QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1.	**Programme Code**						
2.	**Programme Title**	BSc (Hons) Policing and Criminal Investigation					
3.	**Target Award Title**	BSc (Hons) Policing and Criminal Investigation					
4.	**Exit Award Title(s)**	Professional Certificate Forensic and Criminal Investigation (80 credits) Cert HE Policing and Criminal Investigation (120 credits) Dip HE Policing and Criminal Investigation (240 credits) BSc Policing and Criminal Investigation (300 credits)					
5.	**Subject area**	Policing					
6.	**School**	Policing, Cybercrime and Security					
7.	**Programme Team Leader(s)**	Sam Scott					
8.	**Programme Type**	Specialist					
9.	**Delivery Model**	DL F/T	X	BL F/T		Apprenticeship	
		DL P/T	X	BL P/T		Other	
	Where delivery model identified as 'Other' please provide details						
10.	**Location of delivery**						
11.	**Proposed Start date**	October 2022					
12.	**Reference points**	**QAA subject benchmark statement: Policing March 2022** **FHEQ Level 4, 5 & 6 descriptors 2014**					
13.	**Professional, Statutory & Regulatory Bodies (PSRB)**	*NA*					

14. Programme aims
The main aim of this programme is to explore and showcase the variety of roles that contribute to an investigation and to illustrate to a student the different career paths that are available within the civilian side of policing and the wider law enforcement family. It also aims to bring scenes and scenarios to life with the supplementary virtual reality crime world. This interactive aspect of the programme aims to give a 'real-life' aspect to the academic subject. Within level 4 the programme aims to take the student on an investigative journey from crime scene to court. With the aid of the supplementary virtual crime scene, the student will assume the role of a crime scene investigator, a CID officer, a civilian detention officer, and a witness in court. This interactive approach aims to supplement the academic content within the iLearn system and gives the students some practical application in a virtual environment.

Level 4 aims to give the student sound knowledge on the roles and responsibilities on the primary investigative personnel alongside helping to develop the legal and procedural knowledge for criminal investigations. It aims to demonstrate how a police custody operates and the working practices of a crown court. It also aims to highlight the practices, procedures, and application of forensics to evidence that has been collected at the virtual crime scene.

The aim of level 5 is to give the student a sound understanding of the legislative and operational practice that are the backbone of the police service. Topics such as leadership and human rights will be explored with the aim of giving the student an understanding of how they are intertwined with the role of a police officer. It also aims to explore theories and concepts on policing and investigation, allowing the student to examine a variety of criminal offences that are considered national and international crimes.

Level 6 of the programme aims to examine the more intricate elements of policing such as ethics and professionalism. This year also aims for expand on prior knowledge of interviewing, giving the students a deeper understanding on the techniques and professionalism that is essential for interviewing witnesses, victims and suspects. It also aims to address vulnerability and risk within an investigation for witnesses, victims, and the police officer.

By removing a traditional dissertation piece in the final year and replacing it with a vocational special investigation portfolio, aims to best prepare the student for an investigative role upon completion of the programme. In addition, the skills and vocational practices assimilated with the immersive virtual reality crime world, aims to prepare the student for employment in their chosen field.

15. Programme Entry Requirements

- Completion of two subjects at GCE A-Level, plus 3 x GCSE passes including English (grade 4/C or above) or equivalent. Alternative Level 3 qualifications will also be considered including a recognised Access to HE qualification, a BTEC Extended Diploma or internationally equivalent qualifications.
- English language proficiency is required with IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English
- Candidates will also be considered if they are able to demonstrate an ability to study the programme as evidence through a personal statement, references, relevant prior experience and qualifications.

