Pathway Specification (Undergraduate)
Created: 5 November 2015 Last amended: May 2018, for students entering in 2018/19

1. **Pathway Title(s) and UCAS code(s):**

Policing Studies minor

2. **Awarding body or institution:**

University of Leicester

3. a) **Mode of study**

Full-time

   b) **Type of study**

Campus-based

4. **Registration periods:**

The normal period of registration is three years

The maximum period of registration is five years

5. **Typical entry requirements:**

Entry requirements are the same as for the BSc and Major Criminology pathway:

A/AS Levels: Three A-Levels usually required at ABB. Two AS Levels may be considered in place of one A-Level. General studies accepted.
GCSE: Maths and English at 'C' grade or above.
Access to HE Diploma: Pass relevant diploma with at least 45 credits at level 3.
European Baccalaureate: Pass with 77% overall.
International Baccalaureate: Pass Diploma with 30 points with grade 5 in SL Maths.
Cambridge Pre-U: D3/M2/M2 in Principal Subjects.
BTEC Nationals: Pass Diploma at DDM.
Other Qualifications: Other national and international qualifications welcomed.

6. **Accreditation of Prior Learning:**

APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case basis and subject to the general provisions of the University APL policy.

Students wishing to transfer into level two of the Minor in Policing will need to have studied Introduction to Criminal Justice at level one.

7. **Programme aims:**

The Minor Policing Studies pathway aims to:
- provide a rigorous, coherent and attractive criminology curriculum that draws on the Department's research expertise and teaching strengths in relation to the field of police and policing;
- provide a stimulating and challenging learning experience for all students;
- develop students' knowledge and understanding of police and policing;
- equip students with a detailed and comprehensive knowledge of criminological theories and concepts relating to police and policing;

- provide students with a range of both subject-specific and transferable skills relevant to life-long learning and employment in a range of occupations.

8. **Reference points used to inform the programme specification:**
   - QAA Frameworks for Higher Education Qualifications:
     http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf
   - QAA Benchmark statements for criminology:
     http://www.qaa.ac.uk/en/Publications/Documents/SBS-criminology-14.pdf
   - University of Leicester Learning and Teaching Strategy:
     http://www2.le.ac.uk/offices/sas2/quality/learnteach
   - University Employability Strategy
   - Periodic Developmental Review Reports (November 2011)
   - External examiners' reports
   - First Destinations Data
   - Student feedback (NSS 2015)
   - Leicester Learning Institute guidance on accessible curriculum design

9. **Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of a broad range of historical and contemporary criminological issues relating to police and policing, including policies which relate to policing and the governance of policing Demonstrate mastery of a broad and detailed body of criminological theories which relate to police and policing, methods and substantive analysis	Lectures, seminars, independent research, resource-based learning, team problem-solving exercises, tutorials, workshops, consultations with staff, directed reading and independent study As above	Essay, exam, group report, assessed and non-assessed seminar presentations and engagement, computer-related exercises, problem-based exercises and assessed coursework As above
(ii) Understanding and application of key concepts and techniques		
Recognise key concepts used in criminological analysis and the nature of the crime problem	Lectures, seminars, independent research, resource-based learning, team problem-solving exercises, tutorials, workshops, consultations with staff, directed reading and independent study	Essay, exam, group report, assessed and non-assessed seminar presentations and engagement, computer-related exercises, problem-based exercises and assessed coursework
Ability to write in a suitable academic style; to be critical and analytical; to present data clearly both in written and oral form; to undertake work independently and as part of a team	As above	Essay, exam, group report, assessed and non-assessed seminar presentations and engagement, problem-based exercises and assessed coursework

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Critical analysis of key issues		
Ability to analyse key theoretical issues in policing	Lectures, seminars, independent research, resource-based learning, team problem-solving exercises, tutorials, workshops, consultations with staff, directed reading and independent study	Essay, exam, group report, assessed and non-assessed seminar presentations and engagement, computer-related exercises, problem-based exercises and assessed coursework
(iv) Clear and concise presentation of material		
Present knowledge and arguments of police and policing in a clear and concise way in a variety of written, graphical and oral formats	Feedback on coursework and oral and written contributions to seminars, resource-based learning, academic skills programme	Essay, exam, group report, assessed and non-assessed seminar presentations and engagement, computer-related exercises, problem-based exercises and assessed coursework
(v) Critical appraisal of evidence with appropriate insight		
Ability to assess the appropriateness of the evidence and the methods used in policing studies, their value and their limitations	Seminars, workshops, tutorials, directed reading, independent research, team problem solving exercises, consultations with staff	Essay, exam, group report, assessed and non-assessed seminar presentations and engagement, computer-related exercises, problem-based exercises and assessed coursework
Ability to read, analyse and reflect critically on policing related texts	Seminars, workshops, tutorials, academic skills programme, directed reading, consultations with staff	As above
(vi) Other discipline specific competencies		
Ability to explore a variety of policing career options and to identify requisite skills to work in policing	Seminars, workshops and visits to criminal justice agencies	Group report, individual report, discussions with personal tutor
(b) Transferable skills		
(i) Oral communication		
Speaking clearly and confidently individually and/or through effective participation as a group of criminologists	Seminars, team problem solving exercises, workshop participation, presentations	Assessed and non-assessed seminar presentations, contribution to discussions at seminars and workshops
Communicating with sensitivity in relation to issues of crime, policing, diversity, equalities and human rights	As above	As above
Presenting criminological ideas or proposals to technical and non-technical audiences	As above	Assessed and non-assessed seminar presentations, contribution to discussions at seminars and workshops, assessed coursework

