

# **FdA PUBLIC SERVICES: POLICING STUDIES**

**PROGRAMME SPECIFICATION  
2018-2019**

**THE SHEFFIELD COLLEGE**  
**in partnership with**  
**SHEFFIELD HALLAM UNIVERSITY**

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## 1. Aims

This Programme aims to:

At level 4:

- To enable you to describe and debate the practice, policy and theoretical frameworks within policing and criminal justice
- To enable students to identify and discuss concepts of professional practice, reflective learning and personal and professional development
- To enable students to describe and explain organisational structures, cultures and inter agency collaborative working within criminal justice and other sectors
- To enable students to summaries and give reasons for policing procedures and related issues of ethics, diversity, human rights and civil liberties

At level 5:

- Support the acquisition of knowledge and skills in criminology and criminal justice with a particular focus on policing
- Develop the skills needed for a critical and reflective approach to criminology, criminal justice and policing, evaluating theory and evidence accordingly
- Provide a challenging high quality programme in the area of Policing and Criminal Justice equipping you for lifelong learning
- Create opportunities for you to engage in work based learning and acquire the necessary knowledge and skills to enable you to develop a career in the policing and criminal justice sector
- Develop your employability skills related to the public service workforce.
- Enable you to progress on to a top up Honours Degree Course in Criminal Justice Practice (Policing Studies).

### 1.2 Learning Outcomes

The programme provides opportunities for you to develop and demonstrate knowledge, understanding and skills in the areas listed below.

These will be your learning outcomes for the areas of KNOWLEDGE AND UNDERSTANDING covered by the Programme.

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### **Intellectual Skills covered within the Programme**

**Intellectually you will be able to:**

- Explain and critically analyse the significance of the theoretical, conceptual and values based frameworks that underpin working with offenders
- Coherently pull information together and draw conclusions by analysing and evaluating the significance of the role and functions of the police service and other agencies within the criminal justice system
- Understand, summarise and analyses the history and development of debates around values and principles within police practice
- Devise and sustain an argument supported by valid and significant evidence

**In terms of (insert subject) Subject Specific Skills, you will develop your ability to:**

- Make and justify decisions in a specified work environment
- Produce a line of argument supported by relevant evidence
- Identify, explain and debate the role of the key partnerships in the criminal justice system
- Recognise, articulate and apply the concepts associated with sentencing and penal policy
- Identify, explain and debate the impact of penal policy on the work and role of the police service
- Identify, explain and debate the nature of the relationship between the police service and other criminal justice agencies
- Identify and debate the role of discrimination and anti-oppressive working within the criminal justice process and police practice
- Use terminology specific to Policing and the Criminal Justice System
- Describe, debate and explain core police procedures and the underpinning professional ethics
- Describe, debate and explain the contributions made by the range of criminal justice agencies to the criminal justice process
- Describe, debate and apply alternative theoretical explanations of crime and criminal behaviour
- Identify, articulate and debate the research evidence that underpins the criminal justice process
- Identify, articulate and debate critical contemporary issues within policing and how these relate to the development of policy and practice

**In terms of Key Skills you will develop your ability to:**

- Seek, evaluate and use feedback to improve performance
- Develop and apply a range of problem solving skills and strategies

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- Identify, debate and apply a range of learning strategies and styles to enable the development of reflection and critical analysis
- Identify and evaluate your key skills and apply these to work based learning environments
- Identify, access, use and explain information and data to solve problems
- Work, learn and communicate alongside students and colleagues within a collaborative and reflective framework
- Take responsibility for planning, setting targets and undertaking work-based learning
- Plan and monitor and evaluate your personal and professional development to develop employability skills.

### 1.3 Learning and Teaching Methods

These are the main learning and teaching methods that will help you to achieve the learning outcomes and includes ways in which you will be encouraged to become an independent learner

The Foundation Degree in Public Services: Policing Studies will employ a variety of teaching and learning methods, designed to promote the learning and teaching strategies discussed below which:

- Provide opportunities for students to participate actively in the learning process
- Encourage independent learning
- Ensure that students experience a variety of learning and teaching situations
- Encourage students to develop study interests
- Support the student's learning through one to one advice as required, discussion and consultation
- Encourage effective use of a variety of learning resources, media, and materials
- Make effective use of the range of teaching and learning environments and facilities located within the College setting
- To enable students to reflect on work based experience and to integrate practical experience into theoretical perspectives

The learning and teaching activities of the Foundation Degree are designed to provide flexible ways of working with a view to encouraging high levels of engagement, thereby promoting high retention and achievement rates.