16. Graduate Attributes

The concept of the Arden University Graduate based upon the definition of "graduate attribute" by Bowden et al (2000) has been developed around 6 attributes:

01 Discipline Expertise
02 Effective Communication
03 Responsible Global Citizenship
04 Professional Skills
05 Reflective Practitioner
06 Lifelong Learning

This programme will address the six graduate outcomes, noted below:

GA1.   Discipline Expertise: Knowledge and understanding of chosen field

Crime scene procedures and practices
Crime scene Health and Safety Legislation
Navigation round a crime scene in the virtual world
Police investigation procedures and practices
Civilian roles within the investigative procedures

GA2.   Effective Communication
Statement writing
Interview preparation notes
Interview practice
Giving evidence in court
Expert witness report
Employability skills

GA3.   Responsible Global Citizen
Ethical issues relating to global crimes
Responses to these issues
Best practice case studies
International / Transnational case studies

GA4.   Professional Skills
Statement writing
Investigation practices and legal frameworks
Knowledge of codes of practice
Health and Safety practices at crime scenes, laboratories, and burial sites

GA5.   Reflective Practitioner
Why certain laws and practices are in place
Consequences of not adhering to legal practices
Investigative methods
Ethics and practices during an investigation
Dealing with vulnerable and at -risk person
Self-reflection for investigative choices

GA6.   Lifelong Learning
Employability skills
Communication skills
Presentation and writing skills
Teamwork
Leadership and management
Research and critical reflection

17. Learning, teaching and assessment methods and strategies

The programme is designed with Arden University's 'digital first' focus at the forefront, with a diverse array of learning, teaching and assessment strategies, informed by AU's Learning, Teaching and Assessment Strategy (2022)

Learning and Teaching
This programme is delivered on AU's virtual learning platform, iLearn. Each module follows a consistent theme of 9 weeks of study, allowing the student to gain academic knowledge on the module topics. The individual modules consist of academic content on the subject area, case studies, academic journals, and a plethora of formative activities that correlate with

scenes and scenarios within the supplementary virtual crime world. The formative activities, in both iLearn and the immersive reality, contribute, in most modules, to the mid or end point summative assessment. There will be weekly discussion topics on the platform discussion board, allowing the student to engage in debate about the weekly theme. This will be monitored and contributed to by the module tutor. In addition to the discussion boards, there will be a weekly face-to-face seminar hosted on zoom. These sessions will be repeated at various times in order to capture the diverse range of students on the programme and not to disadvantage student who are studying abroad or working full-time. In these sessions, the class will be discussing elements of the formative tasks or specific topical questions that have been assigned by the module tutor in advance of the session.

The supplementary virtual reality crime world mirrors the academic content of each session, allowing the student to freely flow between iLearn and the interactive scenes. It gives a 'real-life' feel to the online learning and students can navigate, interact, and immerse themselves for a fully digital first learning experience. Participation in the formative tasks within this immersive world will allow the module tutor to monitor student progress on a weekly basis. Incorrectly completing a formative task will not hinder a student navigating or continuing through a module. The data analytics behind the immersive world will allow the module tutor to see any errors that have been made which will then be addressed in either a weekly 1-2-1, group formative feedback session or within a discussion fora.

In addition to the above, there will be a number of guest speakers and field practitioners infiltrated throughout each of the modules, contributing to course content and engaging the students with vocational knowledge. There will also be a series of webinars for all students on a variety of roles and topics relating to the area of policing, forensics, and the wider law enforcement family.

As part of the course induction, the students will have access to AU's study skills area where they can immerse and familiarise themselves with the required study skills that will aid them throughout their programme. They will also have access to subject specific resources and material that will enhance their learning experience at AU.

As this is a distance learning programme there is more emphasis on independent learning that is supported and directed on a weekly basis by the module tutor. The table below illustrates a weekly breakdown of the study programme for the student.

