

Pearson Higher Nationals in Policing

Specification

First Teaching from September 2017

First Certification from 2018

Issue 1



Level
BTEC
Higher
National
Certificate



Level
BTEC
Higher
National
Diploma





Pearson BTEC Higher National qualifications in Policing

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First Teaching from September 2017

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Issue 1

**Pearson BTEC Level 4 Higher National
Certificate in Policing**

**Pearson BTEC Level 5 Higher National
Diploma in Policing**

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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ISBN 9781446951729

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1 Introduction

BTEC is one of the world's most successful and best-loved applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than 30 years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Policing, we collaborated with a range of students, employers, higher education providers and subject experts to ensure that the new qualifications meet their needs and expectations.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in Policing are designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to progression to a degree at Level 6.

1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications and added their voices and views to those of other stakeholders. The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by evaluation of actions undertaken during a simulated exercise or presentation of research findings to an audience.

At the same time the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at level 4 and 5 means that students wishing to progress to level 6 study should feel better prepared.

The Pearson BTEC Higher Nationals address these various requirements by providing:

- a range of units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- fully revised content that is closely aligned to the needs of employers, and higher education, for a skilled future workforce
- the opportunity to develop transferable skills that are useful for work and higher education, including research skills, the ability to meet deadlines and communication skills
- assessments and projects chosen to help students progress to the next stage. Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills
- an approach to demand at level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).

1.3 HN Global

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website <http://www.highernationals.com/>.

HN Global also allows tutors to create and annotate reading lists for their students and also keep up-to-date on the latest news regarding HN programmes.

1.4 Qualification Titles

Pearson BTEC Level 4 Higher National Certificate in Policing

Pearson BTEC Level 5 Higher National Diploma in Policing

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Policing : 603/2341/3
- Pearson BTEC Level 5 Higher National Diploma in Policing : 603/2340/1

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher National qualifications in Policing offer:

- a stimulating and challenging programme of study that will be both engaging and memorable for students
- the essential subject knowledge that students need to progress successfully into further study or the world of work
- content that is closely aligned with employer and higher education needs
- assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)
- unit-specific grading
- a varied approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles
- quality assurance measures – as outlined in section 7 of this Programme Specification – to ensure that all stakeholders (universities, colleges and students) can feel confident in the integrity and value of the qualifications.

Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.8 Collaborative development

Students completing their BTEC Higher Nationals in Policing will be aiming to progress to a final year at university or work as a Special Constable, Police Volunteer or as Police Staff (civilian roles). Therefore, it was essential that we developed these qualifications in close collaboration with experts from universities, with former Police Officers, Military Police Officers and Police Trainers and with the providers who will be delivering the qualifications.

We are very grateful to the university and further education tutors, expert Police Officers and other individuals who have generously shared their time and expertise to inform the development of these new qualifications.

North Warwickshire and South Leicestershire College

Teesside University

Liverpool John Moores University

Gloucestershire University

2 Programming purpose and objectives

2.1 Purpose of the BTEC Higher Nationals in Policing

The purpose of the BTEC Higher Nationals in Policing is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the policing sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

2.2 Objectives of the BTEC Higher Nationals in Policing

The objectives of the BTEC Higher Nationals in Policing are as follows.

- 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 two years 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 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:

- Enabling progression to a university degree by supporting the development of appropriate academic study skills.
- Equipping individuals with the knowledge, understanding and skills for roles with the policing family, e.g. as a Special Constable, a Police Volunteer or as Police Staff (civilian roles).

Who is this qualification for?

The BTEC Higher National qualifications in Policing are aimed at students wanting to continue their education through applied learning and may want to study locally. Higher Nationals provide a wide-ranging study of the police and are also designed for adult students who wish to pursue or advance their career in policing. In addition to the knowledge, understanding and skills that underpin the study of policing, these BTEC Higher Nationals will give students experience of the breadth and depth of the sector, which will prepare them for further study or training.

2.3 Aims of the Level 4 Higher National Certificate in Policing

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.

2.4 Aims of the Level 5 Higher National Diploma in Policing

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. 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 and decision-making.

2.5 What could these qualifications lead to?

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 5 Higher National Diploma, students can develop their careers in the policing sector through:

- 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:
 - o BA (Hons) Policing
 - o BSc (Hons) Criminology and Policing
 - o BSc (Hons) Policing and Criminal Investigation.

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

The Pearson BTEC Level 5 Higher National Diploma in Policing should fit in two of the following proposed entry routes into the police force.

Pearson BTEC Higher Nationals in Policing plus a Level 6 top up degree in Policing	Completion of a three-year self-funded course and application for a job once qualified
HND in Policing plus a specialist but related Level 6 top up degree e.g. in Criminology	Entrants would have to study an additional postgraduate conversion course

Below are some examples of job roles that are available to degree graduate entrants to the profession.

Job Roles
Police Constable
Special Constable
Police Community Support Officer
Police Staff: <ul style="list-style-type: none"> • 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

2.6 Use of maths and English within the curriculum

Those working within the police sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements. Below are some examples of how these skills are developed in the BTEC Higher National curriculum.

- Written reports
- Formal presentations
- Informal conversations
- Use of professional, sector specific language

Some aspects of policing require high level maths skills and we strongly recommend all students complete diagnostic maths assessments before beginning a Higher National course, as well as having an A* to C grade and/or 9 to 4 in GCSE Maths prior to starting the course (see Entry requirements in section 3.2 of this specification).

2.7 How Pearson BTEC Higher Nationals in Policing provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson Higher National in Policing qualifications embed the development of key skills throughout the programme; attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in five main categories, as follows.

- **Cognitive and problem-solving skills:** critical thinking, approaching non-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:** investigation and enforcement within finance, insurance fraud, commercial counter fraud, corporate investigation.
- **Business skills:** people management, performance management, change management, finance.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- active research skills
- effective writing skills
- analytical skills
- critical thinking
- creative problem-solving
- decision-making
- team building
- exam preparation skills
- digital literacy
- competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in the appendices.

3 Planning your programme

3.1 Delivering the Higher Nationals in Policing

You play a central role in helping your students to choose the right BTEC Higher National qualification.

Assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

3.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in Public Services or Forensic and Criminal Investigation or related title
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C (or equivalent), and/or 9 to 4 (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience
- an international equivalent of the above.

Centres may wish to consider applicants' prior learning when considering their acceptance on a BTEC Higher Nationals, through Recognition of Prior Learning. (For further information see Section 8: Recognition of Prior Learning and Attainment.)

Successful entrants to the Police force are expected to achieve at least minimum standards on a 'job related fitness test' (JRFT) and it is advisable that potential students are informed of this requirement prior to admission on the programme.

English language requirements

Pearson's mission is to help people make more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are **both** taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme **where the programme is both taught and assessed in English:**

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications **wholly or partially** in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

Internal assessment in languages other than English, Welsh and Irish

Centres may wish to internally assess students for this qualification in languages other than English, Welsh or Irish. Pearson will require specific assurance that the assessment is accurate and meets the same standard as assessment in English, Welsh or Irish and will require a translator to be present when the external examiner makes their verification visit to the centre. Any centre that intends to receive and assess student work in a language other than English must obtain new programme approval from Pearson before registering their students. Centres must specify on the Vocational Qualification Approval form which language will be used for assessment. For further detail about the 'Use of languages in qualifications', please visit Pearson's policies page on our website (<http://qualifications.pearson.com>.)

Centre approval

To ensure that centres are ready to assess students and that we can provide the support that is needed all centres must be approved before they can offer these qualifications. For more information about becoming a centre and seeking approval to run our qualifications please visit the support section on our website (<http://qualifications.pearson.com>).

Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level.

Resources required

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver BTEC Higher Nationals. For some units, specific resources are required. This is clearly indicated in the unit descriptors.

HN Global support

HN Global is an online resource that supports centre planning and delivery of BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see Sections 5 and 6 of this Programme Specification.

Modes of delivery

Subject to approval by Pearson, centres are free to deliver BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- full-time
- part-time
- blended learning
- distance learning (NB – mandatory Unit 13 Emergency Planning and the Police Services requires assessment of personal performance in use of the emergency planning system in a simulated major incident.)

Recommendations for employer engagement

BTEC Higher Nationals are vocational qualifications and as an approved centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in Section 5.1 about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

Support from Pearson

We provide a range of support materials, including Schemes of Work and suggested assignments, with supporting templates. You will be allocated an External Examiner early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.

Student employability

All BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant.

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.3 Access to study

This section focuses on the administrative requirements for delivering a BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression.

There should be equal opportunities for all those wishing to access the qualifications. We refer centres to our Pearson Equality and Diversity policy, which can be found in the support section of our website (<http://qualifications.pearson.com>).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to Section 9 on reasonable adjustments.

3.4 Student registration and entry

Within 30 days (home students) and 60 days (international students) of enrolment all students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (<http://qualifications.pearson.com>).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

3.5 Access to assessments

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website (<http://www.jcq.org.uk>).

3.6 Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (<http://qualifications.pearson.com>). We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (<http://qualifications.pearson.com>).

Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy, which can be found in the support section of our website (<http://qualifications.pearson.com>).

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

Appeals against assessment

Your centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (<http://qualifications.pearson.com>).

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

3.7 Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification.

Pearson does not tolerate actions (or attempted actions) of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Further details regarding malpractice and advice on preventing malpractice by students, can be found in the support section of our website (<http://qualifications.pearson.com>).

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice. The procedures we ask you to adopt when tackling malpractice vary between units that are internally assessed and those that are externally assessed.

Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre.

Pearson may conduct investigations if it is believed that a centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

Student malpractice

Heads of centres are required to report incidents of any suspected student malpractice that occur during Pearson external assessments. We ask that centres do so by completing JCQ Form M1 from the Joint Council for Qualifications website (<http://www.jcq.org.uk/>) and emailing it, along with any accompanying documents, (signed statements from the student, invigilator, copies of evidence, etc.), to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Tutor/centre malpractice

Heads of centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a JCQ Form M2b from the Joint Council for Qualifications website (www.jcq.org.uk) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of students) should also be reported to the Investigations Team, using the same method.

Heads of centres/Principals/Chief Executive Officers or their nominees are required to inform students and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

Pearson reserves the right in cases of suspected malpractice to withhold the issue of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld. We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Wherever malpractice is proven, we may impose sanctions or penalties. Where student malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a specified period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registrations of students
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

Your centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of students and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our Enquiries and Appeals Policy available in the support section on our website (<http://qualifications.pearson.com>).

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email (pqsmalpractice@pearson.com), who will inform you of the next steps.

4 Programme structure

4.1 Units, credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units.

- Core units are mandatory.
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards.
- Required combinations of optional units are clearly set out in the table on pages 22-23.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Unit Learning Hours (ULH)**.

- **Unit Learning Hours (ULH)** represent the total hours that a student needs to achieve the required learning outcomes, for a given *Unit*.
- **Total Qualification Time (TQT)** is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a *qualification*.

ULH contribute to the overall Total Qualification Time. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a 150 Unit Learning Hours (ULH) and 60 hours of Guided Learning.

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

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400

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

- guided Learning
- 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
- unsupervised work-based learning.

Guided Learning (GL) is defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

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

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

Some examples of activities that can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment that take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Programme structures

The programme structures specify:

- the total credit value of the qualification
- the minimum credit to be achieved at the level of the qualification
- the core units
- the specialist units
- the optional units
- the maximum credit value in units that can be centre commissioned.

When combining units for a Pearson Higher National qualification, it is the centre's responsibility to make sure that the correct combinations are followed. Pearson BTEC Level 4 Higher National Certificate in Policing

- 1 Qualification credit value: a minimum of 120 credits. This is made up of eight mandatory units, each with a value of 15 credits.
- 2 **Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours.**
- 3 **Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours.**

Pearson BTEC Level 4 Higher National Certificate in Policing		Unit credit	Level
Core Unit <i>Mandatory</i>	Small-scale Research Project in Policing	15	4
Core Unit <i>Mandatory</i>	Criminal Law	15	4
Core Unit <i>Mandatory</i>	Police and the Criminal Justice Service	15	4
Core Unit <i>Mandatory</i>	Equality and Diversity in the Police Service	15	4
Core Unit <i>Mandatory</i>	Roads Policing	15	4
Core Unit <i>Mandatory</i>	Technology and the Police Services	15	4
Core Unit <i>Mandatory</i>	Criminology – Practical Application for the Police Service	15	4
Core Unit <i>Mandatory</i>	Command and Control	15	4

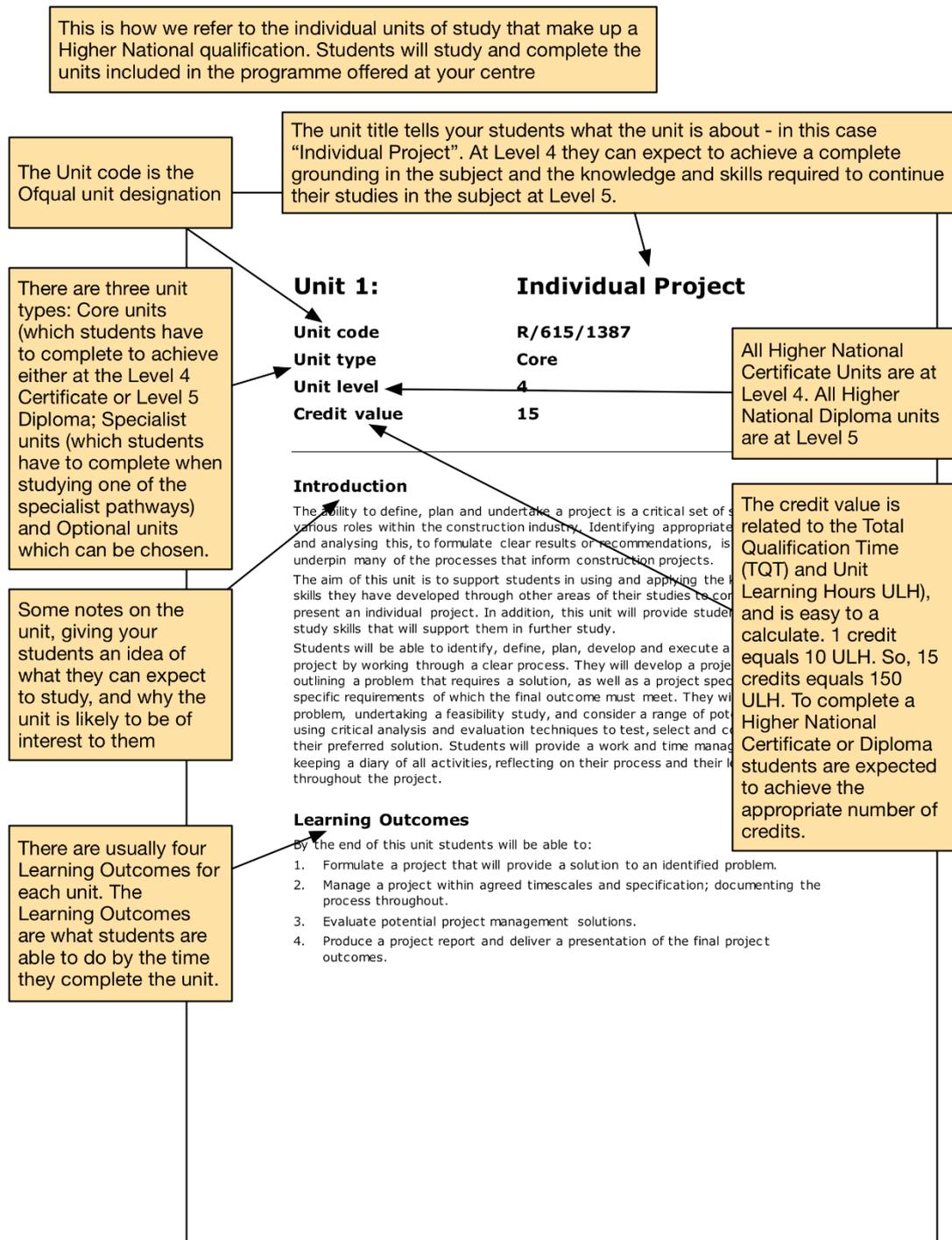
Pearson BTEC Level 5 Higher National Diploma in Policing

- 1 Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.
- 2 **Total Qualification Time (TQT)** Higher National Diploma (HND) = 2,400 hours.
- 3 **Total Guided Learning (GL)** Higher National Certificate (HNC) = 960 hours.
- 4 There is a required mix of core and one optional unit totalling 120 credits. All units are at Level 5.
- 5 The requirements of the Higher National Certificate (or equivalent) have to be met.
- 6 A maximum of 15 credits at Level 5 can be imported from another RQF Pearson BTEC Higher National qualification and/or from a locally-devised unit designed by the centre and approved by Pearson. Core units may **not** be substituted and are mandatory.