A variety of learning and teaching methods is employed throughout the programme. All modules rest upon more than one teaching method. The traditional lecture, frequently supplemented by the provision of hand-out material, audio-visual aids

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and guest speakers and appropriate external visits, is utilised alongside teaching sessions aiming to stimulate student participation.

Classes vary in form, embracing case studies, discussion, and presentation. Hands-on experience is incorporated in the work based elements of the programme which is outlined further in the section below.

The use of information technology, computers and other technological advancements is a key feature of all modules. Teaching, learning and assessment methods are designed to advance the knowledge and also improve the written and oral skills of the students and their ability to work both independently and in a team. Particular emphasis is placed on improving the students' analytical and reflective skills.

Students will gain knowledge and understanding through active participation in a combination of lectures, seminars, workshops, weekly assignments and practical exercises, tutorials, e-mail support, independent self-directed study and experiential learning.

### **Lectures**

These will provide a historical and contextual underpinning to the study of policing and criminal justice areas. They will be linked to the practical elements of the programme and will help students to understand the broader issues under debate. From the start students will be encouraged to develop and maintain their own independent investigations and on-going commentary on these issues informing their practice by further research.

### **Seminars**

These are informal discussion groups that will occur during class based sessions, ranging over various aspects of the programme content. Members of staff will facilitate seminars offering students the opportunity to deepen their understanding of their reading by writing, presenting and critically discussing papers on topics set out by the course tutor. The seminar format will provide the opportunity for students to prepare written briefs on a topic or issue as a way of informing debate, and identifying issues for further discussion.

The interactive nature of seminar teaching allows a number of distinct functions:

- Formative assessment and feedback on class presentations, both within the seminar through discussion and afterwards through oral or written feedback
- Independent learning through preparatory reading and research, the development of presentations and the preparation of responses and questions.

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Develop and encourage an enquiry based learning approach to support independent learning

- The development of oral and communication skills in the presentation and defence of complex arguments. All students are strongly encouraged to participate and seminar tutors will do all they can to ensure a wide and constructive participation in each class.

### **Tutorials**

These are a vital aspect of the course, forming a substantial part of teaching. Formal and informal tutorial sessions will take place at regular intervals and will relate to individual progress, discussing future direction and encouraging research and practice. Formal tutorials will be documented and recorded along with student comments and responses.

### **Simulation**

Simulation is used in certain parts of module delivery where restriction, such as health and safety and age, limit actual work-place involvement. These simulations will reflect, as far as possible, the conditions present in a real life environment.

### **Personal Development Portfolio**

During the course students will be expected to construct a Personal Development Portfolio (PDP) that will record their personal progress and establish the learner's planning for future career development. This will be maintained throughout the course but will be extensively developed during the work based learning and professional practice elements of the course at levels four and five and will be formally assessed.

### **Assessment**

The course is assessed by a range of methods, including submission of work-based assignments which will demonstrate how learning has been applied in the work place. The course will combine practice and theory drawing upon the experiences of students. It is enhanced by the use of visiting specialist speakers and visits to a variety of public service organisations.

Assessment methods will be varied and aligned with module learning outcomes. They will reflect the developing academic and critical thinking abilities of the students.

Methods may include:

- written essays
- portfolio of tasks
- reflective logs
- group presentations

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- online tests (Formative only)
- case studies
- role play

At Level Four the modules primarily incorporate written essays. The Learning Process module expects students to develop a Portfolio that contains a learning log and introduces students to the concepts of reflection and self-analysis. The Risk module will give students an opportunity to develop a case study approach to learning.

At Level 5 modules also include portfolio development, learning logs and case studies and the Gender module incorporates an assessed presentation. Also included is a research project linked to the WBL of the learner.

### Feedback

Formative feedback will be given to students in group sessions and seminars, and through comprehensive one-to-one tutorials. Students will also receive comprehensive written tutorial reports. Written work, including rough drafts, will be returned with written feedback and oral feedback through tutorial discussion. Formative assessment given at regular intervals when formative tasks have been completed will also be accompanied by oral and written feedback and guidance, in order to enhance progress and developmental learning. The Criminological Theory module is an example of how formative tasks and feedback can contribute to the summative assessment process.

