Plymouth University

Faculty of Business
School of Law, Criminology and Government

Programme Specification

BSc (Hons) Public Services (Policing)

4509

Final Approved Version
August 2016
1. **BSc (Hon) Public Services (Policing)**

   **Final award title**  
   BSc (Hons) Public Services (Policing)  
   (Level 6 top-up)

   **UCAS code**  
   L433

   **JACS code**  
   L231

2. **Awarding Institution:**  
   Plymouth University

   **Teaching institution(s):**  
   Plymouth University

3. **Accrediting body(ies):**  
   College of Policing (Approved Provider status for the Pre-Join Approved provider Scheme)

   Summary of specific conditions/regulations: see  
   http://www.college.police.uk/What-we-do/Learning/Certificate/Pages/Information-for-Students.aspx

   **Date of re-accreditation:**  
   April 2015

4. **Distinctive Features of the Programme and the Student Experience**

   The **BSc (Hons) Public Services (Policing)** has several distinctive features. These are:

   1. **Design and delivery of curricular by substantially research active academics,¹** giving students access to cutting edge research regarding public policy, management, and policing. Delivery of vocationally relevant elements of teaching and learning by police officers, ensuring that they are consistently focussed on current policing policy, theory and practice. This is a vital feature of the new pathway, as the policy and institutional environments within which policing are managed and delivered are changing rapidly.

   2. **Student feedback for the BSc (Hons) Public Services (Policing) at both programme and module level has been consistently very good, if not exemplary.** This means that students who join us from one of our partner institutions can be assured of a robust set of teaching and learning experiences, and will not be disappointed with their choice to study with us.
3. A strong and consistent record of generating high quality teaching and learning activity, as indicated by External Examiner’s reports.

4. Delivery which ensures a seamless transition, for students, between Foundation and top-up degree study. The Public Services Programme Team was involved substantially in the design of the Public Services Foundation Degrees from which it recruits. Reflecting our involvement with programme teams and managers at the colleges, Public Services Foundation Degrees and top-up provision at Plymouth were explicitly designed to complement each other.

5. Delivery in the context of a relationship of trust and mutual understanding between those responsible for managing Public Services Foundation Degrees at colleges in the Academic Partnerships network, and the Public Services Programme Team at Plymouth. This is because we have been substantially involved in liaising and working with staff at our partner colleges for about ten years. It is worth pausing to consider what this means in practice: a) as suggested, pivotal involvement in the design of the Public Services Foundation Degrees at the partner colleges; b) considerable ALP activity—attendance at Programme Committees, Subject Assessment Panels and Award Boards; c) participation in validation events for new Foundation Degrees in Public Services; d) visits to colleges to give talks to students about the Public Services top-up provision at Plymouth; e) arranging for students and staff at the colleges to visit the Plymouth Campus, and to participate in events and activities such as lectures, talks, and tours of our facilities.

6. Delivery which is flexible, enabling our students to combine full-time academic study with part-time employment, or voluntary work. We currently deliver Public Services top-up provision which allows, for example, that those of our students who are serving as Special Constables, or are doing voluntary work for agencies in the public or voluntary sectors, are able to combine this vocational activity with their full-time study. Inevitably, given pressures on timetabling and demand for rooms to deliver teaching, this arrangement is under continual review and may be subject to adjustment in the future.

7. The programme offers students the option of taking the Policing Knowledge Certificate, accredited by the College of Policing.

8. The programme emphasises the linkage between theory and practice across key themes of sustainability, leadership and governance.

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5. Relevant QAA Subject Benchmark Group(s)

Social Policy and Administration (2007)
6. Programme Structure

BSc (Hons) Public Services (Policing) Programme Structure

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td><strong>Compulsory module</strong></td>
<td><strong>Compulsory module</strong></td>
</tr>
<tr>
<td>PSPM306 Managing Policing: Politics, Policy and Public Management, 20 credits</td>
<td>PSPM307 Policing as a Public Service: Theories and Practice, 20 credits</td>
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<tr>
<td><strong>Compulsory module</strong></td>
<td><strong>Compulsory module</strong></td>
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<tr>
<td>PSPM305 Public Services (Policing) Research Project, 40 credits</td>
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<tr>
<td><strong>Choice of 40 credits from below electives, one module each semester</strong></td>
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<tr>
<td><strong>Elective module</strong></td>
<td><strong>Elective module</strong></td>
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<tr>
<td>PSPM301 Human Resource Management, Strategy and Planning in the Public Sector, 20 credits</td>
<td>PSPM304 Public Services Delivery and Evaluation, 20 credits</td>
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<tr>
<td>CCJS3143 Professional Knowledge of Policing I, 20 credits</td>
<td>CCJS3144 Professional Knowledge of Policing II, 20 credits</td>
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7. Programme Aims

The BSc (Hons) Public Services (Policing) will enable students to develop their critical knowledge and understandings of contemporary theory and practice regarding policing, the historical backdrop to the development of policing, the policy and institutional environment within which policing is framed, and contemporary issues and problems in policing. We have identified key aims that act as a thread with which to bind the programme together. These are as follows.