Pearson BTEC Level 5 Higher National Diploma in Policing		Unit credit	Level
Level 4 units:			
Core Unit <i>Mandatory</i>	1. Small-scale Research Project in Policing	15	4
Core Unit <i>Mandatory</i>	2. Criminal Law	15	4
Core Unit <i>Mandatory</i>	3. Police and the Criminal Justice Service	15	4
Core Unit <i>Mandatory</i>	4. Equality and Diversity in the Police Service	15	4
Core Unit <i>Mandatory</i>	5. Roads Policing	15	4
Core Unit <i>Mandatory</i>	6. Technology and the Police Services	15	4
Core Unit <i>Mandatory</i>	7. Criminology – Practical Application for the Police Service	15	4
Core Unit <i>Mandatory</i>	8. Command and Control	15	4
Level 5 units:			
Core Unit <i>Mandatory</i>	9. Leadership in Policing	15	5
Core Unit <i>Mandatory</i>	10. Crime Reduction and Community Policing	15	5
Core Unit <i>Mandatory</i>	11. Investigative Skills	15	5
Core Unit <i>Mandatory</i>	12. Government Interactions with the Police Service	15	5
Core Unit <i>Mandatory</i>	13. Emergency Planning and the Police Service	15	5

Core Unit <i>Mandatory</i>	14. Health and Safety Management in the Police Service	15	5
Core Unit <i>Mandatory</i>	15. Counter Terrorism	15	5
Optional Unit	Managing Police Finance	15	5
Optional Unit	Investigation into Armed Policing	15	5
Optional unit	Work-based Experience	15	5

4.3 Unit descriptor example



When assignments are graded the tutor will refer to this table, which connects the unit's Learning Outcomes with the student's work. This assignment may be graded at 'Pass', 'Merit' or 'Distinction' level, depending on the quality of the student's work.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Formulate a project that will provide a solution to an identified problem		LO1 & 2 D1 Evaluate the relationship between project identification, feasibility and project planning, with consideration of the impact of project scope on time and resources.
P1 Select an appropriate construction-based project, giving reasons for your choice. P2 Identify the main components of a project specification.	M1 Explain why the project specification is of fundamental importance to a successful project outcome.	
LO2 Manage a project within agreed timescales and specification, documenting the process throughout		
P3 Identify potential resources, costs and timescales. P4 Describe a range of appropriate techniques for generating realistic potential solutions.	M2 Prepare and update a project management plan, using standard systems of time and resource tracking.	LO3 & 4 D2 Appraise your own performance in managing the project; draw conclusions and make recommendations that would further improve your performance in the future.
LO3 Evaluate potential project management solutions		
P5 Explore project management strategies to determine suitability for a given project. P6 Justify the selection of your preferred solution, making reference to your initial project specification.	M3 Compare the outcomes of your initial planned resources, timescales and costs against actual outcomes.	
LO4 Produce a project report and deliver a presentation of the final project outcomes		
P7 Produce a written report identifying each stage of the project. P8 Utilise appropriate forms of referencing and citation in the preparation of a written report. P9 Prepare a presentation of your final project outcomes, utilising industry standard software.	M4 Present your final project outcomes and recommendations to a selected audience.	

Recommended books, articles, and online material that support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

Recommended Resources

Textbooks

BALDWIN, A. (2014) *Handbook for Construction Planning and Scheduling*. London: Wiley-Blackwell.

BUSSEY, P. (2015) *CDM 2015: A Practical Guide for Architects and Designers*. London: RIBA.

CIOB (2010) *Guide to Good Practice in the Management of Time in Complex Projects*. London: Chartered Institute of Building.

GOETSCH, D. L. (2011) *Construction Safety & Health*. London: Pearson.

KELLY, J. and MALE, S. (1992) *Value Management in Design and Construction: The Economic Management of Project*. London: Taylor & Francis.

POTTS, K. and ANKRAH, N. (2014) *Construction Cost Management: Learning from Case Studies*. London: Routledge.

LAWSON, B. (2005) *How Designers Think: The Design Process Demystified*. London: Routledge.

WYATT, D. (2007) *Construction Specifications: Principles and Applications*. New York: Delmar.

Links

This unit links to the following related units:

Unit 1: Independent Project

Unit 5: Legal & Statutory Responsibilities in Construction

Unit 6: Construction Information (Drawing, Detailing, Specification)

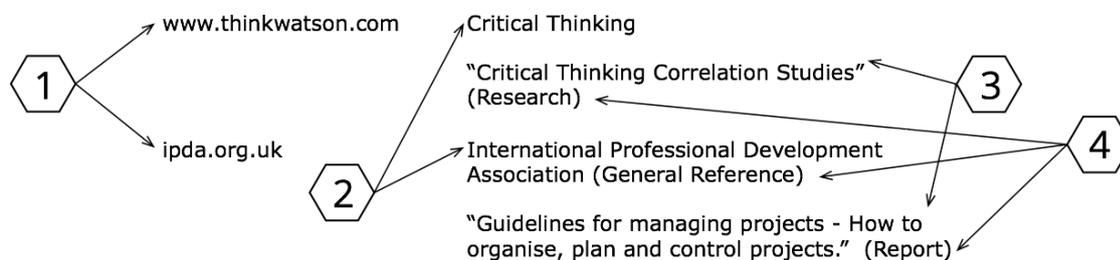
Website based resources – referencing:

Some units have website links as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced website based resources as follows:

- 1 A link to the main page of the website
- 2 The title of the site
- 3 The name of the section or element of the website where the resource can be found
- 4 The type of resource it is. This will be one of the following –
 - o Research
 - o General Reference
 - o Tutorials
 - o Training
 - o E-Books
 - o Report
 - o Wiki
 - o Article
 - o Datasets
 - o Development Tool
 - o Discussion Forum

Some examples from Computing units have been shown below:

Websites



5 Teaching and learning

The aim of this section is to provide guidance to centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing students completing a Higher National in Policing will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a centre.

5.1 Delivering quality and depth

A high quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.

One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Higher National in Policing is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- providing access to library facilities which has, as a minimum, available copies (physically and/or electronically) of all required reading material
- access to research papers and journals
- utilising a virtual learning environment (VLE) to support teaching

- working with local employers (see below) to present real-life case studies
- creating schemes of work that embrace a range of teaching and learning techniques
- listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies, and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- Course programme overview
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of their tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.

Pearson offer Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. This is available on the HN Global website www.highernationals.com. HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course. With HN Global, students can search,

share, comment, rank and sort a vast range of learning resources via an online digital library and tutors can create and annotate reading lists for students.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

5.2 Engaging with employers

Just as the student voice is important, so too is the employer's. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Policing. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice.

Centres should consider a range of employer engagement activities. These could include:

- field trips to local police forces
- inviting members of the local police force community to present guest lectures
- using employers to judge the quality of assessed presentations and/or products.

While detailed guidance on assessment has been provided in this specification (see Section 6), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment vehicles. This enables centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the centre's responsibility to judge the extent to which any employer contributes to teaching and learning.

5.3 Engaging with students

Students are integral to teaching and learning. As such it is important that they are involved as much as possible with most aspects of the programme on to which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected higher education representative as part of the Student Union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit specific feedback can also be collated by students completing unit feedback forms, end of year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby teachers adopt a 'reflection on action' approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end of programme feedback, or through on-going dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- the sequencing of units
- whether to have condensed or expanded delivery
- teaching and learning techniques.

5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Higher National Diploma in Policing it is strongly advised that Level 4 units are delivered, and achieved, by students before progression to Level 5. However, students are able to progress to level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

5.4.2 Condensed and expanded delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an extended period, or a combination of these. The following tables provide examples of this, based on four units being delivered in one teaching block.

Condensed version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1						Assessment	Unit 3						Assessment
Unit 2							Unit 4						

Expanded version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1												Assessment	
Unit 2													
Unit 3													
Unit 4													

Mixed version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2						Assessment	Unit 3						
Unit 4													

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle.

The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the centre.

As there are pros and cons to each approach, the use of a planning forum would help to ensure the most appropriate approach is taken. For example, centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that centres could introduce into a planned programme structure.

Technique	Face-to-face	Distance learning
Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.
Virtual Learning Environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.	Where students are engaged with online delivery through distance or blended learning a VLE is a must, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.
Blended learning	The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.

Technique	Face-to-face	Distance learning
Work-based learning	Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning e.g. when assignments require students to contextualise a response to a real organisation.	It is likely that the majority of distance learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.
Guest speakers	These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.	As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.
Field trips	Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.	The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students.

5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, centres must implement robust quality assurance measures and monitor the effectiveness of their implementation (see section 6 of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and therefore self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking police practitioners for the future. Assessment can be either formative, summative or both.

5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support on-going development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning that promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and marking criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, centres could consider a number of actions.

Use of language

The first aspect of an assignment that a centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the learning outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires 'analysis' then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-

assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design:

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set assignment briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

Employing a range of assessment tools

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in section 6.2 *Setting effective assignments*).

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in its instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

6 Assessment

BTEC Higher Nationals in Policing are assessed using internally assessed **centre-devised internal assignments** (which are set and marked by centres.)

An appointed External Examiner (EE) for the centre will sample the units as part of the annual Pearson EE centre visit. The focus will be on both standardisation of student assessed work and sharing of good practice with all EE feedback collated and presented in one External Examiner report for each of the units at the end of the year. This will support centres in developing effective assessment strategies, building on good practice and learning from one another.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from professional bodies, employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery will take place over short or long periods of time, and when assessment can take place.

6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>). All the assessment team will need to refer to this document.

For BTEC Higher Nationals it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

Assessment through assignments

For internally assessed units the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from, and formative assessment by, tutors.

An assignment is issued to students as an **assignment brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time. In *Appendix 3* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria, as follows.

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook* available in the support section of our website (<http://qualifications.pearson.com>).

- The **Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the External Examiner. The Programme Leader registers with Pearson annually and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
- **Internal Verifiers (IVs)** oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also assessors, but they do not verify their own assessments.
- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.
- Your **External Examiner (EE)** will sample student work across assessors. Your EE will also want to see evidence of informal verification of assignments and assess decisions.

Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements. From induction onwards you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

- You will need to give your students a guide that explains:
- how assignments are used for assessment
- how assignments relate to the teaching programme
- how students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

6.2 Setting effective assessments

Setting the number and structure of assessments

- In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.
- In designing your own assignment briefs you should bear in mind the following points.
- The number of assignments for a unit must not exceed the number of learning outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of learning outcomes or to create a single assignment for the entire unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.
- A learning outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the learning outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier learning outcomes, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learnt.

An assignment brief should have:

- a vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment
- clear instructions to the student about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- written reports, essays
- in-class tests
- examinations
- creation of financial documents
- creation of planning documents
- work-based projects
- academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- recordings of interviews/role plays
- working logbooks, reflective journals
- presentations with assessor questioning
- time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 4*.)

The form(s) of evidence selected must:

- allow the student to provide all the evidence required for the learning outcomes and the associated assessment criteria at all grade levels
- allow the student to produce evidence that is their own independent work
- allow a verifier to independently reassess the student to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

6.3 Making valid assessment decisions

Authenticity of student work

An assessor must assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- evidence submitted for the assignment is the student's own
- the student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. (See *section 3.7* in this Programme Specification for further information.)

As with all assessment results, both the uncapped and capped marks should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 3* of this document
- examples of moderated assessed work
- your Programme Leader and assessment team's collective experience supported by the standardisation materials we provide.

Dealing with late completion of assignments

- Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (see also Section 3.6 "Administrative arrangements for internal assessment").
- For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the centre's mitigating circumstances policy.
- Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may

be capped, due to late submission of the assignment, the student should be given an indication of their uncapped mark; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

- As with all assessment results, both the uncapped and capped marks should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence but how to improve in the future.

Resubmission opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment.**

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

Repeat units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification, will need to follow these steps.

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

Assessment boards

Each centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the individual units
- extenuating circumstances
- cases of cheating and plagiarism

- progression of students on to the next stage of the programme
- the awards to be made to students
- referrals and deferrals.

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a centre does not currently have such a process then the External Examiner (EE) should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of College Higher Education process.

6.4 Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader must have an assessment plan, produced as a spreadsheet. When producing a plan the assessment team will wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as Internal Verifier (IV) for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of students
- how to manage the assessment and verification of students' work, so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- student authentication declarations
- assessor decisions on assignments, with feedback given to students
- verification of assessment decisions.

Examples of records and further information are available in the *Pearson Quality Assurance Handbook*, available in the support section of our website (<http://qualifications.pearson.com>).

6.5 Calculation of the final qualification grade

Conditions for the Award

Conditions for the Award of the HND

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5;
- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

Conditions for the award of the HNC

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

Compensation Provisions

Compensation Provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15 credit units completed at level 4 and similarly if they have attempted but not achieved a Pass in one of the 15 credit units at level 5. However they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Compensation Provisions for the HNC

Students can still be awarded an HNC if they have not achieved a Pass in one of the 15 credit units completed, but have completed and passed the remaining units.

Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

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 per credit

Pass: 4

Merit: 6

Distinction: 8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

Modelled Student Outcomes

Level 4 Higher National Certificate

	STUDENT 1					STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade	Grade point	Unit points	Grade	Unit points						
Core 1	15	4	P	4	60	P	60	P	60	D	120	D	120
Core 2	15	4	P	4	60	P	60	P	60	D	120	M	90
Core 3	15	4	P	4	60	P	60	P	60	D	120	M	90
Core 4	15	4	P	4	60	P	60	M	90	M	90	M	90
Core 5	15	4	M	6	90	P	60	M	90	M	90	M	90
Core 6	15	4	M	6	90	P	60	M	90	M	90	M	90
Core 7	15	4	M	6	90	M	90	D	120	D	120	D	120
Core 8	15	4	M	6	90	M	90	D	120	D	120	D	120
TOTAL					600		540		690		870		810
GRADE					M		P		M		D		M

Level 5 Higher National Diploma

	STUDENT 1					STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade	Grade point	Unit points	Grade	Unit points						
Core 1	15	4	P	0	0	P	0	P	0	D	0	P	0
Core 2	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 3	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 4	15	4	P	0	0	P	0	M	0	M	0	M	0
Core 5	15	4	M	0	0	P	0	M	0	M	0	P	0
Core 6	15	4	M	0	0	P	0	M	0	D	0	U	0
Core 7	15	4	M	0	0	P	0	D	0	D	0	D	0
Core 8	15	4	M	0	0	P	0	D	0	D	0	D	0
Core 9	15	5	M	6	90	M	90	M	90	P	60	D	120
Core 10	15	5	M	6	90	M	90	M	90	P	60	D	120
Core 11	15	5	M	6	90	M	90	D	120	P	60	D	120
Core 12	15	5	M	6	90	P	60	D	120	P	60	D	120
Core 13	15	5	M	6	90	P	60	D	120	M	90	D	120
Core 14	15	5	M	6	90	P	60	M	90	M	90	D	120
Opt 16	15	5	M	6	90	P	60	M	90	M	90	D	120
TOTAL	240				630		510		720		510		840
GRADE					M		P		M		P		D

7 Quality assurance

Pearson's quality assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC Higher National programmes comprise five key components:

- the approval process
- monitoring of internal centre systems
- independent assessment review
- annual programme monitoring report
- annual student survey.

7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing centre approval process and then through the programme approval process. Programme approval for new centres can be considered in one of two ways:

- desk-based approval review
- review and approval visit to the centre.

Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Applications for approval must be supported by the head of the centre (Principal or Chief Executive, etc.) and include a declaration that the centre will operate the programmes strictly, as approved and in line with Pearson requirements.

Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the Automatic Approval process, subject to the centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

7.2 Monitoring of internal centre systems

Centres will be required to demonstrate on-going fulfilment of the centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the on-going effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the centre in correcting the problem.

7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ), are subject to a visit from a Pearson appointed External Examiner. The outcomes of this process will be:

- to confirm that internal assessment is to national standards and allow certification, **or**
- to make recommendations to improve the quality of assessment outcomes before certification is released, **or**
- to make recommendations about the centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

7.4 Annual Programme Monitoring Report (APMR)

The APMR is a written annual review form that provides opportunity for centres to analyse and reflect on the most recent teaching year. By working in collaboration with centres, the information can be used by Pearson to further enhance the quality assurance of the Pearson BTEC Higher National programmes.

7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of the quality assurance process, by engaging with students studying on these programmes.

7.6 Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have in place appropriate health and safety policies relating to the use of equipment by staff and students.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.

7.7 Continuing quality assurance and standards verification

The *Pearson Quality Assurance Handbook* is available in the support section of our website (<http://qualifications.pearson.com>). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering Pearson BTEC Higher National programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities through online standardisation; these are intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Higher Nationals include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification through requested samples of assessments, completed assessed student work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Pearson encourages centres to recognise students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the *Recognition of Prior Learning* policy document available in the support section of our website (<https://qualifications.pearson.com>).

9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the Quality Assurance Agency – Quality Code and OfQual General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit students to Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

Access to qualifications for students with disabilities or specific needs

Students taking a qualification may be assessed in British Sign Language or Irish Sign Language, or any other recognised sign language, as appropriate, depending on the language of assessment, where it is permitted for the purpose of reasonable adjustments. Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. Details on how to make adjustments for students with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents (<http://qualifications.pearson.com>).

10 Higher Nationals in Policing Units

Unit 1: Small-scale Research Project in Policing

Unit code R/616/2745

Unit type Core

Unit level 4

Credit value 15

Introduction

This unit enables students to develop information gathering and research skills in the field of policing within an ethical context.

The unit has a practical focus that gives the student the opportunity to use a range of research methods and skills for small-scale projects. Students will use both qualitative and quantitative methods, including statistical analysis.

Information technology is commonly used for both the research and analysis of data and appropriate software is advisable for the completion of a small-scale research project in this unit e.g. community policing projects or for research into cybercrime.

Learning Outcomes

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

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

Essential Content

L01 Explain how information sources and data are used in small-scale police service research projects

Sources of information: e.g. published data (such as newspaper/journal articles, internet, reports, meeting minutes, transcripts of speeches), audio-visual (such as audio, films, television), other sources (such as libraries, local police, media organisations)

Problems with information: e.g. limitations of primary and secondary data, degrees of accuracy, errors and omissions, delays in publication of data, Freedom of Information Act 2000, disclosure of public data, Data Protection Act 1998

Uses of data by police services: e.g. to inform, in provision of policing, in planning for future services, deciding performance (such as league tables, performance tables), links to funding including formula for the funding of specific services, other data (such as HMIC reports, crime pattern analysis, visual audits from council community safety units).