All modules provide formative feedback within 6 weeks of the start of the module in accordance with SHU's Learning, Teaching and Assessment Strategy 2011 - 13 aim 4: ensuring feedback is prompt so that students can reflect on their work in a timely way, rectify mistakes, avoid repeating them, and can measure their own progress;

A summative feedback sheet has been approved by the external examiner. (Copy attached to the appendix)

Internal moderation of assessment tools and marked work will operate to ensure reliability of the grade awarded against module learning outcomes and support the use of clear feedback as a tool for student development. Work will also be externally moderated by the nominated external examiner.

In-module retrieval will be offered on modules where the module tutor deems the timescale to be appropriate, along with the nature of the assessment tasks. Work undertaken under the module retrieval system will have to be re-submitted to a specified deadline and all re-worked assignments are capped at 40%.



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## 1.4 Programme Design and Structure

The Foundation Degree in Public Services: Policing Studies is designed for students who are considering a career in the Police Service or other related criminal justice agencies. It is an employment-related higher qualification where an emphasis of the programme is on the development of the core skills and competencies required for careers in the criminal justice sector.

The programme integrates work related experience throughout the module content whilst also delivering the underpinning academic knowledge and understanding needed to support learners' future employability in the areas of Policing and Criminal Justice.

The programme will consist of a mixture of theory and practical work related modules which range from criminological and psychological theories, policing concepts and practice, law and penal practice, policy development, risk assessment and management and diversity issues.

The Foundation Degree will provide students with a sound understanding of the work of the police service and other related criminal justice agencies and the environment within which they operate. There is an emphasis on developing students' personal and social skills so that they are attractive candidates for potential employers. The work based learning module will offer opportunities for students to gain first hand practical work experience through active engagement with employers.

Throughout the course you will also work towards achieving level 3 key skills standards in Communication, Information Technology and Improving your Own Learning and Performance. Students will also be participating in personal development planning to help them monitor and plan their progress.

During the development and design of the foundation degree modules reference has been made to the relevant occupational standards at all levels.

The programme is designed to give you a comprehensive insight into the many issues associated with policing and criminal justice. The two year programme is structured to provide students with an in-depth understanding of the discipline of criminology, policing and criminal justice, whilst placing emphasis on the role of the police and policing in modern society.

One key feature of the programme is the mandatory policing modules which will be studied throughout each level of study and the work based learning tasks of the programme delivery. These elements of the course will ensure a consistent knowledge and awareness of policing which will allow achievement of the route-specific programme title.



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The first year of the course places emphasis on supporting students in the transition to higher education by helping them to develop the skills and foundational knowledge base needed at this level of study.

Year one of the programme provides a sound foundation in the principal academic subjects upon which the remainder of the course is built, principally criminology and social science. You will be required to complete a number of mandatory modules, including introductory material surrounding criminology, the criminal justice system and the broader political and sociological context of crime. These modules will amount to 60 credits.

The Learning Process and Professional Role and Organisational Context modules provide an introduction to the concept of PDP and employability is embedded within module aims and learning outcomes. There is a considerable emphasis on employability and developing learner autonomy with the assessment of the Learning Process and Professional Role module. This module will account for 10 credits and will provide the preparatory foundations for the work based learning module undertaken in year two of the course.

In addition, 20 credits of study are located more specifically at introducing students to some of the core skills and issues that criminal justice practitioners engage with, this can be found in both the Risk and Public Protection and Addressing Offending Behaviour module.

The module, Police procedure and professional ethics, will account for an additional 20 credits and will give the students a valuable insight to actual operational police work surrounding professional policing in the 21st century and facilitates the initial integration of the National Occupation Standards for Justice and Police Training. This unit allows assessment of competence against nationally agreed standards of performance, across a range of workplace circumstances.

The second year strengthens your subject knowledge and encourages you to consider a number of areas connected to the central foundations of policing studies, such as understanding the underlying explanations of crime, learning how to apply theoretical knowledge in practical situations and the policy and legal frameworks underpinning the criminal justice system.

Mandatory modules in this area will amount to 100 credits and will include work based learning, policing practice, criminological theory and policy and legal frameworks.