Contact hours	Activity
2	Tutor-led face to face seminar session
1	Group / 1-2-1 formative feedback session
2	Discussion board interaction
15	Independent study in iLearn and supplementary virtual crime world, personal reading, and research

Assessment

The assessment strategy for this programme is varied throughout and follows a vocational theme with portfolio submissions, police and forensic reports, briefings, and presentations to note a few. The complete array of assessments are documented in the assessment grid below. There is a heavy reliance throughout the programme on the use of formative assessments. On several of the modules, the student will collate their formative work on a weekly basis to create their summative assessment. There is a variety of written work in the form of reports, journals and essays for the summative assessments and more practical elements such as gathering evidence or photographing a crime scene or buried remains for the formative assessments. Throughout each of there levels of study there is an element of oral work either giving evidence as a witness in the virtual crime world or presenting an incident briefing as part of a group task force. There is also a thread of reflection throughout the levels. This is largely in written format as part of the end point summative assessment.

Assessment Grid

Assessment Type Module	Portfolio	Report	Reflection	Podcast / Vlog / Wiki / Blog	Oral presentation	Written assignment	Case Study	Group work
Introduction to forensic investigation (c)		*CSI Report*						
Introduction to criminal investigation (c)	*Investigators Portfolio*							
Police custody (c)						Essay		
Witness: an introduction (c)				*Wtness Statement Analysis Video*		Essay		
Analysis and Application of forensics (c)		*Expert witness Report*						
Criminal Investigation: Procedures and practices (c)	*Forensic skills portfolio*							
Civilian Employability (c)	Employability Portfolio							
Leadership in policing and	*Strategic portfolio*					*Essay*		

Module								
law enforcement (c)								
Police Procedure and Evidence (c)	*Procedure and Evidence portfolio*							
Policing and Human Rights (c)	*Investigation portfolio*					Essay		
Transnational Organised Crime (o)						*Essay*	*Case Study*	
Intelligence (o)		*Intelligence Report*						
Community Policing (o)		*Briefing report*		*News blog*				
Police Ethics and Professional Standards (c)			Reflection				*Case Study*	
The professionalisation of the investigative interview (c)					Interview plan viva	*Essay*		
Law Enforcement: vulnerability and risk (c)		*Statement report*	*Reflection*					
Special Investigations Portfolio (c)			*Reflective analysis*		*Briefing presentation*			*Group leadership task*

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
At the end of this course you, the student, will be able to: *(No more than 10 programme learning outcomes are permitted per programme.)*		
1. Describe and explain the various roles and responsibilities of operational police officers and civilian staff working within the police, forensic and wider law enforcement family.	These learning outcomes will be achieved in the following areas detailed below: Through an integrated learning and teaching pedagogy that includes a variety of group and independent activities drawing upon a range of academic and professional resources and having access to freely navigate through the supplementary immersive virtual crime world, the students will have surplus opportunities to gather knowledge of core concepts on the roles, responsibilities and variety of civilian careers within policing, forensics and the wider law enforcement family (LOs 1, 2,3, 4, 5, 6, 7, 8, 9, 10) (GA1)	**These learning outcomes will be assessed in the following ways detailed below:** **Formative Feedback** **This forms a large part of this programme and will take place both informally and formally.** **Informal – throughout this programme student will receive informal formative feedback through class and seminar discussions, peep to peep discussions and tutor to student on a weekly basis. There are a host of weekly interactive activities both on iLearn and within the immersive virtual reality crime world.** In addition, there will be the discussion forums where the students will be organically discussing topic and the tutor will be engaging in these discussions on a regular basis. (Los 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10) (GA1, 2, 3, 4, 5, 6)
2. Describe and explain the operational procedures for both warranted police officers, civilian staff and Crime Scene Investigators when working an active crime scene or involved in a criminal investigation.		
3. Compare and contrast the range of skills and the different leadership styles that are essential for civilian and warranted officer rolesin policing and law enforcement,	Throughout this distance learning programme, the student will be encouraged to fully develop their intellectual skills by undertaking independent research over and above their set directed study. This can be further ready and research around a topic to broaden their knowledge and enhance their learning. (LOs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (GA5 & 6)	
4. Critically assess the legislation and policies that relate to a criminal investigation.		
5. Explore the relationship between policing and human rights and examine the need for accountability and professionalism within the police service and wider law enforcement family.	The use of 'real-life' case studies and scenarios, field practitioners and replication of these in the supplementary immersive virtual reality crimes world, will all the students to enhance their skills to evaluate the effectiveness of policing, forensic and other law enforcement policies and practices. (LOs 2, 3, 4, 5, 6, 7, 8, 9, 10) (GA3, 4 ,6)	
6. Critically discuss police misconduct and the need for independent professional bodies to ensure accountability is upheld.		Formal – in addition to the host of informal formative opportunities, the students will also be engaging with formal formative assessments. This will be done on a weekly basis when the tutor will discuss the activity in the immersive
7. Critically explore the professionalisation of the police investigative interview.		
8. Critically explore the vulnerability and risk of victims and witnesses in the context of a police investigation and address the effects that these incidents have on operational police officers and	Students will have independent and directed student study throughout the programme which will be supported by the module tutor with a plethora of teaching resources on the online platform and activities within the immersive VR world.	