L02 Analyse the use of research strategies in small-scale projects for the police services

Strategy:

- research strategy: project design, work breakdown, methods of investigation, methods of data collection
- recording of data e.g. techniques, databases, specialist computer programs, description of content, use of references, bibliography

Primary methods:

- questionnaire design and application e.g. wording, sequence, bias, interviews
- sampling including sample size, response time and rate
- data analysis e.g. manual or computer
- types of sample e.g. judgmental, quota, random, stratified, probability, focus groups, internet surveys
- types of interview e.g. structured/unstructured, in-depth, individual/group
- setting up and managing the interview
- recording information
- questions e.g. open and closed, avoiding leading questions

Secondary methods:

- criteria, parameters, key words
- relevance, validity, sufficiency, currency
- storage and access of data
- review literature e.g. books, journals, library search, use of information technology
- reviewing published data and statistics e.g. Office for National Statistics

Code of ethics: e.g. negotiating access, openness of purpose, method and reporting method of research, informed consent

Ethical practice: e.g. issues of reliability, honesty, access, confidentiality, anonymity, voluntary participation, validity, authenticity, peer review, research aim, acknowledging sources/plagiarism, data protection, copyright, socially and morally unacceptable material

L03 Conduct a small-scale research project for the police services and communicate the research hypothesis, methodologies and findings

Small-scale research project:

- a project which is likely to yield useful original findings within the area of study but which is intentionally limited
- data collection methods e.g. survey, questionnaire including non-response, samples, interview, notes, recording, case study, diaries, observation, logs

Quantitative:

- analysis by numerical and statistical methods
- analysis of data e.g. dependent and independent variables, comparison of means, correlation, comparison of proportions, manual/electronic
- presentation of data e.g. bar charts, scatter graphs, line graphs, pie charts, tables, distribution graphs

Qualitative:

- focuses on the interpretations made by individuals
- written methods e.g. use of third person, appropriate language
- interpreting transcripts
- categorisation
- trends
- presentation of data

Undertaking research: e.g. surveys, qualitative methods, analysis of existing datasets, review of data, interpretation and application of research findings

Evaluating findings: reviewing outcomes against plan and objectives

Making recommendations for possible further research: including reflection on the conduct of the project itself and recommendations for future activities e.g. further questions that could be asked around the area of original enquiry.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain how information sources and data are used in small-scale police service research projects		LO1 & LO2
P1 Explain how information sources and data are used in small-scale police service research projects, the potential limitations of the data and problems that may arise	M1 Appraise information sources used by the police services and the extent to which research data aids decision-making	D1 Critically evaluate the rationale behind a small-scale research project for the police services and methods used to collect data
LO2 Analyse the use of research strategies in small-scale projects for the police services		
P2 Analyse different research strategies employed in small-scale research police projects and how ethical research practice is maintained	M2 Evaluate different research strategies and use this evaluation to justify the potential use of a particular research strategy for a small-scale research project that will maintain ethical research practice in a police service context	
LO3 Conduct a small-scale research project for the police services and communicate the research methodologies and findings		LO3
P3 Design a small-scale research project, explaining why the chosen research methods will enable the achievement of research objectives P4 Conduct research based on the project design and present findings in an appropriate format and manner for the intended audience	M3 Coherently and logically communicate an analysis of the research findings to the intended audience, demonstrating how the research outcomes met research objectives	D2 Communicate a critical evaluation of the research findings and make valid, justified recommendations for further research

Recommended resources

Textbooks

Bell, J. (2010) *Doing Your Research Project*. 5th edn. Maidenhead: Open University Press.

Thomas, G. (2013) *How to Do Your Research Project*: SAGE Publications

Belling, R. (2016) *How to Manage a Research Project: Achieve Your Goals on Time and Within Budget*: Evaluation Works' Research Guides

Kumar, R. (2014) *Research Methodology*: SAGE Publications

Coombs, H. (2001) *Research using IT*: PALGRAVE Study Skills

Unit 2: Criminal Law

Unit code Y/616/2746

Unit type Core

Unit level 4

Credit value 15

Introduction

This unit will provide students with an understanding of the general principles of criminal law and a knowledge of some defences to criminal law offences.

Students will be able to explain the statute law relating to and impacting on violence, the threat of violence on society and the law on loss or damage to property.

Students will be able to explain and recognise the need for the laws relating to public order and the effect of public disorder on the community.

Research tasks will enhance the students' ability to understand criminal law and its difference to Tort law, provide the skills to update knowledge, understanding and maintain continual professional development in policing or the wider policing family.

Learning Outcomes

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

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

Essential Content

LO1 Explain the general principles of criminal law and general criminal law defences

General principles of law and the rules of evidence:

- defining a crime, the function of criminal law, burden and standard of proof
- classifying offences

Actus reus:

- definition, proof, conduct must be voluntary, omission
- factual and legal causation

Mens rea:

- definition of intention, definition of court, basic, specific and ulterior intent, knowledge, recklessness, willfulness
- mistake
- criminal liability

Defendants' rights:

- during an investigation and trial

Duress:

- general,
- nature of the threat, the threat/offence connection,
- imminence of the threat and opportunities to escape,
- duress arising from voluntary associations with criminals
- limits to the defence

Necessity:

- general, duress of circumstances
- the limits of duress

Private defence and prevention of crime:

- general, necessity of force, the reasonableness of the force, extent of the justifications, resisting justifiable conduct
- fatal force and the European Convention on Human Rights

Capacity:

- age and criminal responsibility, insanity, automatism
- diminished responsibility
- intoxication

LO2 Illustrate the impact of laws relating to violence and the threat of violence on society

Homicide:

- Murder
- Manslaughter

Application of the homicide law:

- to given scenarios, using relevant cases, case law and legislation

Assault and battery:

- assault – (actus reus – omissions, words, immediate unlawful violence; mens rea – immediate unlawful personal violence or recklessness)
- battery – (actus reus – infliction of unlawful person violence; mens rea – unlawful force, subjective recklessness)
- actual bodily harm – s.47 Offences Against the Person Act 1861

Wounding and inflicting GBH:

- actus reus – unlawful wounding or unlawful infliction of grievous bodily harm, whole skin must be broken, really serious harm; mens rea – ‘intentionally’ or ‘recklessly’, s.20 Offences Against the Person Act 1861

Wounding or causing GBH with intent:

- actus reus – ‘substantial cause’ of injury; mens rea – ‘malicious wounding’ or cause GBH, ulterior intent, s.18 Offences Against the Person Act 1861

Administering poison:

- actus reus – administering some poison or other destructive or noxious thing; mens rea – ‘maliciousness’

Rape:

- actus reus – penetration, absence of consent; mens rea – intentional penetration, intention and knowledge in relation to the presumptions, reasonable belief in consent
- assault by penetration: actus reus – penetration, penetration which is sexual, absence of consent; mens rea, Sexual Offences Act 2003

Sexual Assault:

- actus reus – touching, touching which is sexual, absence of consent; mens rea
- offences against the Public Order Act 1986, common law offences breach of the peace Powers to use force Section 3 Criminal Law Act 1967, Section 117 Police and Criminal Evidence Act 1984 (PACE act) Criminal Justice and Immigration act 2008, Common Law Human Rights Act 1998

Application of the law relating to sexual offences:

- to given scenarios, using relevant cases, case law and legislation

LO3 Illustrate the impact of laws on loss or damage to property

Criminal damage:

- Criminal Damage Act (CDA) 1971, actus reus – destroy or damage, property, belonging to another; mens rea – intention and recklessness, lawful excuse
- destroying or damaging property to endanger life, s.1(2) CDA 1971

Theft:

- Theft Act 1968, actus reus – property, money and cheques, things in action and other intangible property, limitations on the theft of land, belonging to another, appropriation; mens rea – intention to permanently deprive the owner of his property, dishonesty, Fraud Act 2006

Robbery:

- Section 8 (1) Theft Act 1968, need to prove theft, need to prove force or threat of force – force on a person, threat of force, on any person, immediately before or at the time of stealing, in order to steal

Duress:

- general,
- nature of the threat, the threat/offence connection, e.g. domestic abuse
- imminence of the threat and opportunities to escape
- duress arising from voluntary associations with criminals
- limits to the defence

Necessity:

- general, duress of circumstances
- the limits of duress

Private defence and prevention of crime:

- general, necessity of force, the reasonableness of the force, extent of the justifications, resisting justifiable conduct
- fatal force and the European Convention on Human Rights

Capacity:

- age and criminal responsibility, insanity, automatism
- diminished responsibility
- intoxication

Application of the law:

- to given scenarios, using relevant cases

L04 Define Breach of the Peace and Public Order Offences

Breach of the peace:

- common law application
- powers to arrest
- powers to enter premises
- judgements at court

Section 31 of the Crime and Disorder Act 1998

Sections 4, 4A, 5 Public Order Act 1986:

- Law relating to Public Order Act 1986
- Defences
- Where offences can be committed
- Aggravated form of the offence e.g. racist or perceived racist behaviour
- Sentencing at court
- Out of court disposals

Sections 1, 2, 3 Public Order Act 1986:

- Constituent parts of each offence
- Where offences can be committed
- Mens Rea needed to commit the offences

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the general principles of criminal law and criminal law defences		LO1, LO2 & LO3
<p>P1 Explain the principle of burden of proof in criminal cases and the meaning of actus reus and mens rea, using relevant case examples</p> <p>P2 Compare the effectiveness of different general criminal law defences, using relevant case examples</p>	<p>M1 Analyse the use of statute law and case law, giving examples of how the law has developed, including burden of proof and defences to an offence</p>	<p>D1 Critically analyse the use of statute law, case law and precedent in the development of an offence such as assault, theft, criminal damage, or burglary</p>
LO2 Illustrate the impact of laws relating to violence and the threat of violence on society		
<p>P3 Using examples, assess the impact of laws relating to violence and the threat of violence on society</p>	<p>M2 Compare and contrast Statute Laws relating to Assault and Public Order with charging standards</p>	
LO3 Illustrate the impact of laws on loss or damage to property		
<p>P4 Using examples, assess the impact of laws on loss or damage to property</p>	<p>M3 Analyse the definition of property as outlined in the Theft Act 1968, using any relevant case law</p>	
LO4 Define Breach of the Peace and Public Order Offences		LO4
<p>P5 Produce a table of public order offences in order of severity, giving the powers to arrest and methods of disposal</p>	<p>M4 Analyse how Section 31 of the Crime and Disorder Act 1998 affects Section 4, 4A and 5 of the Public Order Act 1986, using case law and media articles to support the analysis</p>	<p>D2 Critically analyse the effectiveness of the Public Order Act 1986 as a legal sanction against public order offences, giving case law and media articles to support your submissions</p>

Recommended Resources

Textbooks

Bryant, R. and S. et al (2017) *Blackstone's Handbook for Policing Students*: Oxford University Press

Sheppard, E. and Griffiths, A. (2013) *Investigative Interviewing*: Oxford University Press

Hannibal, M. and Mountford, L. (2002) *The Law of Criminal and Civil Evidence*: Pearson Education Limited

Langford, et al (2010) *Practical Skills in Forensic Science*: Pearson Education Limited

Unit 3: Police and the Criminal Justice System

Unit code D/616/2747

Unit type Core

Unit level 4

Credit value 15

Introduction

The aim of this unit is to develop students' understanding of the criminal justice system in England and Wales to evaluate its effectiveness.

Students will consider the criminal justice system in terms of the composition and roles of the judiciary and magistrates. The unit enables students to explore the principle of judicial independence and potential conflict between the judiciary, the state and executive because of that independence.

The unit also covers how the agencies of the criminal justice system operate and how defendants are dealt with by the system. Students will explore the ethical issues involved with sentencing and punishment. Students will be required to consider the aims and costs of punishment in modern society.

Students will also have the opportunity to evaluate the effectiveness of the criminal justice system in terms of different stages of dealing with offenders as well as evaluating any deterrent effect on re-offending.

Learning outcomes

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

- 1 Explain the composition and roles of the courts
- 2 Explain the role of the Police and Crown Prosecution Service
- 3 Describe how the judicial system is used for justice and punishment
- 4 Explain ethical dilemmas surrounding sentencing.

Essential Content

LO1 Explain the composition and roles of the courts

Judiciary:

- structure; social composition; processes of appointment
- legal standing; authority; role
- influence on policy; accountability; powers

Magistracy:

- structure; social composition; processes of appointment
- legal standing; authority; role
- influence on policy; accountability; powers
- guidelines
- remit, focus, roles and responsibilities of the Crown Prosecution Service

Relationships:

- between judges and magistrates; relationship between judiciary and government
- government policies; role of the executive; role of parliament; principle of judicial impartiality; impact of government policies on judicial impartiality

Type of courts available:

- domestic violence; family courts; civil courts; youth court
- Magistrates', Crown Court, High Court, Court of Appeal, Supreme Court

LO2 Explain the role of the Police and Crown Prosecution Service

Crown Prosecution Service (CPS):

- advising the police on cases for possible prosecution
- reviewing cases submitted by the police for prosecution
- where the decision is to prosecute, determining the charge in the more serious and complex cases
- preparing cases for court
- presenting those cases at court

Police:

- investigation of crime
- investigation of roads traffic incidents
- collection of evidence and exhibits; interviewing witnesses
- interviewing of suspects; preparation of court files
- disclosure responsibilities
- liaising with CPS and other agencies

LO3 Describe how the judicial system is used for justice and punishment

System:

- structure, composition, personnel, inter-relationships
- processes

Justice:

- current policies, methodology used to combat crime
- roles and responsibilities
- fast tracking
- repeat offending

Prosecution of defendants:

- strategies of criminal justice agencies including the police, courts, legal system, probation, prison service
- court system for magistrates' courts, Crown courts, the Supreme Court including structure, features, sentencing; diversionary schemes and community alternatives
- consequential deterrent effect on re-offending
- role of probation service
- role of prison service
- role of witnesses in prosecution of defendants
- range of out of court penalties e.g. fixed penalty notices, police cautions and warnings

LO4 Explain ethical dilemmas surrounding sentencing

Sentencing policies:

- sentencing guidelines for judges and magistrates
- issues of seriousness and severity
- current policies and legislation relating to sentencing

Perspectives on punishment:

- goals/objectives
- effectiveness, justification, deterrence, reform, prevention, retribution
- impact on victims of crime
- restorative justice

Sentencing trends:

- current trends
- public confidence
- risk management

Costs:

- available resources including physical, human, financial
- costs of prosecution
- sentencing
- costs of imprisonment
- other sentences including tagging

Associated Considerations:

- mentally disordered defendants
- vulnerable people
- young offenders
- appropriate adults
- victims and witnesses
- use of interpreters
- video interviews
- witness support

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the composition and roles of the courts		LO1 & LO2
P1 Prepare a diagram of the courts system in England and Wales, explaining the roles of each court and why the courts are independent	M1 Analyse the role of the defence in a criminal case at a court of law	D1 Critically analyse how a case is tried at the Crown Court and the roles of the defence, police and Crown Prosecution Service
LO2 Explain the role of the Police and Crown Prosecution Service		
P2 Explain the role of the Crown Prosecution Service and list the agencies that they work with and that they prosecute for	M2 Analyse the role and responsibilities of the police in the criminal justice system, including the costs of prosecution and the repercussions on police resources	
LO3 Explain how the judicial system is used for justice and punishment		LO3 & LO4
P3 Explain out of court resolutions available to the police and when these may be appropriate to use	M3 Present an accurate analysis of the processes required to prosecute a defendant, from police investigation to Crown Prosecution Service prosecution	D2 Evaluate the impact of sentencing guidelines on criminal justice and how the costs of prosecution and sentencing impact on available resources
LO4 Explain ethical dilemmas surrounding sentencing		
P4 Explain the sentences that can be handed out by Magistrates and the Crown Court for selected crimes	M4 Analyse the objectives of punishment in a modern society	

Recommended Resources

Textbooks

Fitzpatrick, B. (2006) *Going to Court* (Blackstone's Practical Policing): Blackstone Press

Websites

Crown Prosecution Service

<http://www.cps.gov.uk/>

Unit 4: Equality and Diversity in the Police Service

Unit code H/616/2748

Unit type Core

Unit level 4

Credit value 15

Introduction

The aim of this unit is for students to identify the importance of equality and diversity in the police service and the leadership the police service must show to promote it.

This unit enables students to evaluate legislative provision for the protection of individuals against discrimination and the different procedures open to victims of unfair treatment.

Students will be able to explain the Police service work with the legislation on Equality and Diversity, and investigate how this legislation is used to produce working policy documents. Students will investigate how equality and diversity can be achieved and understand why discrimination has no place within the police services.

