in Policing and similarly if you have attempted but not achieved a Pass in one of the 15 credit units at level 5.

## 12. Support for Students and Their Learning

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Student progression on course is supported both by subject tutors and central Solihull College 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 up-to-date ICT equipment is supported by the introduction of industry specific software.
- Referrals and access to counsellors, welfare and support for students with additional needs.
- Written assignment / assessment feedback (normally provided with 3 weeks of assessment submission).
- Weekly 1:1 and group tutorial support
- Access to updated course section and college wide sections on the college's intranet Moodle.



## 13. Employability

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### a. Transferable employability and academic study skills

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.

## 14. Progression

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Only after successful completion of the HNC and HND in Policing students may have the option of completing 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 the police service or another workplace.

The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students may develop their careers in the policing sector through:

- Entering employment
- Continuing existing employment
- Committing to Continuing Professional Development (CPD)
- Progressing to university

Students should also consider their academic status and enhanced employability having successfully achieved a HND in Policing should they choose an alternative career path. The HND provides students with transferable skills that are highly sought after by other employers, such as public services, legal and teaching professions.

**Students should always check the entry requirements for degree programmes at specific Higher Education providers.**

### Related Job Roles

- Police Constable
- Special Constable
- Police Community Support Officer
- Police Staff:
  - Dedicated Detention Officer
  - Crime Scene Investigator
  - Communications Officer
  - Civilian Investigation Officer
  - Scenes of Crime Investigators
  - Fingerprint Officer
  - Police Intelligence
  - Crime Analyst
  - Computer Forensics Investigator
  - Command and Dispatch
  - Prosecution File Preparation Officer

## 15. Evaluating the Quality of Teaching and Learning

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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**

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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

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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

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- 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.)
- Gym
- 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
- 6.

Programme Leader                                      Stefan Bird

Web address

Date checked against public                      *02/04/2019*  
information

Specification Author

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