professional practitioners in the field.	(LOs 1, 2, 3, 5 6, 7, 8, 9, 10) (GA1)	virtual crime world. The analytics behind the students' actions on the VR platform will allow the tutor to see the progress that a student is making, for example, are they selecting the correct PPE before entering the scene or are they conducting the police investigation in the current sequence. The tutor will then be able to address any errors that are marked.
9. Critically analyse a range of policing concepts and theories, both nationally and internationally, and explore a plethora of offences showing how they are investigated in collaboration with other law enforcement agencies.	This distance learning programme seeks to gain an online learning community and having active discussions and tutor contact is key to this. Discussions will be held within the face-to-face sessions online, the seminars and within a discussion forum allowing students discuss and critically engage with current and emerging themes around their module topic. Discussions will be both organic and tutor-driven, mainly within the seminar groups. Discussion topics will change weekly and will coincide within the learning outcomes for the module. (LOs 1, 2,3, 4, 5, 6, 7, 8, 9, 10) (GA2,4)	In addition, in some of the modules on the programme, the formative tasks can be collated and organised into a portfolio for the summative assessment. In the modules that do not have the portfolio assessment, the formative work completed will aid they summative assessment in some manner.
10. Critically compare and contrast theories, practices and case studies within policing, and the wider law enforcement arena, both nationally and internationally.	Problem solving and analytical skills are developed throughout the programme by a host of formative assessment tasks within the immersive virtual learning environment and iLearn. These include case study analysis, incident report writing, investigative tool, scene management. (LOs1, 2, 3, 6, 7, 9, 10) (GA1, 3, 4, 5)	In the modules where there is a written report or essay, the students will get the opportunity to have all, or sections of depending on the assessment, drafted by the tutor. (LOs 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10) (GA 2, 4 & 5)
GA1. Discipline Expertise: Knowledge and understanding of chosen field Crime scene procedures and practices Crime scene Health and Safety Legislation Navigation round a crime scene in the virtual world Police investigation procedures and practices Civilian roles within the investigative procedures **GA2. Effective Communication** Statement writing Interview preparation notes Interview practice Giving evidence in court Expert witness report Employability skills **GA3. Responsible Global Citizen** Ethical issues relating to global crimes Responses to these issues Best practice case studies International / Transnational case	Reflection plays a major role in this programme as it centres largely within the roles of police and forensic personnel. Students have the opportunity to reflect on their formative activities that they complete in the immersive virtual world and on activities and tasks set and engaged in during the seminars and face-to-face sessions. The students will get the opportunity to peer review and feedback on a host of online classroom-based activities. The students are encouraged to work in groups, showing leadership and management skills in addition to presenting research findings etc from the immersive virtual crime world. These skills replicate those of practitioners in the field of policing and forensics. (LOs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (GA5) Employability is a thread that runs through the degree with one specific module focusing on skills needed to enter into a civilian role within policing, forensic or the wider law enforcement family. Students will be planning their 'next steps' after university and identifying the key skills and attributes that they need to go through a rigorous recruitment	As previously mentioned, the discussion fora is a key component in each module. The organic flow of discussion is valuable to enhancing the learning. The students will also be encouraged to contribute to the wider school discussion board where there will be a host of field related discussions, not just module specific. Also, they will be encouraged to comment on post from their peers. This is also helps to enhance the online learning community.