Learning Outcomes

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

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

Essential Content

LO1 Explain what is discriminatory behaviour

Prejudice:

- definition
- origins of prejudice
- types of prejudice
- stereotyping
- implications for policing and the perception of the police by the public

Discrimination:

- definition
- direct and indirect discrimination
- Lawrence enquiry and institutional racism
- Allport's Scale of Discrimination
- implications for the police services

Working practices:

- internal and external customers
- routine and non-routine activities
- provision of information and literature
- communication with internal and external customers
- training and educating staff

Impact:

- impact of prejudice and discrimination on the operation of the police service organisations, including treatment of members of the public
- effects that prejudice and discrimination have on victims and perpetrators
- treatment of colleagues in own organisation
- treatment of personnel in partner organisations
- quality of service provision
- image of police service organisations
- media portrayal
- public perception

LO2 Explain how the equality needs of employees and the general public are met by police service organisations

Equality and Diversity legislation:

- Equality Act 2010 which was formed from: Employment Equality (Age) Regulations 2006; Disability Discrimination Act (DDA) 1995; Sex Discrimination Act (SDA) 1975; Employment Equality (Sex Discrimination) Regulations 2005; Race Relations Act (RRA) 1976; Employment Equality (Religion or Belief) Regulations 2003; Human Rights Act 1998; Employment Equality (Sexual Orientation) Regulations 2003; Equality Act 2006
- Nine protected characteristics under Equality Act 2010 – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

Advisory Services:

- Conciliation and Arbitration Service (ACAS)
- Citizens Advice Bureau (CAB)
- Equality and Human Rights Commission (EHRC)
- Rights of Women
- Royal Association for Disability and Rehabilitation (RADAR)
- Trade unions
- Liberty
- Inspectorates and advisory bodies e.g. Police Complaints Commission, Independent Monitoring Board (IMB) for Prisons

Organisational policies:

- policies of the police service
- grievance procedures
- discipline procedures
- police ethics

Equality and diversity:

- reason
- rationale
- purpose
- impact on daily operation
- accountability to management and watchdogs (Independent Police Complaints Commission/ Office for Police Conduct)
- impact on current and future employees and public

LO3 Analyse how promotion of equality and diversity can benefit the work of the police service

Equality and Diversity:

- definition
- importance and need for fair treatment in the police services
- requirements including working practices, within literature, within job opportunities, within codes of practice and ethics

Prejudice and discrimination:

- effects on the victim including psychological, impact on self-esteem and future within public service
- effects on the perpetrator including psychological, impact on self-esteem, future within police service
- effects on organisation including public perception

Work place culture:

- language e.g. 'canteen banter'
- humour and practical jokes
- challenging inappropriate behaviour
- coping strategies

- code of ethics
- discipline procedure
- grievance procedure
- support systems for minority groups within the police service
- potential sanctions

LO4 Analyse what is a hate crime and what makes an offence racially or religiously aggravated

Legislation:

- Crime and Disorder Act 1998
- Equality Act 2010
- Public Order Act 1998
- Protection from Harassment Act 1997

Definition of hate crime:

- Crown Prosecution Service (CPS) report
- National Police Chief's Council (NPCC)
- College of Policing APP website

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain what is discriminatory behaviour		LO1 & LO2
P1 Explain what is direct and indirect discriminatory behaviour, giving examples to illustrate the description	M1 Analyse the effects that the Equality Act 2010 has had on victims and perpetrators of prejudice and discrimination (direct and indirect) within given scenarios	D1 Critically analyse the impact that the Equality Act 2010 has had on victims and perpetrators of prejudice and discrimination (both direct and indirect) within given contexts and make justified suggestions for potential improvements to current equality practice in the police service
LO2 Explain how the equality needs of employees and the general public are met by the Police Service		
P2 Explain the nine protected characteristics of the Equality Act 2010, giving examples of how the police service support the equality needs of its employees and the general public	M2 Produce a presentation that illustrates how the police service meets the requirements of one selected element of the Equality Act 2010	
LO3 Analyse how promotion of equality and diversity can benefit the work of the police service		LO3 & LO4
P3 Analyse why the police service must promote Equality and Diversity and how this affects trust and confidence	M3 Present a concise appraisal of why the police service should be a multi-racial service that adheres to the Equalities Act 2010, giving examples to justify own thoughts	D2 Evaluate why the police service must promote equality and diversity and how this affects trust and confidence when they are dealing with incidents
LO4 Analyse what is a hate crime and what makes an offence racially or religiously aggravated		
P4 Analyse what a hate crime is and how an offence can be racially or religiously aggravated	M4 Assess how a hate crime may be committed using examples from given case studies and how the police should deal with the incidents	

Recommended Resources

Textbooks

Stout, B. (2010) *Equality and Diversity in Policing* (Policing Matters Series): Sage Publications Ltd

Websites

Policing Professional Framework:
Competency and Values [https://skillsforjustice-ppf.com/
competency-values/](https://skillsforjustice-ppf.com/competency-values/)

Unit 5: Roads Policing

Unit code K/616/2749

Unit type Core

Unit level 4

Credit value 15

Introduction

This unit will introduce students to the principles of roads policing. Students will study the construction and use regulations, drink and drug driving, and how to apply this legislation. Road traffic collisions will be reviewed and the anti-social use of vehicles in the wider community.

Students will also study the health and safety implications of road traffic incidents, and how to protect themselves and the public.

The unit will focus on road traffic issues and the effects on communities. Students will research what is a road, what is meant by driving, what is a vehicle and the definition of a road traffic collision. Students will research the main functions of roads policing which can greatly assist in community safety and crime reduction, with a research task addressing anti-social behaviour.

Learning Outcomes

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

- 1 Explain the main laws relating to vehicles, vehicle documentation and road traffic offences
- 2 Analyse drug and drink drive offences and methods of detection and prevention
- 3 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
- 4 Apply the practices of accident investigation vehicle examiners at the scene of road traffic collisions.

Essential Content

LO1 Explain the main laws relating to vehicles, vehicle documentation and road traffic offences

The meaning of the terms:

- highway; public and private roads; driving; vehicle

Law relating to driving offences:

- Road Traffic Act 1984 and 1988, common defences to this Act
- Construction and Use regulations as defined by the Road Traffic Act 1988 and 1984
- Possible defences to the legislation

Vehicle documentation:

- vehicle identification
- vehicle classification
- driving licences
- Insurance certificates
- Ministry of Transport Test Certificates: including TACO graphs

LO2 Analyse drug and drink drive offences and methods of detection and prevention

Law relating to drink and drug driving:

- as defined by the Road Traffic Act 1988
- evidence breath testing equipment and the police station procedure
- field impairment test
- evidence specimens for analysis
- detention of persons under the influence of alcohol or drugs; defences to this offence

LO3 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

Importance of Roads Policing to the community:

- reducing anti-social use of vehicles in the community
- reducing death and serious injury on the roads
- role of High Court injunctions in preventing serious collisions on roads, e.g. cruising

Denying criminals the use of the road to prevent crime;

- e.g. general criminality; drug dealing; human trafficking; terrorism offences

Patrolling the road:

- intelligence gathering
- public confidence

Problem solving:

- National Association of Police Chiefs Council (NAPCC) 'clear initiative'
- dealing with witnesses' victims and suspects of traffic incidents
- identification of persons at the roadside using devices such as Lantern, PNC, MIB or DVLA systems
- securing and preserving evidence
- sources of assistance available
- debriefing incidents

LO4 Apply the practices of accident investigation vehicle examiners at the scene of road traffic collisions

Scene preservation:

- creating a sterile area for other emergency services e.g. accident investigation
- vehicle examination e.g. forensic, collision investigation
- fire service
- ambulance
- recovery vehicles
- role of Highways authorities e.g. cordons, clearing hazards such as chemical spills

Health and safety:

- protective equipment
- recognising potential hazards
- protecting self and others at the scene of collisions, e.g. cordons, road closures, diversions
- partnership agencies
- creating safe working areas for all services at the scene

Technology:

- GPS and laser measuring equipment
- computer generated images
- Black Box technology: TACO graph technology
- engine management system analysis
- Automated Number Plate Recognition (ANPR)

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the main laws relating to vehicles, vehicle documentation and road traffic offences		LO1 & LO2
<p>P1 Explain what documentation is required for driving/using a motorcycle, motor car, heavy goods vehicle (HGV), and passenger carrying vehicles (PCV) on a road or public place and the police powers to stop a vehicle and require their production</p> <p>P2 Fully explain the definition of a reportable Road Traffic Collision (RTC) including a description of all the component parts</p>	<p>M1 From a given road traffic scenario determine the required scene management; the offences committed under road traffic legislation and procedures for dealing with suspects and gathering evidence</p>	<p>D1 Evaluate a given road traffic scenario, determining the sections in the Road Traffic Act that relate to scene management; offences committed under road traffic legislation; procedures for dealing with suspects and gathering evidence and summarising possible defences</p>
LO2 Analyse drug and drink drive offences and methods of detection and prevention		
<p>P2 Analyse what is 'driving whilst unfit' through drug and drink offences, explaining the methods employed to detect and prove them</p>	<p>M2 Define the conditions to be present for a police officer to have the power of entry to a premises following a road traffic collision, giving an explanation of powers of entry</p>	
LO3 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		LO3 & LO4
<p>P3 Summarise the law relating to using a vehicle to cause alarm, distress and annoyance giving examples from the media to illustrate the effects on the community</p>	<p>M3 Analyse how criminals use the road traffic system to further their criminal activity</p>	<p>D2 Evaluate the roles and responsibilities of both accident investigation and vehicle examiners at the scene of a serious road traffic collision and the impact of a serious collision on the offender, victims, witnesses and the wider community</p>
LO4 Apply the practices of accident investigation vehicle examiners at the scene of road traffic collisions		
<p>P4 Using specific examples, assess what evidence is required from the scene of a serious road traffic collision</p>	<p>M4 Analyse how evidence is gathered at the scene of a serious road traffic collision, including vehicle examination and the issues for the investigator if this is not done correctly</p>	

Recommended Resources

Textbooks

Cooper, S. and Orme, M. (2009) *Road Traffic Law*: Oxford University Press

Unit 6: Technology and the Police Services

Unit code D/616/2750

Unit type Core

Unit level 4

Credit value 15

Introduction

The aim of this unit is to develop students' knowledge of how technology can support police service delivery and the benefits of using technology for the police service and the community. Effective use of technology is at the heart of the operation of the police services in the 21st century.

UK governments have invested heavily in the design and implementation of technology projects for the police service. This unit will enable students to identify the range of technology used by the police service, how that technology supports both the police and the community and enhances the delivery of the police services in the UK.

This unit covers the range of technology systems used by the police services, what impact they have and the potential for future developments. The unit will give students an understanding of the benefits of the use of technology by the police service, their personnel, suppliers and service users.

Learning Outcomes

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

- 1 Analyse the types of technology used in the police services
- 2 Illustrate how police service technology is deployed to prevent crime or incidents
- 3 Illustrate the impact of technology on the role of the police services
- 4 Analyse future developments in police service technologies.

Essential content

LO1 Analyse the types of technology used in the police services

Communications technology:

- radio e.g. airwave, mobile communications
- Local Area Network (LAN)
- satellite communications
- mobile data terminals
- email
- Skype
- resilient communications
- social media and television

Technology deployed in protection of self and others:

- personal protective equipment (PPE) e.g. body armour, baton, restraints, incapacity spray, helmets, nuclear, biological, chemical (NBC) suits, breathing apparatus
- vehicles – air based, water based and land based
- police firearms

Surveillance, crime prevention and detection:

- GPS tracking
- CCTV
- audio monitoring
- thermal imaging
- infrared
- uses in counterterrorism
- phone tapping
- issues of civil liberties and abuse of power
- biometrics
- informers (covert human intelligence sources)
- Automatic Number Plate Recognition (ANPR)
- body worn cameras
- cybersecurity

Forensic:

- forensic technology e.g. DNA analysis, ballistics identification systems, smartwater, fire investigation, photography, fluids and fibre analysis, light sources, spectroscopy, glass refractive index measurement
- other types of forensic technology e.g. databases, managing data, preservation of electronic evidence, fraud prevention, transaction monitoring systems, network breaches

LO2 Illustrate how police service technology is deployed to prevent crime or incidents

Crime or incidents:

- crime prevention and detection
- child exploitation and protection
- emergency response
- public order incidents
- terrorist incidents
- counterterrorism
- road traffic incidents
- road safety measures and Automated Number Plate Recognition (ANPR)

Overseas:

- overseas policing operations
- International Crime Police Organisation – Interpol
- European Crime Police Organisation – Europol
- counterterrorism
- intelligence gathering
- disaster response – natural and man-made disasters, e.g. Paris attacks
- police deployments

Impact of legislation on the use of technology by the police:

- Investigatory Powers Act 2016
- Regulation of Investigatory Powers Act (RIPA) 2000
- Intelligence Services Act 1994

LO3 Illustrate the impact of technology on the role of the police services

Impact on performance:

- operational effectiveness, efficiency, meeting targets
- public perception and satisfaction
- ability to respond to changing social and political landscapes
- improved/transparent accountability

Impact on staff:

- issues of resistance to change
- over-reliance on technology leading to a deskilling of staff
- increased training needs
- reductions in staffing
- changes to job roles

Impact on recruitment and training:

- impact on initial recruitment and educational level of applicants e.g. Information Communication Technology (ICT) experience
- impact on initial training e.g. need for ICT training
- impact on retraining
- impact on safety and liability in training e.g. testing knowledge of use of restraints and incapacitant spray
- over-reliance on IT based learning e.g. National Centre for Applied Learning Technologies (NCALT)

Financial impact:

- public spending review
- tendering; costs
- technological inflation
- updating equipment
- procurement

L04 Analyse future developments in police service technologies

Technology use:

- technology e.g. Holmes System, Police National Computer (PNC), accident investigation
- resourcing systems
- identification and recognition systems

Future developments:

- online simulations and training
- virtual environments
- use of drone technology
- developments in biometrics for identification methods

Implications:

- dependence on technology
- environmental impact
- sustainability
- economic costs
- contingencies

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the types of technology used in the police services		LO1 & LO2
P1 Analyse the types of communications technology available to the police services to prevent and detect crime and provide support at different types of incidents	M1 Assess the forms of technology used by the police service in the prevention and detection of crime and road traffic incidents in a community and the extent to which they are effective	D1 Critically evaluate a recent example of police use of new technology and its impact on the prevention and/or detection of crime or road traffic incidents
LO2 Illustrate how police service technology is deployed to prevent crime or incidents		
P2 Using a recent media article (of within the last 5 years), illustrate how the police has deployed technology effectively to prevent and/or detect crime or incidents	M2 Analyse how the Regulation of Investigatory Powers Act 2016 impacts on the use of technology by the police	
LO3 Illustrate the impact of technology on the role of the police services		LO3 & LO4
P3 Illustrate by way of a timeline how technology has had an impact on the job role of police officers	M3 Analyse the impact of forensic technology on crime scene management and investigations	D2 Using one example of police use of technology, critically evaluate the impact this technology has had on the effectiveness of police departments and reflect on the implications of future development of this technology
LO4 Analyse future developments in police service technologies		
P4 Analyse the implications of technological change on police services	M4 Compare different police departments' use of technology and assess the possible implications of future development of this technology	

Recommended Resources

Textbooks

Graham, I. (2011) *Forensic Technology*: Evans Brothers Ltd

Demir, F. (2011) *Technology Use in Community Policing: Usability Evaluation by Eye Tracking Method*: Lambert Academic Publishing

Journals

College of Policing

<http://www.college.police.uk/What-we-do/Research/Library/Pages/journals.aspx>

Unit 7: Criminology – Practical Application for the Police Service

Unit code H/616/2751

Unit type Core

Unit level 4

Credit value 15

Introduction

This unit gives students the opportunity to study criminology, the theories around it and how it relates to police work. Students will be encouraged to apply the theories they have studied to policing situations and be able to resolve them using different methods. The students will research different crimes of violence (including domestic violence), and the possible reasons behind why these crimes are committed.

Students will also investigate how crime reporting and recording of crime can affect public perception within diverse communities in various geographic areas in the United Kingdom, including how individual members of the police service can affect public perception.

Learning Outcomes

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

- 1 Use the main theories of psychology to explain criminal behaviour
- 2 Use the main theories of sociology to analyse social inequality and criminal behaviour in a community
- 3 Use psychological and sociological theories to inform own understanding of violent crime
- 4 Demonstrate an appreciation of the role of the police service in prevention and control of crime and disorder.