1. To promote and encourage autonomous learners who are able and willing to take responsibility for their actions and who feel comfortable in complex and changing settings.
2. To develop learners who have a factual and conceptual knowledge of both public services as a whole and policing, (in terms of theory, practice, policy and politics) as a specific, but not separate part of public service provision.
3. To facilitate learners to be able to take complex theories, practices and policies and apply a range of appropriate cognitive skills including research, problem solving, critical analysis and evaluation.
4. To enable learners to operate effectively as part of a team but also demonstrating and practicing ethically informed work that maximises performance within and across a variety of contexts.

5. To promote and encourage reflexive, self-evaluating learners who are effective in terms of their interpersonal and communication skills.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates will have developed:

• 1) A systematic understanding of the historical, philosophical and contemporary knowledge base around public services and policing and the inter-relationship with other fields of study. They should have developed an understanding of public services and policing in depth.

• 2) The ability to work with ideas about public service and policing provision at a level of abstraction, arguing from different perspectives. They should be able to identify the possibility of new concepts within existing knowledge frameworks and approaches.

• 3) The ability to identify complex problems in the fields of public services and policing delivery with flexibility and confidence. They should be able to identify, select, and use investigative strategies and techniques to undertake critical analyses of issues in public services and policing, and evaluate the outcomes.

• 4) The ability to plan, undertake and communicate research in a variety of public service provision scenarios.

8.2. Cognitive and intellectual skills

On successful completion graduates will have developed:

• 1) The ability to operate effectively in complex and unpredictable environments, which may be academic or vocational, selecting and deploying techniques and information from a range of standard sources.

• 2) The ability to sustain intellectual argument and debate drawing on historical, philosophical and contemporary perspectives around public service and policing provision

• 3) Learners who are able to take complex theories, practices and policies and apply a range of appropriate cognitive skills including research, problem solving, critical analysis and evaluation

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

• 1) The ability to locate their own role within poorly defined and/or flexible contexts, which may be academic or vocational, with a level of autonomy.
2) The ability to seek and apply new techniques and processes to their own performance, in academic or vocational settings, and identify how these might be evaluated.

3) The ability to work effectively within a team, support or be proactive in leadership, negotiate in a professional context, and manage conflict. They should be able to seek to resolve conflict proactively.

4) The ability to plan, undertake and communicate research in a variety of public service and policing provision scenarios

5) The ability to use appropriate means of communication including new technologies

6) The ability to engage with their teaching and learning activities with minimal supervision, within agreed guidelines, but taking responsibility for accessing support, and accepting accountability for determining and achieving personal and/or group outcomes.

8.4. Employment related skills

On successful completion graduates will have developed:

1) The ability to take responsibility for their own learning and development using reflection and feedback to analyse their own capabilities. They should be able to appraise alternatives and plan and implement actions.

2) The ability to set criteria for, and be effective in, professional and interpersonal communication in a wide range of academic and vocational situations using an appropriate method of communication mediums including new technologies.

3) An awareness of personal responsibility and professional codes of conduct, and be able to incorporate this into their practice

8.5. Practical skills

On successful completion graduates will have developed:

1) Skills and techniques as autonomous learners who are able and willing to take responsibility for their actions and who feel comfortable in complex and changing settings.

2) Learners who have a factual and conceptual knowledge public services and policing delivery.

3) Learners who can operate effectively as part of a team but also demonstrate and practice ethically informed work that maximises performance within and across a variety of contexts

4) Learners who are willing and able to be reflexive and self-evaluating and who are effective in terms of their interpersonal, communication and technology skills
9. **Admissions Criteria, including APCL, APEL and DAS arrangements**

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.

The market for the *BSc (Hons) Public Services (Policing)* is comprised of three segments. First are students who have already achieved a Foundation Degree in Public Services at one of the colleges in the Academic Partnerships network. Such students are entitled to a place on a level 6 public services top-up degree at Plymouth University, which means that we are obliged to take them. Second are students who have already achieved a Foundation Degree or an HND in Public Services from a college outside of the Academic Partnerships network. We are not obliged to take such students although we invariably do. Third are students who have already completed levels 4 and 5 of a degree in a related subject and wish to transfer to a public services top-up for their final year. Again, we are not obliged to take such students but we will if their profile of marks and other relevant experience suggest that they are suitable for the course. The admissions criteria for the *BSc (Hons) Public Services (Policing)*, then, are identical to those for the existing *BSc (Hons) Public Services*.