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Written communication		
Expressing policing ideas, theories and concepts clearly in writing	Seminars, workshops, tutorials, academic skills programme, team problem solving exercises	Assessed and non-assessed seminar and poster presentations, essays, examinations, reports
(iii) Information technology		
Use of IT to develop a range of online information acquisition strategies	Computer classes, workshops and independent research	Essay, reports, all other assessed coursework
Uses word processing packages to produce, format and present written work professionally	As above	As above
Optimises use of presentation packages to support the development and delivery of presentations	As above	Presentations
(iv) Numeracy		
(v) Team working		
Ability to form teams and work collaboratively in groups to jointly explore criminological problems and to recognise the value of working closely with others	Seminars and workshops, group research project preparation and fieldwork, independent group study, team problem solving exercises	Problem-based exercises, group presentations, group reports, reflective statements
Understanding and working effectively within the dynamics of a group, recognising the ability to work with individuals with different backgrounds and views and managing any disagreements or conflicts	Seminars and workshops, groupwork, independent group study, team problem solving exercises	Problem-based exercises, group presentation, reflective statements
(vi) Problem solving		
Ability to address and analyse theoretical, methodological and empirical problems posed by policing literature and practice, evaluate a range of solutions and demonstrate cultural and political sensitivity in solution creation	Lectures, seminars, workshops, team problem solving exercises	Essay, examinations and problem-based exercises
(vii) Information handling		
Logically summarises information or data pertaining to criminological issues, identifying the most relevant/key issues	Computer classes, workshops, independent and group research	Essays, group report, computer-based exercises, problem-based exercises and assessed coursework

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning		
Ability to demonstrate intellectual independence through the setting of research tasks and/or the analysing of criminological questions relating to policing	Reflect upon own learning and achievements and plan for personal, educational and career development. Fostering independent learning and self-evaluation through consultation and feed-back sessions	Independent research, seminars, team problem solving exercises, portfolio, directed reading
Capacity for time management	Through all of the above teaching and learning methods	Managing workload, meeting deadlines
Capacity for independent study, self-organisation, and monitoring own performance	As above	Throughout all coursework
Capacity for personal reflection and demonstrating an appreciation of own strengths, limitations and values	As above	Throughout all coursework. Formally assessed via reflective statements

10. Excluded combinations and course transfers
   a) **Excluded combinations**
      none
   b) **Course transfers**
      The Year 1 Introduction to Criminal Justice module must be undertaken.

11. Criteria for award and classification

As defined in Senate Regulation 5: Regulations governing undergraduate programmes of study.

12. Progression points:

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

13. Key/extra features:

The year 1 Introduction to Criminal Justice module includes the Criminology Talent Academy. The year 2 Punishment and Rehabilitation module gives students the opportunity to enrol on the Criminal Justice Fast Track.

14. Indications of programme quality

- QAA Frameworks for Higher Education Qualifications:
  http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf
- QAA Benchmark statements for criminology:
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-criminology-14.pdf
- University of Leicester Learning and Teaching Strategy:
  http://www2.le.ac.uk/offices/sas2/quality/learnteach
- University Employability Strategy
- Periodic Developmental Review Reports (November 2011)

- External examiners' reports
- First Destinations Data
- Student feedback (NSS 2015)
- Annual Developmental Review (2014 and previous years)

We deliver undergraduate teaching to the highest standards with National Student Survey (NSS) feedback indicating excellent student satisfaction. In the NSS return for 2015 we scored 91% overall and scored higher than the sector average on all aspects of Departmental provision.

New >

15. Summary of programme/pathway delivery and assessment:

Teaching methods are varied and pedagogically driven. We make use of a variety of learning and teaching technologies appropriate to the subject and nature of the topic and the ILOs. Face to face lectures, seminars, tutorials, workshops, discussion boards, and reflective diaries are included.