Essential Content

LO1 Use the main theories of psychology to explain criminal behaviour

Approaches:

- cognitive, e.g. brain function and abnormalities
- humanistic
- behaviourist including observational learning
- modelling
- psychology: theoretic study of human thought, emotion, mind and behaviour; applied psychology including self-help, improving mental health, performance enhancement

Personality theories:

- biological theory e.g. Eysenck
- behavioural theory e.g. Skinner
- psychodynamic e.g. Freud
- humanist e.g. Maslow and Rogers and Cattells 16 Personality Factors (16PF)

Other theories:

- psychological theories of crime e.g. Bowlby's Juvenile Delinquency and 40 thieves, maternal deprivation, social learning theory, rational choice theory, cognitive theory, Eysenck's biosocial theory; validity of theories in explaining criminal behaviour
- criminal (top down approach) and geographical profiling (bottom up approach)

Research information:

- British Crime Survey
- Macpherson Report
- Equality and Human Rights Commission – Ten Years Since Macpherson – research reports

Perpetrators:

- behaviours during arrest and when in custody
- forms of criminal proceedings e.g. from fixed penalty notices to court trials
- public services available to offenders including offender programmes and what works
- rehabilitation and recidivism
- support in relation to offender ethnicity

Causal factors:

- genetic
- parental and family (including domestic violence)
- social pressures such as poverty, unemployment, substance misuse, homelessness, racism, stereotypes
- influences: peer pressure, fashion and trends; on individuals and groups including ethnicity, religion, media; internet

LO2 Use the main theories of sociology to analyse social inequality and criminal behaviour in a community

General:

- definition of violence
- types of criminal violence and its impact on victims and communities e.g. ASBOs, domestic violence
- social learning model: differential association, e.g. Sutherland
- differential reinforcement and imitation, e.g. Akers
- left and right realism

Labelling theory:

- Becker
- Goffman
- Cohen
- Lemert

Structuralism:

- functionalist
- marxism
- feminist theories

Strain theory:

- general strain theory, e.g. Agnew; types of negative strain; strain increasing the likelihood of violence
- factors affecting the reaction to strain

Control balance theory:

- definition, e.g. Hirschi
- conformity and compliance e.g. Milgram and Zimbardo studies
- submission
- deviancy
- social control
- ratio
- opportunity
- constraint
- self-control
- contingencies
- level of empirical support
- collective
- interpersonal violence

Rational-choice theory:

- definition, e.g. Beccaria
- incentives for violence, e.g. getting away with it
- getting justice
- displaying power and thrill seeking
- level of empirical support
- violence against women

L03 Use psychological and sociological theories inform own understanding of violent crime

Prejudice:

- definition types and forms of prejudice e.g. Allport, G. (1954)
- situations where prejudice can occur
- reasons for prejudice
- causal factors
- individual control of own behaviour and that of others
- effects and impact of prejudice on the victim and the police service

Discrimination:

- definition
- types
- reasons for discrimination
- causal factors
- individual control of own behaviour and that of others
- manifestation
- perpetual behaviour
- effects and impact of discrimination on the victim and the police service

Theories and models:

- G W Allport
- Stephan and Stephan
- Devine
- Plant and Buswell
- showing escalation of behaviour as response to discrimination
- responses to dominance (acquiesce, resist, withdraw)
- coping strategies

Theories:

- psychological theories of crime e.g. Bowlby and maternal deprivation
- social learning theory e.g. Bandura (1963)
- rational choice theory
- cognitive theory
- Eysenck's biosocial theory validity of theories in explaining criminal behaviour e.g. effectiveness of offender/geographical profiling.
- sociology theory

Research information:

- British Crime Survey
- Macpherson Report
- Equality and Human Rights Commission – Ten Years Since Macpherson – research reports
- Attitude Surveys

Perpetrators:

- forms of criminal proceedings, restorative justice
- public services available to offenders including offender programmes
- rehabilitation
- support in relation to offender ethnicity

Causal factors:

- genetic
- parental and family
- social pressures such as poverty
- unemployment
- substance misuse
- homelessness
- racism and hate crime
- stereotypes

Influences:

- peer pressure
- fashion ('gang markers') and trends
- on individuals and groups including ethnicity
- religion
- media
- internet

Factors affecting crime:

- social climate
- environment including poverty
- housing
- education
- ethnicity
- unemployment
- financial influences

Victimology:

- victimisation and repeat victimisation
- impact of crime on victims and society
- public and third sector organisations which support victims including victim support
- social services
- pressures felt by victims
- impact of crime on victims including physical and emotional impact
- impact of crime on society including financial; fear of crime
- criminal justice system

LO4 Demonstrate an appreciation of the role of the police service in prevention and control of crime and disorder

Public perception:

- social economic backgrounds
- ethnicity
- demographics
- local geography
- immigrant communities
- multi-culturalism
- consent (consensus) versus coercion

Methodology:

- police force structures
- community policing
- response policing
- policing firearms incidents
- public disorder policing (partial break down of consent within communities; why this occurs)
- investigation of crime
- crime and social control

Mandatory police departments:

- criminal investigation
- child protection and Public Protection Units (PPUs)
- safer neighbourhood teams
- domestic violence
- cyber crime
- coroner's office
- road traffic investigation
- firearms
- police support unit
- training
- control rooms

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Use the main theories of psychology to explain criminal behaviour		LO1 & LO2
P1 Explain how three main psychological theories apply in a given arrest scenario	M1 Provide judgements on how psychological theories help the police officer to understand the behaviour of a suspect in an arrest scenario	D1 Use studied theories, to suggest how to deal with a given scenario where a person has been arrested; is in custody and is refusing to leave their cell; critically reflect on own thoughts and decisions made while the person is in custody
LO2 Use the main theories of sociology to analyse social inequality and criminal behaviour in a community		
P2 Use three main sociological theories to analyse social inequalities in a community and crime and criminal behaviour	M2 Use sociological theories to evaluate how social inequalities impact on crime and criminal behaviour	
LO3 Use psychological and sociological theories to inform own understanding of violent crime		LO3 & LO4
P3 Explain how psychological and sociological theories inform own understanding of a violent crime	M3 Use psychological and sociological theories to analyse the possible causes of domestic violence in a given scenario	D2 Evaluate how the death of a suspect either in custody or during arrest, should be dealt with by the police, including details of how this can manifest itself as a problem with the public, and what methods the police can use to overcome issues arising from such an incident
LO4 Demonstrate an appreciation of the role of the police service in prevention and control of crime and disorder		
P4 Explain the role of the police service in prevention and control of local crime and disorder, detailing the methods the police currently use to do this	M4 Assess how senior police managers ensure the police service reflects the communities in which they serve and why this is important for social control	

Recommended Resources

Textbooks

Newburn, T. (2017) *Criminology*: Willan Publishing

Sharrock, W. et al (2003) *Understanding Modern Sociology*: SAGE Publications Ltd

Jones, S. (2009) *Criminology*: Oxford University Press

Davies, G. et al (2008) *Forensic Psychology*: Wiley and Sons

Unit 8: Command and Control

Unit code K/616/2752

Unit type Core

Unit level 4

Credit value 15

Introduction

This unit focuses on the skills and abilities required for the command of incidents and the control of any police staff, from planned operations and events, to dynamic and spontaneous incidents.

Students will be given the opportunity to investigate Police Control room duties, and evaluate the technology required for the functioning of a police control room. Police hierarchy will be studied and students will explore the roles of Gold, Silver and Bronze command in any given scenario, and how this structure is deployed.

An opportunity may be presented to allow the students to practice their skills at command and control. This will incorporate decision making and problem solving.

Learning Outcomes

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

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

Essential Content

LO1 Explain police control room structure for dealing with incidents

Control room structure:

- telephony
- call handling
- control/despatch
- supervision e.g. management of control room

LO2 Analyse the skills and abilities used by the police in controlling any given incident

Skills and abilities:

- communication skills
- psychomotor skills
- IT Skills
- knowledge of law
- problem solving
- decision making

Training:

- pursuit training
- ANPR management
- silver command skills
- knowledge of geographical area
- use of databases and information technology e.g. PNC and intelligence systems

LO3 Demonstrate how to apply possible systems of control for different types of incident

Types of incident:

- spontaneous
- planned
- crime, non-crime and traffic incidents
- operational, non-operational

Systems of control:

- gold, silver, and bronze
- control room decisions
- self-monitored control of incident
- National Decision Model

LO4 Demonstrate how to apply resource management and risk assessment in policing operations

Types of resources available:

- policing resources; e.g. traffic officers, dog handlers
- external agencies; trading standards, social services
- other emergency services; e.g. fire and rescue, ambulance, coastguard
- assessment of costs
- sharing information between agencies

Risk assessment:

- dynamic
- pre-planned
- assessing risk and harm
- National Decision Model.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain police control room structure for dealing with incidents		LO1 & LO2
P1 Explain how the structure of a police control room enables the police to deal with incidents	M1 Assess the effectiveness of actions and protocols used in a police control room when dealing with incidents	D1 Evaluate the actions, protocols, skills and abilities used to exercise command and control when an identified firearms incident is reported to a police control room
LO2 Analyse the skills and abilities used by the police in controlling any given incident		
P2 Analyse the skills and abilities that should be used by the police in order to control a given incident	M2 Justify why the skills and abilities used by the police should control a given incident, giving examples of additional different techniques that could be used	
LO3 Demonstrate how to apply possible systems of control for different types of incident		LO3 & LO4
P3 Determine the most appropriate system of control to use in simulated incidents, explaining how problems were solved and how decisions were reached about required actions and resource management	M3 Justify own choice of control system used for a simulated incident, detailing how you solved problems and reached decisions about required actions and resource management and what alternative actions that could have been taken	D2 Evaluate all actions taken in a simulated exercise, relating to any police responses required, detailing any prospective alternative actions that could have been taken and explaining how the National Decision Model was used to assist in resource management
LO4 Demonstrate how to apply resource management and risk assessment in policing operations		
P4 Describe the external agencies, and internal police departments that could be used to support the police in any given incident, detailing the service they can provide to the public	M4 Explain the risk assessments that will be made by the police using the National Decision Model, in a simulated incident	

Recommended Resources

Manuals

Major Incident Procedure Version 9.3 (2015): LESLP

The Interoperability Framework Edition 2 (2016): JESIP

Websites

College of Policing – Command and Control Definitions and Procedures	https://www.app.college.police.uk/app-content/operations/command-and-control/definitions-and-procedures/
College of Policing – Command Structures	https://www.app.college.police.uk/app-content/operations/command-and-control/command-structures/
College of Policing – Command Support	https://www.app.college.police.uk/app-content/operations/command-and-control/command-support/

Unit 9: Leadership in Policing

Unit code M/616/2753

Unit type Core

Unit level 5

Credit value 15

Introduction

This unit focuses on the behaviour of individuals and groups within policing and the wider police family. It explores the links between the structure and culture of the police service and how they interact and influence the behaviour and motivation of the workforce.

The way in which an organisation structures and organises its workforce will affect the culture that develops within the organisation. This system of shared values and beliefs will determine and shape the accepted patterns of behaviour of an organisation's workforce. The culture in police service organisations can be very different to the culture in business or industrial organisations.

Students will explore different roles and functions within the police service that work together to minimise risk to themselves and others and how this affects behaviours in the workplace. They will also examine how leadership and technology can enhance or detract from the effectiveness of teams within the police service.

The police Codes of Ethics and the National Decision Model need to be understood to be able to complete this module.

Learning Outcomes

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

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

Essential Content

LO1 Analyse the relationship between police structure and culture

Types of departmental and associated structures:

- hierarchical rank structures
- geographically based (Basic Command Unit)
- multi-divisional structures (Traffic, CID)
- centralised and decentralised departments such as Human Resources, Finance Procurement
- roles and departments; organisational charts
- internal and external network structures (intelligence systems)
- wider policing family (other types of police forces) – how they affect the public trust and confidence in the police service

Organisational culture:

- classification of organisational culture e.g. power culture, role of police culture, task culture, person culture
- cultural norms and symbols within the police services
- values and beliefs (Code of Ethics)
- development of organisational culture within the police services, perception and work behaviour in police services
- attitude of police services employees (how this affects public perception of the police)
- ability and aptitude required for police service work (educational standards required, emotional intelligence)
- significance and nature of individual differences (make-up of police service), self and self-image
- dealing with conflict and individual behaviour at work (personality, traits and types), its relevance in understanding self and others within the police services
- six core competences of the police officer recruitment process
- policing and working with the nine protected characteristics of the Equalities Act 2010

LO2 Compare different approaches to management and leadership

Leadership in police service:

- leadership traits
- management style
- contingency approach
- leadership and police culture
- ethical leadership
- what leadership is required in different situations e.g. planning mode or emergency situations
- leadership and successful change in police management e.g. pluralistic, transformational, communications, conflict
- managers and leaders

Frames of reference for leadership activities:

- opportunist
- diplomat
- technician
- achiever
- strategist
- magician
- pluralistic
- transformational
- change

Roles and responsibilities

- Chief Constable
- Police and Crime Commissioner: acting fairly and without bias

Functions of management within police services:

- planning
- organising
- commanding
- co-ordinating
- controlling: how this is linked to the rank structure
- decision making – National Decision Model

Managerial skills within the police service:

- interpersonal
- informational
- decisional

Nature of managerial authority within public service organisations:

- power
- authority
- responsibility
- delegation
- conflict

Development of management thought:

- scientific management
- classical administration
- bureaucracy
- human relations approach
- systems approach
- contingency approach
- approaches commonly used in policing

L03 Assess how leadership styles and application of motivational theories affect the police service workplace

Motivational theories:

- Maslow's Hierarchy of Needs
- Herzberg's Motivation – Hygiene theory;
- McGregor's Theory X and Y
- Vroom and Expectancy theories
- MacCoby, McCrae and Costa – personality dimensions
- use of theory within police service

Motivation and performance:

- motivation and managers
- monetary and non-monetary rewards
- motivation within the police service, promotion, departmental changes,
- leadership in the police service organisations, e.g. recognising individuals and teams, role modelling required behaviours and values, managing change

L04 Assess the factors that can promote or inhibit effective teamwork in the police service and associated teams

Teams and team building:

- groups and teams (shift based and designated teams)
- informal and formal groups; purpose of teams in policing
- selecting team members
- team roles
- Belbin's theory
- stages in team development, team building, team identity, team loyalty, commitment to shared beliefs
- multi-disciplinary teams in policing

Team dynamics:

- decision-making behaviour
- dysfunctional teams
- cohesiveness and its importance to policing and police ethics
- identifying teams' roles in specialist areas, firearms, Police Support Unit, search teams or control room
- group norms

Impact of technology on team functioning:

- technology available to different services
- communication systems within services
- changes in technology
- networks and virtual teams
- global and cross-cultural teams

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the relationship between police structure and culture		LO1 & 2
<p>P1 Analyse the structure of the police service and the roles and functions of members of the service</p> <p>P2 Analyse the factors that influence the culture of the police service and individual behaviour in the workplace</p>	<p>M1 Critically analyse how the leader of a team can affect the work ethics, direction and behaviour of that team, giving examples to support the analysis</p>	
LO2 Compare different approaches to management and leadership		
<p>P3 Compare the effectiveness of different leadership styles in the police service</p> <p>P4 Explain the roles and responsibilities of those charged with ensuring that the police service operates fairly and without bias</p>	<p>M2 Evaluate the role of the Police and Crime Commissioner and its effects on the police service</p>	
LO3 Assess how leadership styles and application of motivational theories affect the police service workplace		LO3 & L04
<p>P5 Assess the impact that different leadership styles can have on motivation in the police service in periods of change</p>	<p>M3 Analyse and contrast the application of different motivational theories within the police service workplace</p>	
LO4 Assess the factors that can promote or inhibit effective teamwork in the police service and associated teams		
<p>P6 Explain the nature of teams and team behaviour within the police service and associated teams</p> <p>P7 Assess factors that may promote or inhibit the development of effective teamwork in the police service and associated teams</p>	<p>M4 Analyse the impact of barriers to team functioning within the police service</p>	

Recommended Resources

- Radcliffe, S. (2012) *Leadership: Plain and Simple*: Financial Times Publishing
- Buck, A. (2017) *Leadership Matters*: John Catt Education Ltd.
- Garland, D. (2002) *Culture of Control*: Oxford University Press
- Cole, G. and Kelly, P. (2015) *Management, Theory and Practice*: Cengage Learning
- Rodgers, C. (2008) *Leadership Skills in Policing*: Oxford University Press

Journals

College of Policing <http://www.college.police.uk/What-we-do/Research/Library/Pages/journals.aspx>

Website

College of Policing www.college.police.uk

Unit 10: Crime Reduction and Community Policing

Unit code T/616/2754

Unit type Core

Unit level 5

Credit value 15

Introduction

This unit will give students the opportunity to explore concepts of Community Policing that will include; crime reduction evidence based policing and the 'multi agency' approach to safer communities. Students will also be required to research and analyse the current policies and strategies being used to combat crime and improve community safety. This should involve a range of agencies, for example, other policing areas, local authorities, county councils, social services and businesses.

The unit enables students to critically analyse current and developing strategies, at local and national level, aimed at reducing the opportunities to commit crime. The unit also develops student knowledge of the links between community groups and outcomes. Students will be required to research and review the impact of cross-agency approaches in dealing with offenders.