studies **GA4.** **Professional Skills** Statement writing Investigation practices and legal frameworks Knowledge of codes of practice Health and Safety practices at crime scenes Briefings and presentations **GA5.** **Reflective Practitioner** Why certain laws and practices are in place Consequences of not adhering to legal practices Investigative methods Ethics and practices during an investigation Dealing with vulnerable and at -risk person Self-reflection for investigative choices **GA6.** **Lifelong Learning** Employability skills Communication skills Presentation and writing skills Teamwork Leadership and management Research and critical reflection	process. (LOs 1, 5 & 7) (GA2, 4 & 6)		(LOs 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10) (GA 2, 4 & 5) There are a variety of summative assessments to assess the programme learning outcomes. These are detailed below: Vocational reports – these replicate what are used within practice in policing, forensic or the wider law enforcement arena. These, coupled with the work in the work in the immersive virtual reality crime world, students will give a 'real-life' aspect to the programme. (LOs 1, 2, 6, 7, 8 & 9) GA 1 & 4) Podcasts/wiki/Vlog/Blog – this gives an alternative and contemporary assessment for the student. It encourages team building, communication and leadership skills in addition to academic knowledge. (LOs 2, 4 & 9) GA 2 & 6) Individual and group presentation – this assessment type tests key skills in communication, planning, teamwork in addition to the academic knowledge. It also tests their professional presentation skills for giving evidence in court and delivering forensic briefings to peer and other outside investigative agencies. (LOs 2, 5, & 6)

| | | (GA 2, 4 & 6)

Case study analysis – this element is featured around real-world examples in the area of policing and forensics. Critically analysing a scenario and implementing the best practice is a key feature in law enforcement work. This assessment allows the students to critically think 'outside' the box.
(LOs 1, 2, 7, 9 & 10)
(GA 1 & 5)

Reflective work – a large part of law enforcement roles is reflection. This is a theme that runs through the programme and implanted in all of the modules. As previously discussed, refection is assessed formatively however there are individual modules that are also summatively assessed.
(LOs 1, 2, 4, 6, 9 & 10)
GA 5 & 6) |

19. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type Compulsory (C) or Optional (O)	Pinned Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4	GA5	GA6
4	Introduction to forensic investigation (c)	C		X	X									X			X		
4	Introduction to criminal investigation (c)	C		X	X		X							X			X		
4	Police custody (c)	C		X	X		X		X					X	X		X	X	
4	Witness: an introduction (c)	C		X	X		X		X					X	X		X		
4	Analysis and Application of forensics (c)	C		X	X	X	X		X					X			X		
4	Criminal Investigation: Procedures and practices (c)	C		X	X		X		X				X	X			X		
5	Civilian Employability (c)	C		X	X	X	X			X			X	X					
5	Leadership in policing and law enforcement (c)	C		X		X									X				X
5	Police Procedure and Evidence (c)	C		X	X		X	X	X	X				X	X		X	X	
5	Policing and Human Rights (c)	C		X	X			X	X					X	X		X		
5	Transnational Organised Crime (o)	O						X						X	X	X			

Level	Module	Type	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15
5	Intelligence (o)	O	X	X			X	X	X		X	X	X			X	
5	Community Policing (o)	O	X	X							X	X	X	X		X		X
6	Police Ethics and Professional Standards (c)	C	X	X	X	X	X	X	X			X	X	X	X	X	
6	The professionalisation of the investigative interview (c)	C	X	X		X	X	X		X			X	X	X	X	X
6	Law Enforcement: vulnerability and risk (c)	C	X	X		X		X		X	X	X				X	
6	Special Investigations Portfolio (c)	C	X	X	X	X	X	X	X	X	X	X		X	x	X	X