The assessment pattern is based on the Department's Undergraduate Assessment Framework (see Appendix 4) in offering a range of assessment types in acknowledgement of diversity in student preferences, needs and abilities. Formative assessments are included in all 30 credit modules and study skills provision, tailored to each assessment type, is embedded within each module.

Appendix 1: Programme structure (programme regulations)

Minor in Policing Studies

	Semester One	Semester Two
Year One	CR1002 Criminal Justice in Action(30 credits)	
Year Two	CR2008 Punishment and Rehabilitation (30 credits)	
Year Three	CR3021 Policing (30 credits)	

NB. Students who are enrolled on the Major in Criminology with a Minor in Policing Studies will follow the below for the Minor:

	Semester One	Semester Two
Year One	CR1006 Victims of Crime (30 credits)	
Year Two	One Option Module from the following: CR2002 Cybercrime (15 credits) CR2022 Investigative Psychology (15 credits) CR2024 Organised Crime (15 credits) CR2026 Youth Crime and Justice (15 credits)	One Option Module (15 credits) from the following: CR2003 Sex and Violence (15 credits) CR2020 Crime and Technology (15 credits) CR2023 Legal Psychology and Offender Rehabilitation (15 credits) CR2025 Terrorism (15 credits)

Year Three	CR3021 Policing (30 credits)

Appendix 2: Module specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation

Appendix 3: Skills matrix

Appendix 4: Department of Criminology Undergraduate Assessment Framework

Programme Specification Appendix 2
Skills Matrix: Policing Minor
Date amended: 21/10/2015

Programme Learning Outcomes	Yr 1: Introduction to Criminal Justice	Yr 2: Punishment and Rehabilitation	Yr 3: Policing*
(a) Discipline specific knowledge and competencies			
(i) Mastery of an appropriate body of knowledge			
Demonstrate awareness of a broad range of historical and contemporary criminological issues relating to practice, policy or governance	x	x	x
Demonstrate mastery of a broad and detailed body of criminological theory, methods and substantive analysis		x	
(ii) Understanding and application of key concepts and techniques			
Recognise key concepts used in criminological analysis and the nature of the crime problem	x	x	x
Ability to write in a suitable academic style; to be critical and analytical; to present data clearly both in written and oral form; to undertake work independently and as part of a team.	x	x	x
(iii) Critical analysis of key issues			
Ability to analyse key theoretical issues in criminology and the study of crime	x	x	
(iv) Clear and concise presentation of material			
Present knowledge and arguments of police and policing in a clear and concise way in a variety of written, graphical and oral formats	x	x	x
(v) Critical appraisal of evidence with appropriate insight			
Ability to assess the appropriateness of the evidence and the methods used in policing studies, their value and their limitations	x	x	x
Ability to read, analyse and reflect critically on policing related texts	x	x	x
(vi) Other discipline specific competencies			
Ability to explore a variety of criminological career options and to identify requisite skills to work in criminal justice	x		
(b) Transferable skills			
(i) Oral communication			
Speaking clearly and confidently individually and/or through effective participation as a group of criminologists	x	x	
Communicating with sensitivity in relation to issues of crime, justice, diversity, equalities and human rights	x	x	
Presenting criminological ideas or proposals to technical and non-technical audiences	x	x	
(ii) Written communication			
Expressing policing ideas, theories and concepts clearly in writing	x	x	x
(iii) Information technology			
Use of IT to develop a range of online information acquisition strategies	x	x	x
Uses word processing packages to produce, format and present written work professionally	x	x	x
Optimises use of presentation packages to support the development and delivery of presentations	x	x	
(iv) Numeracy			
(v) Team working			
Ability to form teams and work collaboratively in groups to jointly explore criminological problems and to recognise the value of working closely with others	x		
Understanding and working effectively within the dynamics of a group, recognising the ability to work with individuals with different backgrounds and views and managing any disagreements or conflicts	x		
(vi) Problem solving			
Ability to address and analyse theoretical, methodological and empirical problems posed by policing literature and practice, evaluate a range of solutions and demonstrate cultural and political sensitivity in solution creation.		x	
(vii) Information handling			
Logically summarises information or data pertaining to criminological issues, identifying the most relevant/key issues	x	x	x
(viii) Skills for lifelong learning			
Ability to demonstrate intellectual independence through the setting of research tasks and/or the analysing of criminological questions relating to policing	x	x	x
Capacity for time management	x	x	x
Capacity for independent study, self-organisation, and monitoring own performance	x	x	x
Capacity for personal reflection and demonstrating an appreciation of own strengths, limitations and values	x	x	