Learning Outcomes

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

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

Essential Content

LO1 Present an analysis of the impact of Evidence-Based policing on crime and community safety

Types of policies to combat crime and improve community safety:

- local authority policies
- multi-agency and partnership approach including the purpose/focus, structure, funding of such partnerships

Current policing policies to engage with the public:

- community meetings
- watch schemes
- visual audits
- volunteer schemes (Special Constabulary)

Strategies to combat crime and improve community safety:

- for current crime problems
- safer communities
- crime reduction and crime prevention
- town planning initiatives
- designing out crime officers

Legislation:

- relevant crime reduction and community safety legislation including subsequent amendments e.g. Crime and Disorder Act 1998; Criminal Justice Act 2003, Criminal Justice and Immigration Act 2008

Evidence-based policing – identifying the following:

- problem
- options
- actions
- timescales
- what success looks like
- participating agencies locations
- community demographics

Evidence-based policing – formulating the following:

- solutions
- resource management
- use of media to inform public of plan and outcome (including Social media)
- plan to combat problem or crime displacement
- plan if the operation fails to achieve goals

Evidence-based policing – tools:

- community meetings
- practitioner meetings
- decision making model
- SMART action plans
- previous EBP operations
- best practice

LO2 Explain strategies used by the police for the reduction of anti-social behaviour

Risk factors:

- development of strategy including identifying risks

Anti-social behaviour:

- definition
- Law Commission proposals for tackling anti-social behaviour
- legislation e.g. Crime and Disorder Act 1998, Crime Policing Act 2014, Criminal Behaviour Orders, Closure Powers, Government White Papers
- mental health issues

Research:

- theories on anti-social behaviour
- problem identification
- cycle of anti-social behaviour
- factors involved in introducing people to the cycle of anti-social behaviour
- present position
- factors leading to crime
- target outcomes
- previous approaches
- agencies involved

Strategies:

- development including risk reduction pre-crime and post-crime
- control measures pre-crime and post-crime
- performance targets
- review including practical application
- measurable outcomes
- identification of provision
- distribution of effort
- feedback loop
- evaluation including opportunities for improvement
- planning, proposing and implanting change
- analysis of wider impact of strategy (policies on Signal Crimes)

LO3 Explain interagency approaches to dealing with offenders

Agencies:

- police
- probation service
- social services
- prison service
- third sector e.g. Alcohol Concern (Crime and Disorder Act 1998)
- National Health Service (mental health teams)

Responses to offenders:

- pre-crime
- post-crime
- pre-conviction
- post-conviction
- pre-sentence
- post-sentence
- after completion of sentence (Youth offending team)

Partnerships available:

- Crime and Disorder Partnerships, Social Services, Probation Service
- local authorities
- organisations dealing with: resettlement of offenders; support with drug and alcohol misuse; financial exclusion; temporary accommodation; homelessness; chaotic lifestyle; separation from children and families; domestic violence and abuse

L04 Analyse the effects of crime on a community and how anti-social behaviour issues can be resolved

Public perceptions of crime:

- media reporting of crime
- fear of crime
- community perceptions and responses to crime
- impact of crime on individuals and communities
- vigilante groups

Victim issues:

- victimisation studies including National Crime Survey
- vulnerable members of society e.g. elderly, at risk children, people with disabilities, socially isolated persons, migrants, refugees, asylum seekers

Impact of crime:

- impact on victims including physical and emotional impact
- impact of crime on society including financial impact
- fear of crime
- criminal justice system

Victim support:

- role of public services in supporting victims and witnesses
- Code of Practice for Victims of Crime initiatives including neighbourhood watch, community policing
- support groups including Victim Support, Witness Service, Rape Crisis, Samaritans
- social services
- Victims Information Service
- Citizens Advice Witness Service
- Victim's Commissioner
- Mental Health charities

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Present an analysis of the impact of Evidence-Based policing on crime and community safety		LO1 & LO2
<p>P1 Explain the current policies and strategies used by the police services to combat crime and improve safety in a community</p> <p>P2 Describe the process of Evidence-Based policing</p> <p>P3 Present a reasoned analysis of the positive impact of a recent Evidence-Based policing project on crime and community safety, using research evidence</p>	<p>M1 Present a coherent, detailed evaluation of the impact of a recent Evidence-Based policing project on crime and community safety in a community, using own research evidence</p>	<p>D1 Present a coherent and in depth critical evaluation of the impact of a recent Evidence-Based policing project on crime and community safety in a community, based on own research evidence, justifying conclusions that have been reached</p>
LO2 Explain strategies used by the police for the reduction of anti-social behaviour		
<p>P3 Explain six strategies that the police could use to reduce anti-social behaviour in a community</p>	<p>M2 Using the Anti-social Behaviour, Crime Policing Act 2014, select and give justified examples of Criminal Behaviour Order, Community Protection Order and Closure Powers that can be used to reduce anti-social behaviour in a community</p>	
LO3 Explain interagency approaches to dealing with offenders		LO3 & LO4
<p>P4 Explain what an interagency approach is when dealing with an offender, giving examples of interagency responses to offenders to support the explanation</p>	<p>M3 Evaluate the impact of current legislation on interagency working when dealing with offenders and how interagency work affects a community</p>	<p>D2 Critically evaluate the effects on a community of living in a high crime area, the impact of current legislation on interagency working when dealing with identified offenders, and how the interagency work impacts on the anti-social behaviour within the community</p>
LO4 Analyse the effects of crime on a community and how anti-social behaviour issues can be resolved		
<p>P5 Analyse the impact on a community of living in a high crime area and how anti-social behaviour issues can be resolved</p>	<p>M4 Evaluate how anti-social behaviour issues could be resolved in a specified scenario</p>	

Recommended Resources

Textbooks

Newburn, T. (2006) *Supporting Safer Communities: Housing, Crime and Neighbourhoods*: Chartered Institute of Housing

Peak, K. and Glensor, R. (2017) *Community and Problem-oriented Policing: Effectively Addressing Crime and Disorder*: Pearson

Unit 11: Investigative Skills

Unit code **A/616/2755**

Unit type **Core**

Unit level **5**

Credit value **15**

Introduction

The unit will provide students with an understanding of the principles of criminal investigation, managing criminal investigations and effective case management.

Students will examine principles, legislation and considerations relating to conducting investigations. Students will research the key theories and best practice when conducting an investigation and handling evidence and exhibits.

Students will also research and practice how to conduct an ethical and professional interview of suspects and witnesses, in accordance with the Police codes of practice and Police and Criminal Evidence Act 1984.

Learning Outcomes

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

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

Essential Content

LO1 Apply principles, key theories and legislation to criminal investigation

Principles of investigation:

- evidence
- dealing with volume and acquisitive crime investigations
- safeguarding issues (child and adult)
- investigating Cybercrime
- ethical Considerations
- National Decision Model
- European Convention of Human Rights considerations, such as proportionality

Key theories and best practice:

- stages of an investigation
- planning the investigation
- conducting an investigation
- other agencies involved in investigations (Crown Prosecution Service, National Crime Agency (NCA), Security Services, Banks and National Ballistics Intelligence Service (NABIS))
- the use and development of investigative hypotheses
- investigative strategies – search; house to house; intelligence; physical evidence; Automatic Number Plate Recognition (ANPR); trace, interview, eliminate (TIE); search warrants; press appeals; multi-agency working

Investigative Mind set:

- definition of an investigator
- knowledge and skills required

Legislation governing criminal investigation:

For example:

- Regulation of Investigative Powers Act 2000
- Criminal Procedure and Investigations Act 1996
- Police and Criminal Evidence Act 1984

LO2 Analyse the requirements of effective scene management and professional forensic evidence gathering

Scene preservation:

- cordons
- environmental factors, e.g. weather
- control of the scene
- evidence handling
- documentation to be completed
- communication issues
- Achieving Best Evidence (ABE)
- identifying suspects
- risk assessments
- crime scene technology

Nature of investigation:

- PIP1 – priority and volume crime investigations
- PIP2 – serious and complex investigations

Forensic considerations:

- specialist roles e.g. Crime Scene Investigators, Army specialists, Fire Service
- cross contamination issues
- digital crime scene
- identifying crime scenes
- risk assessments
- Home Office (2007) Storage, Replay and Disposal of Digital Evidential Images

Evaluation of evidence:

- types of evidence
- use of digital evidence (CCTV, body worn cameras)
- digital evidence (computers)
- forensic evidence
- cross contamination
- storing and transporting exhibits
- reviewing information

Intelligence and information:

- material, information, intelligence, evidence
- intelligence systems
- correct storage of information
- Regulation of Investigatory Powers Act 2000

LO3 Explain the benefits of the manual of guidance forms used for file preparation and how it supports disclosure

Manual of Guidance Forms:

- purpose of manual; forms
- Police and Criminal Evidence Act 1984
- Disclosure Manual 2005
- Murder Investigation Manual 2006

Defence Disclosure:

- statutory requirements
- review of defence statements
- defence statements: Crown Prosecution Service procedure
- defence statements: police actions and certification
- defence statements: further Crown Prosecution Service actions for additional revealed material
- notification of intention to call defence witnesses
- faults in defence compliance
- seeking inferences at trial
- responding to defence requests for time limit extension

LO4 Demonstrate how to conduct an ethical and professional interview according to the Police and Criminal Evidence Act 1984

Police interviews:

- victims, witnesses, suspects
- fitness for interview
- legal issues, Police and Criminal Evidence Act 1984
- professional interview process level 1, 2 and 3

Interview skills:

- National Police Chiefs' Council's PEACE interview process
- requirements of PACE Code C
- documentation
- storage of recorded interviews
- interview strategies and plans
- recording process
- special warnings
- contingencies during interviews

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Apply principles, key theories, and legislation to a criminal investigation		LO1 & LO2
<p>P1 Explain the principles, key theories and best practice behind police investigation, including the 'Investigative Mind set' that supports police practice during any criminal investigation</p> <p>P2 Analyse the main purpose of legislation governing criminal investigation</p>	<p>M1 Evaluate the impact of three pieces of legislative process or codes of practice on an investigation</p>	<p>D1 Critically evaluate the differences in the initial investigation of a burglary dwelling offence and that of a serious assault, giving the rationale for these differences</p>
LO2 Analyse the requirements of effective scene management and professional forensic evidence gathering		
<p>P3 Analyse how to secure the scene of different identified crime scenes</p> <p>P4 Explain the types of evidence that might be gathered from different crime scenes and how it should be preserved, handled and exhibited at court</p>	<p>M2 Critically analyse the issues in securing different crime scenes, including how to collect, store and prevent cross contamination of evidence and exhibits to be used at court</p>	
LO3 Explain the benefits of the manual of guidance forms used for file preparation and how it supports disclosure		LO3 & LO4
<p>P5 Explain the benefits of a standardised system of file preparation (Manual of Guidance Forms) and how it supports requests for disclosure of material</p>	<p>M3 Analyse the effect disclosure as in the Criminal Procedures and Investigations Act 1996 has on cases at court</p>	<p>D2 Critically evaluate own performance in a simulated suspect interview process and the file preparation and planning processes applied</p>
LO4 Demonstrate how to conduct an ethical and professional interview according to the Police and Criminal Evidence Act 1984		
<p>P6 Explain the differences between interviewing victims, witnesses or suspects</p> <p>P7 Complete a simulated interview using the National Police Chiefs' Council (NPCC) National PEACE interview model</p>	<p>M4 Illustrate, using a detailed plan, how to interview a victim or witness using the PEACE process, including any contingencies that may have to be included in the plan</p>	

Recommended Resources

Textbooks

Bryant, R. and S. et al (2017) *Blackstone's Handbook for Policing Students*: Oxford University Press

Sheppard, E. (2013) *Investigative Interviewing*: Oxford University Press

Hannibal, M. (2002) *The Law of Criminal and Civil Evidence*: Pearson Education Limited

Milne, R. and Bull, R. (2008) *Investigative Interviewing: Psychology and Practice*: Wiley Series in Psychology of Crime, Policing and Law

Langford, A. et al (2010) *Practical Skills in Forensic Science*: Pearson Education Limited

Manuals/Codes of Practice

Codes of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA)

www.gov.uk/government/publications/criminal-procedure-and-investigations-act-code-of-practice

Blackstone's Policing manuals (Sergeants to Inspectors revision)

<https://global.oup.com/academic/product/blackstones-police-manuals-online-9780199287109?q=police%20manuals&lang=en&cc=gb>

ACPO (2006) Murder Investigation Manual

<http://library.college.police.uk/docs/APPREF/murder-investigation-manual-redacted.pdf>

Journals

College of Policing

www.college.police.uk/What-we-do/Research/Library/Pages/journals.aspx

Websites

College of Policing

www.app.college.police.uk/app-content/investigations/linked-reference-material/

http://www.college.police.uk/What-we-do/Ethics/Documents/Code_of_Ethics.pdf

<http://library.college.police.uk/docs/college-of-policing/Body-worn-video-guidance-2014.pdf>

<https://www.app.college.police.uk/app-content/engagement-and-communication/media-relations>

Unit 12: Government Interactions with the Police Services

Unit code F/616/2756

Unit type Core

Unit level 5

Credit value 15

Introduction

The aim of this unit is to provide students with an understanding of how the government and its decision-making powers impact on police services.

Students will analyse the different levels of government, the police service they link into, including how they influence the police service.

Students will examine and research the roles and responsibilities of the Police and Crime Commissioner (PCC), The Independent Police Complaints Commission (IPCC) and Her Majesty's Inspectorate of Constabulary (HMIC), and how they impact on the police service.

Learning Outcomes

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

- 1 Analyse the impact of different levels of government on the police service
- 2 Analyse how political decisions impact on the police service
- 3 Explain how the Independent Police Complaints Commission (IPCC) is formed and their roles and responsibilities
- 4 Explain the roles and responsibilities of the Police and Crime Commissioner (PCC) and their relationship with the public and police and Her Majesty's Inspectorate of Constabulary (HMIC).

Essential Content

LO1 Analyse the impact of different levels of government on the police service

Local:

- parish councils
- borough councils

Regional:

- unitary authorities
- regional mayors

National government:

- national assemblies
- national government

Roles and responsibilities of the different levels of government: e.g. decision-making treaties, regulations, directives, resolutions, statutes, bylaws, budget setting powers locally and nationally

Issues:

- co-operation and conflict between different levels of government
- democratic mandates
- democratic deficit
- subsidiarity

LO2 Analyse how political decisions impact on the police service

Key policy areas: including sustainability, human rights, regional development, anti-social behaviour, immigration and inter-agency co-operation

Agencies of the different levels of government:

- regional development agencies
- regional government offices
- regional chambers of commerce
- local authorities and other agencies

Police services impact:

- including relationships with other agencies, role in policies and programmes, impact on operations
- Crime and Disorder Act 1998
- Performance, effectiveness and efficiency 'PEEL' (Police Efficiency Effectiveness and Legitimacy)
- Police Act 1997

Financial:

- budget constraints
- major incidents
- terrorist threat
- police pay, pensions, and conditions
-

LO3 Explain how the Independent Police Complaints Commission (IPCC) is formed and their roles and responsibilities

Organisation:

- who appoints the members and funds the IPCC
- remit of the IPCC (soon to be called the Independent Office for Police Conduct (IOPC)) e.g. the type of investigations or sensitive issues the IPCC is tasked to deal with.

LO4 Explain the roles and responsibilities of the Police and Crime Commissioner (PCC) and their relationship with the public and police and Her Majesty's Inspectorate of Constabulary (HMIC)

Police and Crime Commissioner's office:

- how many staff work with the PCC
- who funds the PCC
- how the PCC is appointed
- who the PCC is responsible to
- the PCC's role and responsibilities
- PCC's relationship with the Commissioner/Chief Constable
- PCC's relationship to the public (political connections and electioneering)
- PCC's governance (Police and Crime Panel)

Her Majesty's Inspectorate of Constabulary for England and Wales (HMIC):

- statutory responsibility for the inspection of the police forces of England and Wales
- headed by the Chief Inspector of Constabulary
- relationship with the Commissioner/Chief Constable

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Analyse the impact of different levels of government on the police service			LO1 & LO2
P1 Analyse (using illustrations), the impact of different levels of government on the police service		M1 Appraise the workings of the Home Office in relation to police governance	D1 Present a critical evaluation of how decisions and policy changes of different levels of government impact on policing in communities, and why the government seeks to influence the police, giving appropriate examples to support the evaluation
LO2 Analyse how political decisions impact on the police service			
P2 Analyse how and why levels of government might seek to influence the police		M2 Evaluate how political decisions and policy changes impact on the police service	
LO3 Explain how the Independent Police Complaints Commission (IPCC) is formed and their roles and responsibilities			LO3 & LO4
P3 Explain the roles and responsibilities of the Independent Police Complaints Commission		M3 Analyse why a police officer's actions may be investigated by the Independent Police Complaints Commission for a given context and the options that are available in relation to the investigation	D2 Critically analyse the effects of the role and responsibilities of one of the following functions; Independent Police Complaints Commission, Police and Crime Commissioner or Her Majesty's Inspectorate of Constabulary, on the police services of England and Wales, using real life examples, or recent case studies, to illustrate the analysis
LO4 Explain the roles and responsibilities of the Police and Crime Commissioner (PCC) and their relationship with the public and police and Her Majesty's Inspectorate of Constabulary (HMIC)			
P4 Explain what the Police and Crime Commissioner does and how it affects police forces		M4 Analyse the effect Her Majesty's Inspectorate of Constabulary has on a given police force, citing any examples to support the submission	

Recommended Resources

Websites

Her Majesty's Inspectorate of Constabulary	www.justiceinspectors.gov.uk/hmic
Home Office	www.gov.uk/government/organisations/home-office
Association of Police and Crime Commissioners	www.apccs.police.uk
Independent Police Complaints Commission (police complaints and conduct)	https://www.ipcc.gov.uk
Police Act 1997	http://www.legislation.gov.uk/ukpga/1997/50/contents

Unit 13: Emergency Planning and the Police Services

Unit code J/616/2757

Unit type Core

Unit level 5

Credit value 15

Introduction

This unit will introduce students to the emergency planning that is undertaken by the police service. Students will investigate the planning of, review and updating of, strategies and procedures that are used by the police service. Student's will examine the contingency-plans 'disaster recovery plans and on site emergency planning.

The unit will focus on the impact of incidents on the community and how they are dealt with by the police service.

Students will take part in a simulated disaster scenario exercises, (table top exercise, or immersive learning exercise) allocating roles and responsibilities to the public services involved. Students will evaluate how the various agencies work together in order to provide an effective response to incidents.