- Foundation Degree in Public Services, or a closely related subject.
- HND in Public Services, or a closely related subject.
- (APEL) Accreditation of Prior Experiential Learning and (APCL) Accreditation of Prior Credit Learning: This programme will comply with the standard policy on Advanced Prior Experiential Learning and Advanced Prior Certified Learning as defined in the University of Plymouth Academic Regulations. We would strongly encourage applicants who can demonstrate experience in working within the public services but who may not have the required formal qualifications

10. **Progression criteria for Final and Intermediate Awards**

As per University regulations

11. **Exceptions to Regulations**

None

12. **Transitional Arrangements**

None
### 13. Mapping and Appendices:
#### 13.1. ILO's against Modules Mapping

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
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</table>
| 1. A systematic understanding of the historical, philosophical and contemporary knowledge base around public services and policing and the inter-relationship with other fields of study. They should have developed an understanding of public services and policing in depth. | • PSPM301  
• PSPM306  
• PSPM304  
• PSPM302 |
| 2. The ability to work with ideas about public services and policing provision at a level of abstraction, arguing from different perspectives. They should be able to identify the possibility of new concepts within existing knowledge frameworks and approaches. | • PSPM301  
• PSPM306  
• PSPM304  
• PSPM302 |
| 3. The ability to identify complex problems in the fields of public services and policing delivery with flexibility and confidence. They should be able to identify, select, and use investigative strategies and techniques to undertake critical analyses of issues in public services and policing, and evaluate the outcomes. | • PSPM301  
• PSPM306  
• PSPM304  
• PSPM302  
• PSPM305 |
| 4. The ability to plan, undertake and communicate research in a variety of public service and policing provision scenarios | • PSPM305 |

<table>
<thead>
<tr>
<th>Cognitive and intellectual skills</th>
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| 1. The ability to operate effectively in complex and unpredictable environments, which may be academic or vocational, selecting and deploying techniques and information from a range of standard sources. | • PSPM301  
• PSPM307  
• PSPM306  
• PSPM302  
• PSPM304 |
| 2. Learners who are able to take complex theories, practices and policies and apply a range of appropriate cognitive skills including research, problem solving, critical analysis and evaluation | • PSPM301  
• PSPM305  
• PSPM304  
• PSPM302 |
| 3. Supervision, within agreed guidelines, but taking responsibility for accessing support, and accepting accountability for | • PSPM305  
• PSPM306  
• PSPM304 |
determining and achieving personal and/or group outcomes.

<table>
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<tr>
<th>Key and transferable skills</th>
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<tbody>
<tr>
<td>1. The ability to locate their own role within poorly defined and/or flexible contexts, which may be academic or vocational, with a level of autonomy.</td>
<td>PSPM305</td>
<td>PSPM301</td>
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<tr>
<td>2. The ability to seek and apply new techniques and processes to their own performance, in academic or vocational settings, and identify how these might be evaluated.</td>
<td>PSPM301</td>
<td>PSPM307</td>
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<td>3. The ability to work effectively within a team, support or be proactive in leadership, negotiate in a professional context, and manage conflict. They should be able to seek to resolve conflict proactively.</td>
<td>PSPM304</td>
<td>PSPM302</td>
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<td>4. The ability to plan, undertake and communicate research in a variety of public service and policing provision scenarios</td>
<td>PSPM305</td>
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<tr>
<td>5. The ability to use appropriate means of communication including new technologies.</td>
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<tr>
<td>6. The ability to engage with their teaching and learning activities with minimal supervision, within agreed guidelines, but taking responsibility for accessing support, and accepting accountability for determining and achieving personal and/or group outcomes.</td>
<td>PSPM305</td>
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<tr>
<th>Employment related skills</th>
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<td>1. The ability to take responsibility for their own learning and development using reflection and feedback to analyse their own capabilities. They should be able to appraise alternatives and plan and implement actions.</td>
<td>PSPM305</td>
<td>PSPM301</td>
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<tr>
<td>2. The ability to set criteria for, and be</td>
<td>PSPM305</td>
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Effective in, professional and interpersonal communication in a wide range of academic and vocational situations using an appropriate method of communication mediums including new technologies.

- PSPM301
- PSPM307
- PSPM306
- PSPM304
- PSPM302

3. An awareness of personal responsibility and professional codes of conduct, and be able to incorporate this into their practice

- PSPM301
- PSPM307

### Practical skills

1. Skills and techniques as autonomous learners who are able and willing to take responsibility for their actions and who feel comfortable in complex and changing settings.

- PSPM305

2. Learners who have a factual and conceptual knowledge of public services and policing delivery.

- PSPM301
- PSPM304
- PSPM306
- PSPM305

3. Learners who can operate effectively as part of a team but also demonstrate and practice ethically informed work that maximises performance within and across a variety of contexts

- PSPM304
- PSPM307
- PSPM302

4. Learners who are willing and able to be reflexive and self-evaluating and who are effective in terms of their interpersonal, communication and technology skills

- PSPM305
- PSPM301
- PSPM307
- PSPM306
- PSPM304
- PSPM302
### 13.2 Assessment against Module Mapping

**BSc Public Services (Policing)**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>PSPM 301</th>
<th>PSPM 304</th>
<th>PSPM 307</th>
<th>PSPM 306</th>
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<th>CCJS 3143</th>
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### 13.3 Skills against Module Mapping

**BSc Public Services (Policing)**

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