The second year also enables some degree of student choice via the inclusion of elective modules which will account for 20 credits. There will be a choice of one from Gender and Crime; High Risk and Serious Offenders; and Race, Crime and Criminal Justice.

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#### Year One/Level 4

Module Title	Credits	Mandatory/Elective	Learning and Teaching Strategies
Policing 1: Police procedure and professional ethics	20	Mandatory	Lectures, Seminars. Role play guest speakers
Introducing Criminology	20	Mandatory	Lectures, Seminars.
Criminal Justice System	20	Mandatory	Lectures, Seminars.
Organisational Context	20	Mandatory	Lectures, Seminars.
Psychology and Crime	10	Mandatory	Lectures, Seminars.
Learning Process and Professional Role	10	Mandatory	Seminars, Skills Workshops, Private Research, Presentations, Written Study.
Addressing Offending Behaviour	10	Mandatory	Lectures, Seminars.
Risk and Public Protection	10	Mandatory	Lectures, Seminars

#### Year Two/Level 5

Module Title	Credits	Mandatory/Elective	Learning and Teaching Strategies
Policing 2: Contemporary police and policing	20	Mandatory	Lectures, seminars.
Criminological Theory	20	Mandatory	Lectures, seminars.
Research project in Criminology	20	Mandatory	Lectures, seminars, tutorials, independent study
Work Based Learning in Policing and Criminal Justice	20	Mandatory	Student led work based learning, lectures, seminars, independent study / practice, tutorial support
Policy and Legal Frameworks	20	Mandatory	Lectures, seminars.
High Risk and Serious Offenders	20	Elective	Lectures, seminars.
Gender and Crime	20	Elective	Lectures, seminars.
Race, Crime and Criminal Justice	20	Elective	Lectures, seminars.

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## 1.5 Opportunities for Further Study

### 1.5.1 Opportunities at the Sheffield College

Details of professional courses suitable for Foundation Degree graduates can be found in the online HE prospectus. In addition there are professional courses run by the [Online College](#) and part time courses are advertised in Choices, which is available on the [College website](#).

If you are uncertain about what you need to study next to progress your career, you should book an interview with one of our careers guidance staff at student services reception.

### 1.5.2 Opportunities at Sheffield Hallam University

Applicants who are studying for SHU-validated foundation degrees will receive an offer for their designated full time honours degree progression route at Sheffield Hallam University provided that they submit an application via UCAS by 15<sup>th</sup> January of the year in which they are due to complete their foundation degree. Sheffield Hallam University cannot guarantee an offer of a place if you apply after this date. Applicants who are studying for SHU-validated foundation degrees and who wish to progress to part-time study on their designated honours degree progression route will apply directly to the University.

The offer made by the University will be subject to:

- successful completion of the foundation degree programme including satisfying performance attainment requirements where specified
- submission of a satisfactory personal statement and reference
- meeting the University's literacy and numeracy requirements
- satisfying any additional specific course requirements for entry to the designated progression route (eg. successful completion of associated bridging studies or any non-academic conditions)

Offers are made subject to the availability of courses and the University [Terms and Conditions](#)

If you choose to progress to an honours degree at Sheffield Hallam University, you will take a further 120 credits at level 6. Your honours degree classification will be calculated using the best 100 credits marked by percentage at level 6. The marks you attain for your Foundation Degree will not count towards your final Honours Degree classification. Below is a table showing the classifications:

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Degree Classification	Level of achievement required for the classification You will be awarded this classification if you:
First Class Honours (1 <sup>st</sup> )	Achieve a final average mark of 70.00 - 100.00%
Upper Second Class Honours (2.1)	Achieve a final average mark of 60.00 - 69.99%
Lower Second Class (2.2)	Achieve a final average mark of 50.00 - 59.99%
Third Class Honours (3 <sup>rd</sup> )	Achieve a final average mark of 40.00 - 49.99%

### 1.5.3 Other Opportunities

You can apply through UCAS to 'top up' your foundation degree to an honours degree at any university offering the course. You should research their entry requirements via the UCAS and university websites. Student services hold hard copy prospectuses. You may also consider going directly into employment, in which case you should book a careers interview to discuss the opportunities for trainee graduate and internship positions. Careers advisors can also help you with your job search and recommend sources of information such as graduate recruitment fairs.

Programme Specification approved at Validation	
University Faculty	Development & Society
College Department	Health & Public Services