Learning outcomes

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

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

Essential content

LO1 Demonstrate the role of a police officer in planning for major emergency situations

Roles of the police service:

- definitions of a major incident, disaster
- role played by the police services in planning for major emergency situations
- Category One Responders including police, ambulance service, fire and rescue services, local authorities, health protection agency, port authorities and health authorities
- Category Two Responders including utility providers, transport providers, Health and Safety Executive
- supporting organisations including third sector organisations

Interagency working:

- interaction between emergency and other services when planning for and dealing with major emergency situations
- levels of command including strategic, tactical and operational
- knowledge of objectives agreed at planning meetings
- joint training for major emergency situations

Common responsibilities:

- common objectives including saving lives, preventing escalation, protecting the environment, restoring normality (where possible), contributing to the debriefing process
- agency specific objectives, including those of local authorities, police, other agencies

Legislative requirements:

- Civil Contingencies Act 2004
- Contingency Planning Regulations 2005
- any subsequent amendments or new legislation introduced in relation to planning for and dealing with major emergency situations

LO2 Assess the role of emergency planning systems in major emergency situations

Reasons for planning:

- to pre-empt disaster and major emergency situations
- to prepare public services to deal with and coordinate major emergency situations
- to promote and facilitate interagency working (disaster recovery plans)

Planning systems:

- integrated emergency preparedness (anticipation, assessment, prevention, preparation, response and recovery)
- emergency risk assessment at national, regional and local levels
- national risk assessment
- national risk register
- risk assessment at regional level e.g. regional resilience forums; risk assessment at local level including local resilience forums, community risk registers

Main considerations in planning process:

- assessment including identification of possible incidents
- risk assessment and hazard prevention
- preparedness including planning for both known and unforeseen hazards
- responses by public services including emergency services, local authorities, voluntary organisations
- recovery including activities required to return to normality
- types of plans including local authority major incident guide

Incident exercises:

- types of incident exercises including full simulations, (immersive learning) table-top exercises, paper-based exercises, partial exercises
- the value and need of incident exercises

LO3 Analyse the impact of emergency situations on those involved and the environment

Definitions of major emergency situations:

- Civil Contingency Act 2004 definitions including subsequent amendments
- types of major incident e.g. London terrorist attack 2017, cyber-attack on NHS 2017
- Birmingham World War 2 Bomb 2017

Medium-term impacts of disaster:

- sociological impact
- impact on individuals
- families of victims
- local communities and the public services personnel
- environmental impacts

Long-term impact:

- impact on survivors of the incident including grief, bereavement, depression, guilt
- impact on public service personnel including anxiety, depression, post-traumatic stress disorder, impact on the environment including damage to infrastructure, impact on wildlife and landscape including reduced accessibility

L04 Analyse key elements of emergency plans

Key elements:

- emergency response principles (anticipation, preparedness, subsidiarity, direction, information, integration, cooperation and continuity)
- the emergency planning cycle
- mitigation
- preparedness
- response
- recovery
- services involved
- review opportunities
- rehearsal opportunities

Issues for consideration in disaster planning incident:

- location of planned incident
- initial conditions including weather, environmental, number of civilians involved
- evaluation of progress at timed intervals during incident; formal evaluation of incident outcome

Post-incident responsibilities:

- debrief of incident by all agencies
- reviews of response procedures
- evaluation of preparedness as a result of the incident exercise

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Demonstrate the role of a police officer in planning for major emergency situations		LO1 & LO2
P1 Prepare for and take the role of a police officer in a simulated major incident P2 Determine the roles of each emergency service in the major incident	M1 Reflect upon and evaluate personal performance in a simulated major incident, explaining own use of the emergency planning system	D1 Critically evaluate personal performance in a simulated major incident and own use of the emergency planning system
LO2 Assess the role of emergency planning systems in major emergency situations		
P2 Assess the importance of emergency planning for major emergency situations	M2 Evaluate the planning systems used by public services when developing emergency plans	
LO3 Analyse the impact of emergency situations on those involved and the environment		LO3 & LO4
P3 Analyse the short- to medium-term impact that major incidents have on the police, public and the environment	M3 Evaluate the long-term impact that emergency situations have had on the police, public and the environment	D2 Critically evaluate the impact of a major emergency on the police, public and the environment and how the key elements of an emergency plan were used at this incident; proposing justified strategic initiatives to improve the emergency planning process
LO4 Analyse key elements of emergency plans		
P4 Analyse the key elements of different emergency plans	M4 Propose possible strategic initiatives that the police service could use to improve the emergency planning process	

Recommended Resources

Textbooks

Dillon, B. (2014) *Blackstone's Emergency Planning, Crisis, and Disaster Management*: Oxford University Press

Manuals

Major Incident Procedure Version 9.3 (2015): LESLP

The Interoperability Framework Edition 2 (2016): JESIP

Unit 14: Health and Safety Management in the Police Service

Unit code L/616/2758

Unit type Core

Unit level 5

Credit value 15

Introduction

Students will investigate and analyse the impact of health and safety legislation on the police service.

Students will undertake research and analysis of the roles of the key organisations involved in the management of health and safety.

To support their learning, students will undertake a practical risk assessment, ensuring that, they meet current legislation and follow work practices. Students will then be able to evaluate the police services strategies for the reduction of risk and accident prevention.

Learning Outcomes

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

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

Essential Content

LO1 Apply health and safety legislation to police service operations

Functions:

- Health and Safety Executive – its roles and responsibilities
- Subsidiary bodies/agencies e.g. local authority, environmental health services

Legislation including any subsequent amendments:

- purpose and use
- Health and Safety at Work Act 1974 and subsequent amendments
- Management of Health and Safety at Work Regulations 1999 and Amendment 2006
- Personal Protective Equipment Regulations 1992
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)

Duty of care:

- employer
- employee
- self-employed
- police service

LO2 Assess the importance of the management of health and safety in the police service

Management of health and safety:

- legislative requirements
- ethical and moral considerations
- financial implications
- provision of a safe working environment e.g. for police officers on planned police operations during public disorder or riots
- equipment worn to protect against knives or other weapons
- accident prevention
- training
- risk assessments
- responsibilities

Responsibilities:

- legal, civil and criminal
- to protect employees
- reasonably practicable

Investigations:

- types
- purpose
- uses
- procedures
- human factors
- observations
- recording
- visits
- interviews
- reports
- action
- feedback

Consequences:

- accidents, injuries
- costs e.g. compensation, sick pay, lost working days, changes to working practices
- personal liability
- sanctions by a court

L03 Apply health and safety legislation through risk assessment

Risk assessment:

- definition
- types
- practicalities
- use of National Decision Making Model

Purpose of risk assessments:

- prevention
- protection
- identification of risks/hazards
- likelihood of risks/hazards
- risk control system
- accuracy
- definition
- types
- severity
- calculating risks
- documentation

Solutions:

- implementing solutions including modifying physical environment
- training personnel
- ensuring Personal Protection Equipment (PPE) is available

Types of situations:

e.g. for the organisation, in public-service-related situations

L04 Analyse health, safety and accident prevention strategies used by the police services

Prevention:

- organisation
- specialist knowledge
- planning
- financial implications
- working environment
- monitoring
- practical application of a prevention strategy in the police service, e.g. Personal Safety Training, body worn cameras

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Apply health and safety legislation to police service operations			LO1 & LO2
P1 Determine the main health and safety legislation that affects the police service, explaining why it is relevant to police operations	M1 Analyse how health and safety legislation is linked to dynamic risk assessment in police incidents		D1 Recommend why identified equipment should be used by a police officer for a planned police operation, linking the selected equipment to the requirements of relevant Health and Safety Legislation
LO2 Assess the importance of the management of health and safety in the police service			
P2 Assess the role of officer protection training in managing personal health and safety	M2 Illustrate using images of equipment, how the health and safety of a police officer engaged in public order duties is enhanced through use of protective equipment, justifying why the equipment is necessary		
LO3 Apply health and safety legislation through risk assessment			LO3 & LO4
P3 Describe three examples of when police management are required to apply Health and Safety legislation to police operations, assessing the likely level of risk associated with the examples	M3 Select one of the examples and evaluate the potential outcome if there were no risk assessment		D2 Critically evaluate the strategy a Police Department such as a Road Policing CID, Public or Order Support Unit, has in place to support the reduction of risks in their operational work
LO4 Analyse health, safety and accident prevention strategies used by the police services			
P4 Analyse what a health, safety and accident prevention strategy is, giving examples to support the analysis	M4 Critically analyse the positive and negative aspects of a health, safety and accident prevention strategy, in relation to operational policing		

Recommended Resources

Textbooks

Hughes, P. and Ferrett, E. (2016) *Introduction to Health and Safety at Work*: Routledge

Unit 15: Counter Terrorism

Unit code R/616/2759

Unit type Core

Unit level 5

Credit value 15

Introduction

This unit gives the student the opportunity to research terrorism and its effect on the United Kingdom. Students will study the threat of terrorism to the UK (in the context of threats of terrorism in the international community), anti-terror laws, terrorism offences and how they affect policing. Students will also research the concept of terrorism and extremism and the counter-terrorism strategies to deal with this threat.

Learning Outcomes

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

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

Essential Content

L01 Explain the concept of terrorism and extremism and the threats to the United Kingdom

Terrorism:

- What is terrorism?
- Terrorists' motivation
- Proscribed terrorist groups or organisations and their types
- Terrorist tactics

Threats to the United Kingdom:

- Terrorist organisations in the United Kingdom
- National risks
- National threats
- Threat assessments

Current methodology: such as the European Commission's Radicalisation Pyramid, Moghaddam's staircase to terrorism (2005)

L02 Evaluate counter terrorism strategies used to prevent and disrupt terrorism and violent extremism

Roles and responsibilities:

- Public
- Police
- Security services (MI5, MI6, GCHQ)
- Crown Prosecution Service
- Courts
- Prevent strategy
- Education e.g. schools, colleges, community centres

CONTEST:

- The United Kingdom's Strategy for Countering Terrorism

L03 Assess the main anti-terror legislation available to police and security services in countering terrorism

Legislation:

- Counter-Terrorism and Security Act 2015
- Terrorism Prevention and Investigation Measures Act 2011
- Terror Asset-Freezing etc. Act 2010
- Counter Terrorism Act 2008
- Justice and Security (Northern Ireland) Act 2007
- Terrorism Act 2006
- Anti-Terrorism, Crime and Security Act 2001
- Terrorism Act 2000
- Human Rights Act 1998

L04 Appraise the actions and responses available to the emergency services in the event of an ongoing terrorist incident

Violent incidents

- Terrorist attacks
- Threats of attack
- Terrorism training

Non-violent incidents

- Fund raising
- Radicalisation
- Information received
- Cyber attacks
- Protests and public speaking

Police responses

- Intelligence gathering
- Surveillance (both visual and electronic)
- Arrests
- Incident management
- Major incident protocol
- Human Rights Act 1998
- Evacuation plans/contingencies
- Protective security measures

Issues that can arise when dealing with a terrorist incident:

- public safety
- public disorder
- human rights
- application of law
- changes in UK legislation e.g. UK law on proscribed terrorist organisations
- moral panic
- discrimination e.g. stereotyping
- depletion of emergency service resources

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the concept of terrorism and violent extremism and the threats to the United Kingdom		LO1 & LO2
P1 Explain the concept of terrorism and the terrorists' motivation for their actions, giving examples of terrorist organisations	M1 Using current methodology, analyse how people can become radicalised into becoming terrorists or violent extremists	D1 Critically evaluate the threat to the United Kingdom from different types of terrorism, using recent UK terrorist incidents to support the submission, explaining how the United Kingdom can prevent and disrupt future terrorist attacks
LO2 Evaluate counter terrorism strategies used to prevent and disrupt terrorism and violent extremism		
P2 Assess ways in which the police can establish contacts within communities to yield information to help combat terrorist activity	M2 Critically analyse the National Security Strategy (CONTEST) and its conclusions, giving own opinions about its likely efficacy	
LO3 Assess the main anti-terror legislation available to police and security services in countering terrorism		LO3 & LO4
P3 List and explain the main anti-terrorism laws that apply within the United Kingdom	M3 Using a recent terrorist incident, analyse how the main anti-terrorism laws apply to the constituent parts of this incident, such as 'funding' or 'assisting' the incident	D2 Critically analyse the responses by the police in a specific terrorist incident making recommendations on how the responses to the incident could be improved
LO4 Appraise the actions and responses available to the emergency services in the event of an ongoing terrorist incident		
P4 Appraise the responses of police in a range of terrorist incidents	M4 Analyse the issues that have arisen from the police response to a specific terrorist incident and suggest how they could be handled	

Recommended Resources

Textbooks

- Horgan, J. (2014) *The Psychology of Terrorism*: Routledge
- Martin, G. (2016) *Understanding Terrorism: Challenges, Perspectives, and Issues*, 5th edn: SAGE
- Nacos, B.L. (2016) *Terrorism and Counterterrorism*, 5th edn: Routledge
- Silke, A. (2003) *Terrorism, Victims and Society: Psychological Perspectives on Terrorism and its Consequences*: Wiley Publishing
- Silke, A. (2010) *The Psychology of Counter-Terrorism*: Routledge
- Staniforth, A. (2014) *Preventing Terrorism and Violent Extremism*: Oxford University Press
- Walker, C. (2014) *Blackstone's Guide to the Anti-Terrorism Legislation*: Oxford University Press

Journals

- Moghaddam, F.M. (2005) *The Staircase to Terrorism: A Psychological Exploration*: American Psychologist Vol 60 No2 161-169. DOI: 10.1037/0003-066X.60.2.161

Websites

- | | |
|---|---|
| Contest – The UK's Strategy for Countering Terrorism | https://www.gov.uk/government/publications/counter-terrorism-strategy-contest |
| Studies of Conflict and Terrorism | www.tandfonline.com/toc/uter20/current |
| Journal of Terrorism and Political Violence | www.tandfonline.com/toc/ftpv20/current |
| START – National consortium for the study of terrorism and responses to terrorism | www.start.umd.edu |

Unit 16: Managing Police Finance

Unit code J/616/2760

Unit type Optional

Unit level 5

Credit value 15

Introduction

This unit introduces students to how the police service is funded and the financial constraints placed on police forces. It is a broad-based unit that provides a general overview of funding sources and the issues that influence funding.

Students will examine the whole range of sources of finance, including alternative sources.

Students will develop an understanding of how the use and interpretation of financial information supports the day-to-day management of the police service and the achievement of strategic and operational objectives.

The unit will help students to identify sources of financial information and how they can be used in the decision-making process. Students will examine financial control within the police services and how external influences and requirements for financial accountability are managed.

The unit gives students an understanding of the political context in which the police service must function. Students will evaluate the external operating environment and the need to adopt organisational strategies to ensure effective service delivery.

Learning Outcomes

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

- 1 Analyse the sources of finance available to the police service
- 2 Explain financial accountability in a policing context
- 3 Explain how financial information is used by the policing sector to achieve its organisational objectives
- 4 Assess the impact of external influences on police service finances.

Essential Content

LO1 Analyse the sources of finance available to the police service

Sources of police service funding:

- Home Office
- Department for Communities and Local Government (DCLG); Welsh Assembly Government
- police precept component of local council tax
- special grants e.g. for forces dealing with unexpected pressures

Alternative sources of finance for the police service:

- European Union funding
- National Lottery
- Public / Private Sponsorship, Special Private Duty, Public Private Partnership (PPP)
- Private Finance Initiative (PFI)
- Legislation e.g. Police Property Act 1997, Proceeds of Crime Act 2002

LO2 Explain financial accountability in a policing context

Accountability:

- need for police service financial accountability and transparency at national and local level

Accountability in reporting financial performance:

- performance analysis and reporting
- role of media
- role of legislation e.g. Freedom Of Information Act 2000
- accountability to the electorate

Role of audit and inspection:

- role of audit and inspectorates in disseminating good practice
- promoting better management and decision making
- effective use of taxpayer resources
- maintaining public confidence in effective use of funds
- information provided by audit services and inspectorates in their published reports

LO3 Explain how financial information is used by the policing sector to achieve its organisational objectives

Financial information:

- information e.g. published budgets, annual reports, statistical returns, internal accounts, performance indicators, financial records, and financial regulations
- researching financial information: published public services financial and performance data including internet and printed publications

Use of financial data by the police services:

- to measure value for money in a police service
- to review ways in which costs could be reduced
- to consider the impact of cost savings on standards of service provision
- to propose alternative funding sources to support public service provision
- to benchmark
- to review and enhance procurement methods
- to measure efficiency and effectiveness
- to justify retaining delivery within the police service or contracting out
- to achieve strategic and operational objectives e.g. minimum service levels, response times, crime-reduction targets, recruitment targets

Use of innovations in police technology to achieve financial and operational objectives:

- recent innovations e.g. up to the last 5 years, in police technology to be considered

L04 Assess the impact of external influences on police service finances

Financial management and reporting in the police services:

- capital and revenue budgets
- cost centres
- resource accounting
- inflationary factors
- overheads
- police service accounting methods
- use of information communication technology (ICT) in managing and reporting on finance

Efficiency and effectiveness:

- defining vision and purpose in the police service context
- setting performance targets for service delivery including central government targets, local targets, sustainability, social, environmental and economic targets
- definitions and measures of efficiency, effectiveness and productivity in the police service
- how police service standards are determined and applied
- potential impact of funding reductions on standards of policing provision

Procurement and contracting services:

- procurement and contracting processes in the police services
- defining and measuring value for money.

Police and Crime Commissioners:

- accountable to the public for how the policing budget is spent in their area
- setting funding priorities to meet local needs
- holding Chief Constables to account to make sure that policing is responsive to local needs and delivers value for money.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the sources of finance available to the police service and how they are allocated		LO1 & LO2
P1 Analyse the different sources of finance available to the police service and how they are allocated	M1 Critically analyse how different sources of finance are used by a British police force/forces to meet their funding needs	D1 Critically evaluate the allocation of public funding in the police service and the role of audit and inspection in promoting public accountability, using evidence of how public funding has been used and reported upon by a police force or forces in the United Kingdom
LO2 Explain financial accountability in a policing context		
P2 Explain how police services are held accountable to the public	M2 Analyse the role and frequency of audit and inspection of police finance to maintain public accountability	
LO3 Explain how financial information is used by the policing sector to achieve its organisational objectives		LO3 & LO4
P3 Explain how police service organisations use financial information to achieve their strategic and operational objectives	M2 Analyse, using examples, how innovations in police technology are used to achieve financial and operational objectives by a police force/forces	D2 Critically evaluate the use of business and financial management to achieve a more efficient police service, giving examples of where this has been achieved
LO4 Assess the impact of external influences on police service finances		
P4 Explain how police forces use their finances to reflect community needs and demographics P5 Cite good practice methods for managing procurement and contracting services in the police sector and assess how this affects police finances	M3 Evaluate the impact of the political environment on the funding of the police service, giving examples of how the Police and Crime Commissioners affect how the police budget is used	

Recommended Resources

Textbooks

Atrill, P. and McLaney, E. (2014) *Accounting and Finance for Non-Specialists*: Pearson

Dyson, J. (2010) *Accounting for Non-Accounting Students*: Financial Times/Prentice Hall

Izhar, R. and Hontoir, J. (2001) *Accounting Costing and Management*: Oxford University Press

Website

Police Finance

<https://www.gov.uk/government/collections/police-finance>

Unit 17: Investigation into Armed Policing

Unit code **L/616/2761**

Unit type **Optional**

Unit level **5**

Credit value **15**

Introduction

This unit is designed to give students the opportunity to research police use of firearms and training given to police firearms officers. The students will investigate police tactics around firearms incidents that can be as diverse as arresting a suspect to dealing with terrorism offences.

Students' will research the Firearms Act 1968, be able to state, and apply the law on the criminal use of firearms to any incident that may arise. This will help students to determine if the incident they are investigating is a firearms incident, an incident involving firearms or any other serious incident

The students will research the definitions of what is a firearm, part of a firearm or a prohibited weapon, to enable identification of different types of firearm and ammunition.

The selection and training of police firearms officers will reviewed to see how effective it is in today's climate and the current threat assessment to the wider community.

This unit should enable students to apply essential content learnt to given firearms incidents; students **must not** be exposed to live exercises i.e. participation in firearms courses as part of their research or live observation of a firearms exercise.

Learning Outcomes

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

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

Essential Content

LO1 Apply the main firearms legislation for criminal use of firearms

Legislation:

- minimum ages to possess different firearms and ammunition
- minimum ages to purchase different firearms and ammunition
- section 16, 16A, 17, 18, 19, 20, 21 of the Firearms Act 1968
- police powers under the Firearms Act 1968

LO2 Illustrate what constitutes a firearm, part of a firearm or a prohibited weapon

Definitions of different types of firearm:

- air weapons
- shotguns
- section one firearms
- part of a firearm
- prohibited weapon
- ammunition for different class of firearms
- Section 5 firearms

LO3 Analyse when and how the police would use firearms

Police firearms incidents:

- criminal use of firearms e.g. robbery, aggravated burglary, assault
- terrorist incidents
- criminal trespass with a firearm
- sieges and hostage taking
- arresting suspects
- planned firearms operations
- spontaneous firearms operations

Command structure for deployment and use of police firearms:

- Gold
- Silver
- Bronze

LO4 Explain the training firearms officers are given and the types of firearms police use

Selection process for firearms officers:

- formal application
- psychometric testing
- medical
- physical fitness
- eyesight

Training for firearms officers:

- initial firearms course
- tactical training
- driving course
- method of entry training (MOE)
- emergency lifesaving and first aid

Police firearms:

- hand guns
- carbines
- rifles
- tasers
- capsicum/CS spray
- ammunition e.g. baton rounds, CS rounds
- distraction devices e.g. stun grenades

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Apply the main firearms legislation for criminal use of firearms		LO1 & LO2
P1 Produce a table or other chart that identifies the criminal use of firearms, explaining the details of each offence	M1 Compare and contrast the ages at which a person can lawfully possess different types of firearm, as defined by the Firearms Act 1968	D1 Analyse the possible firearms offences a suspect may have committed in a given firearms incident, investigating the type of firearm involved in the incident and defining and illustrating this firearm
LO2 Illustrate what constitutes a firearm, part of a firearm or a prohibited weapon		
P2 Determine and illustrate the different types of firearm that are covered in the Firearms Act 1968	M2 Research what a prohibited weapon is, as defined in the Firearms Act 1968, explaining and illustrating what they are and identifying who may lawfully possess them	
LO3 Analyse when and how the police would use firearms		LO3 & LO4
P3 Analyse what a firearms incident is, who would authorise the use of firearms and the command structure that would be in place for this type of incident	M3 Using the National Decision Model, present an accurate analysis about the factors that would be involved in planning a static firearms incident	D2 Critically evaluate tactics used in a given firearms scenario, the training given to a firearms officer and the decisions made during the incident
LO4 Explain the training firearms officers are given and the types of firearms police use		
P4 Explain the criteria needed to become a police firearms officer and the basic firearms training an officer must pass to become an authorised firearms officer based on research evidence	M4 Analyse the range and type of firearms available for training firearms officers, explaining the possible circumstances in which police officers may be authorised to carry them, and their possible effectiveness in the given context	

Recommended Resources

Website

College of Policing

<https://www.app.college.police.uk/app-content/armed-policing/armed-deployment/>

Unit 18: Work-based Experience

Unit code R/616/2762

Unit type Optional

Unit level 5

Credit value 15

Introduction

This unit enables students to experience the depth of learning which may take place in a work-based context, this will include planning, monitoring and evaluating work experience undertaken. A significant amount of learning can be achieved by carrying out practical activities in a full-time, part-time or voluntary capacity within a policing or industry workplace.

Students will complement their studies by taking a formal approach to work-based activities, by planning, carrying out worked based activities and reflecting on the benefits of the activities to the community and own personal and professional development.

It is expected that students will undertake work experience in the second year of study, for a minimum period of 6 months. Students will be supervised in the workplace in addition to the supervision provided by their academic supervisor. Students will have the opportunity, supported by their supervisors, to negotiate and perform activities that will allow them to fulfil the assessment criteria for this unit. They will recognise the scope of what they have achieved by recording evidence from carrying out the activities. They will also gain maximum benefit by reflection on and evaluation of the work they undertake.

Learning outcomes

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

- 1 Explain the benefits of industry work experience
- 2 Demonstrate achievement toward personal goals through planning and carrying out industry work experience
- 3 Evaluate own performance and work-based learning.

Essential content

LO1 Explain the benefits of industry work experience

Advantages to student of work experience:

- understanding how a police service or business operates
- understanding importance of teamwork
- learning new techniques
- development of problem-solving and time-management skills
- providing networking opportunities
- identification of career paths
- enhancement of career prospects

Benefits to organisation:

- advantages to police or business e.g. allowing more routine tasks to be carried out, allowing procedures/techniques to be developed, increasing responsiveness, identifying cost saving measures, identification of talent
- identification of career paths
- enhancement of career prospects

LO2 Demonstrate achievement toward personal goals through planning and carrying out industry work experience

Suitable organisation and location:

- types of establishments for placement e.g. the police service
- industry-related work e.g. Criminal Justice System
- existing work environment – determining relevant opportunities with current employer

Negotiation:

- timing, methods of contacting organisations
- methods of undertaking negotiations with organisations to obtain work experience, e.g. joining the Special Constabulary, becoming a police volunteer or criminal justice volunteer

Nature of duties:

- type of work to be undertaken e.g. routine duties and tasks, project work, development of new procedures/protocols

Supervisors:

- roles and responsibilities of academic and industrial mentors

Expectations of learning:

- aims e.g. proficiency in new tasks and procedures, planning, time management and problem-solving skills, reflection, discussing progress with others, teamwork

Work place constraints:

- consideration of possible limitations e.g. need to be fully trained, adherence to quality systems, health and safety considerations, supervision time, workload, limited staffing, limited equipment

Plan for the work experience:

- SWOC (Strengths, Weaknesses, Opportunities and Challenges)
- SMARTER action planning
- developing a detailed plan with schedule of tasks
- proposed dates for reviews
- feedback from supervisors or colleagues

Tasks:

- details of activities e.g. specific hourly, daily, weekly routine and non-routine tasks
- new procedures/protocols

Priorities:

- rationalisation of the order of tasks
- methods of prioritising work

Carrying out the planned activities:

- realisation e.g. carrying out tasks and project work training and codes of practice
- developing new procedures or protocols

Recording activities in the appropriate manner:

- systematic and appropriate recording of relevant activities e.g. logbook, diary, portfolio, spreadsheets, databases
- list of resources

Revising the initial plan as required:

- methods used to review activities at the appropriate time to see if they meet requirements making alterations as needed

LO3 Evaluate own performance and work-based learning

Evaluation of the quality of the work undertaken:

- meeting industry or police standards and evaluating own performance against original proposal
- endorsements/testimony from supervisors

Account of learning during the work experience:

- reflection on experiences
- details of experience gained e.g. new procedures, interpersonal skills, time management, problem solving, teamwork
- details of evidence e.g. Personal Development Portfolio, scientific report, management report

Recommendations on how the learning experience could have been enhanced:

- alternative ideas e.g. different location, different brief, different equipment different time period, more/less support, better time management, better preparation, different industry.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the benefits of industry work experience to the role of policing		LO1
<p>P1 Explain the benefits of different types of work-based experience to the role of policing</p> <p>P2 Summarise how own role as a Special Constable or Police volunteer or in the wider criminal justice family assists policing</p>	<p>M1 From own work-based experience choose one specific role that has been performed and analyse the personal benefits gained from the work experience</p>	Critically assess and reflect upon the benefits of planned work-based experience in different roles, for those seeking employment in the police service and/or industry related work
LO2 Demonstrate achievement toward personal goals through planning and carrying out industry work experience		LO2 & LO3
<p>P3 Create a SWOC (Strengths, Weaknesses, Opportunities and Challenges) analysis to plan and carry out work-based experience in policing or a related industry</p>	<p>M3 State how personal work-based experience goals are to be achieved through detailed SMARTER action planning, and supply evidence supporting achievement of this action plan</p>	Critically evaluate and reflect upon the experience and learning obtained from the work-based experience undertaken and make recommendations on how the learning experience could have been enhanced
P3 Evaluate own performance and work-based learning		
<p>P4 Assess own Personal Development Portfolio that lists the completed work-based experience</p>	<p>M4 Evaluate the benefits of this work-based experience to oneself and the police service</p>	

Recommended Resources

Textbooks

Rook, S. (2015) *Work Experience, Placements and Internships* (Palgrave Career Skills): Palgrave

11 Appendices

Appendix 1: Mapping of HND in Policing against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Policing HND Programme Outcome
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of contemporary policing in England and Wales and the impact locally and nationally of its strategy, leadership, management, culture and sustainability.
	KU2	Knowledge and understanding of the composition and effectiveness of the Criminal Justice System and the operation of the principles of Criminal Law in England and Wales.
	KU3	Understanding and insight into forensic techniques for the investigation of crime, and their influence on the interpretation, evaluation and presentation of evidence in the legal environment.
	KU4	A critical understanding of the ethical, legal, professional and operational framework in which Police Services operate.
	KU5	A critical understanding of processes, procedures, policies and practices at local and national level, for effective management of crime reduction, investigations and community policing.
	KU6	A critical understanding of the evolving concepts, theories and models within the study of criminology relevant to a range of practical and hypothetical policing scenarios.
	KU7	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate policing decisions.
	KU8	An appreciation of the concepts and principles of management and leadership in relation to human, technological, environmental and financial resources and their importance for risk assessment in incident and emergency planning in the police services.

FHEQ Level 5 descriptor		Policing HND Programme Outcome
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	CS1	Apply knowledge and understanding of essential concepts, criminological theories, laws, principles and forensic techniques within the contemporary policing environment.
	AS1	Apply knowledge and understanding of crime, deviance and victimisation to assess practices and the value of key agencies.
	AS2	Evidence the ability to show leadership and management and develop appropriate policies and strategies to meet stakeholder expectations.
	AS3	Integrate theory and practice through the investigation, examination and implementation of practices in the workplace.
	AS4	Develop outcomes for stakeholders using appropriate practices and data to make justified recommendations.
	CS2	Develop different strategies and methods to research how resources (human, technological and financial) are integrated and effectively managed to meet policing objectives.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	CS3	Critically evaluate principles of forensic investigation techniques and their application to problem solving.
	CS4	Apply forensic, statistical and financial techniques and methods for problem solving, and planning control.
	KU9	Knowledge and understanding of how the key aspects of leadership and performance management influence the development of people and policing services.
	CS5	Critique a range of technology systems and operations and their application to maximise and successfully meet strategic objectives to support the police and the community.
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real life problems in the workplace.
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	TS1	Develop a skills-set to enable evaluation of problem-solving actions in specific policing problems.
	TS2	Understand extent of own knowledge base and reflect on and be aware of this during the analysis and interpretation of a body of knowledge.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor		Policing HND Programme Outcomes
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	TS3	Competently use digital literacy to access a broad range of research sources, data and information.
	CS6	Interpret, analyse and evaluate a range of data, sources and information to inform evidence based decision making.
	CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real policing scenarios.
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	TS4	Communicate confidently both orally and in writing with both internal and external stakeholders.
	TS5	Communicate ideas and arguments in an innovative manner using a range of digital media.
	AS5	Locate, receive and respond to a variety of different information sources (e.g. textual, numerical, graphical and computer based) in defined policing contexts.
	TS6	Demonstrate strong interpersonal skills including effective listening and oral communication skills as well as the associated ability to present, persuade and negotiate.
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS7	Identify personal and professional goals for continuing personal development to enhance competence to practice in the Police Services.
	TS8	Develop existing skills and competencies, taking advantage of continuing professional development opportunities and work experience placements to enhance competence to practice in the Police Services.

Holders will also have:

FHEQ Level 5 descriptor	Policing HND Programme Outcomes	
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	TS9	Develop a range of skills to ensure effective team working, problem solving strategies, independent thinking and initiatives, and organisational competence.
	TS10	Demonstrate adaptability and flexibility and show resilience under pressure to meet challenging targets to deadlines.
	TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	CS8	Evaluate the changing needs of the policing environment and have confidence to self-evaluate own management and leadership skills and update where necessary.
	TS12	Demonstrate emotional intelligence and sensitivity to diversity in people, communities and cultures.

Appendix 2: HNC/HND Policing Programme Outcomes for Students

Unit	Knowledge and Understanding										Cognitive skills					Applied skills					Transferable skills											
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12		
1	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X		X	
2	X	X	X	X	X	X	X	X										X		X	X	X	X	X	X	X	X	X	X	X		X
3	X	X	X	X	X	X	X	X								X																X
4	X	X		X	X	X	X	X								X	X	X		X	X	X	X	X	X	X	X	X	X		X	
5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
7	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	X			X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix 3: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	<p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
Appraise	Estimate the value of.
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	<p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Communicate	<p>Convey ideas or information to others.</p> <p>Create/construct skills to make or do something, for example a display or set of accounts.</p>
Create/ Construct	Skills to make or do something, for example, a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.

Term	Definition
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p>
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	<p>Students give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.

Term	Definition
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	<p>Make a formal assessment of work produced.</p> <p>The assessment allows students to:</p> <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Higher Nationals:

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.
Simulated activity/ role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of a work-based experience plan	Students produce a plan as an outcome related to identified work-based experience in policing or a related industry.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

Appendix 4: Assessment methods and techniques for Higher Nationals

Assessment technique	Description	Transferable skills development	Formative or Summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity Written communication Information and communications Technology Literacy	Formative Summative
Case study	This technique present students with a specific example to which they must select and apply knowledge.	Reasoning Critical thinking Analysis	Formative Summative
Discussion forum	This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example, online groups, blogs.	Oral/written communication Appreciation of diversity Critical thinking and reasoning Argumentation	Formative
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology Literacy Analysis	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Oral/Viva	This technique asks students to display their knowledge of the subject via questioning.	Oral communication Critical thinking Reasoning	Summative
Peer review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation	Formative Summative
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity	Formative Summative
Production of an artefact/ performance or portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are [Sector] plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps.	Creativity Interpretation Written and oral communication Interpretation Decision-making Initiative Information and Communications Technology Literacy, etc.	Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Project	This technique is a large scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy, Creativity, Initiative.	Summative
Role playing	This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and oral communication Leadership Information literacy Creativity Initiative.	Formative
Self-reflection	This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative
Team assessment	This technique asks students to work together to show skills in defining and structuring an activity as a team. All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.	Collaboration Teamwork Leadership Negotiation Written and oral communication	Formative Summative
Tiered knowledge	This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.	Critical thinking Analysis Interpretation Decision-making Oral and written communication	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Time constrained assessment	This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration	Formative
Written task or report	This technique asks students to complete an assignment in a structured written format, for example, a plan, a report, marketing communication, set of instructions, giving information.	Reasoning Analysis Written communication Critical thinking, interpretation.	Summative

Appendix 5: Transferable skills mapping

Level 4 Higher National Certificate in Policing: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills										Intra-personal Skills					Interpersonal Skills				
	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness	Interpersonal Skills					
1	X	X	X	X	X		X	X	X	X	X			X	X					
2	X	X	X	X	X		X	X	X	X	X	X		X	X					
3	X	X	X	X	X	X		X	X	X				X						
4	X	X	X	X	X		X	X	X	X	X	X		X	X					
5	X	X	X	X	X	X		X	X	X	X	X		X	X					
6	x	x	X	X	X	X	X	X	X	X				x	x					
7	x	x	x	x	x	x	X	X	X	X				X	X					
8	X	X	X	X	X		x	x	x	X	X	X	X	X	X					

Level 5 Higher National Diploma in Policing: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills										Intra-personal Skills					Interpersonal Skills				
	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness	Interpersonal Skills					
Unit 9	x	X	X	X	X		X	X	X	X	X	X	X	X	X					
Unit 10	x	x	x	x	x	x		X	X	X	X	X	X							
Unit 11	x	x	x	x	x	x	x	x	x	X	X	X	X	X	X					
Unit 12	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
Unit 13	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Unit 14	x	x	X	X	X	X	X	X	X	X	X	X	X	X	X					
Unit 15	X	X	X		x	x	x	x	x	x			X	X	X					
Unit 16	x	x	x	x	x	x	x	x	x	x	X	X	X	X	X					
Unit 17	X	X	X	X	X		X	X	X	X	X	X	X	X	X					

September 2017

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