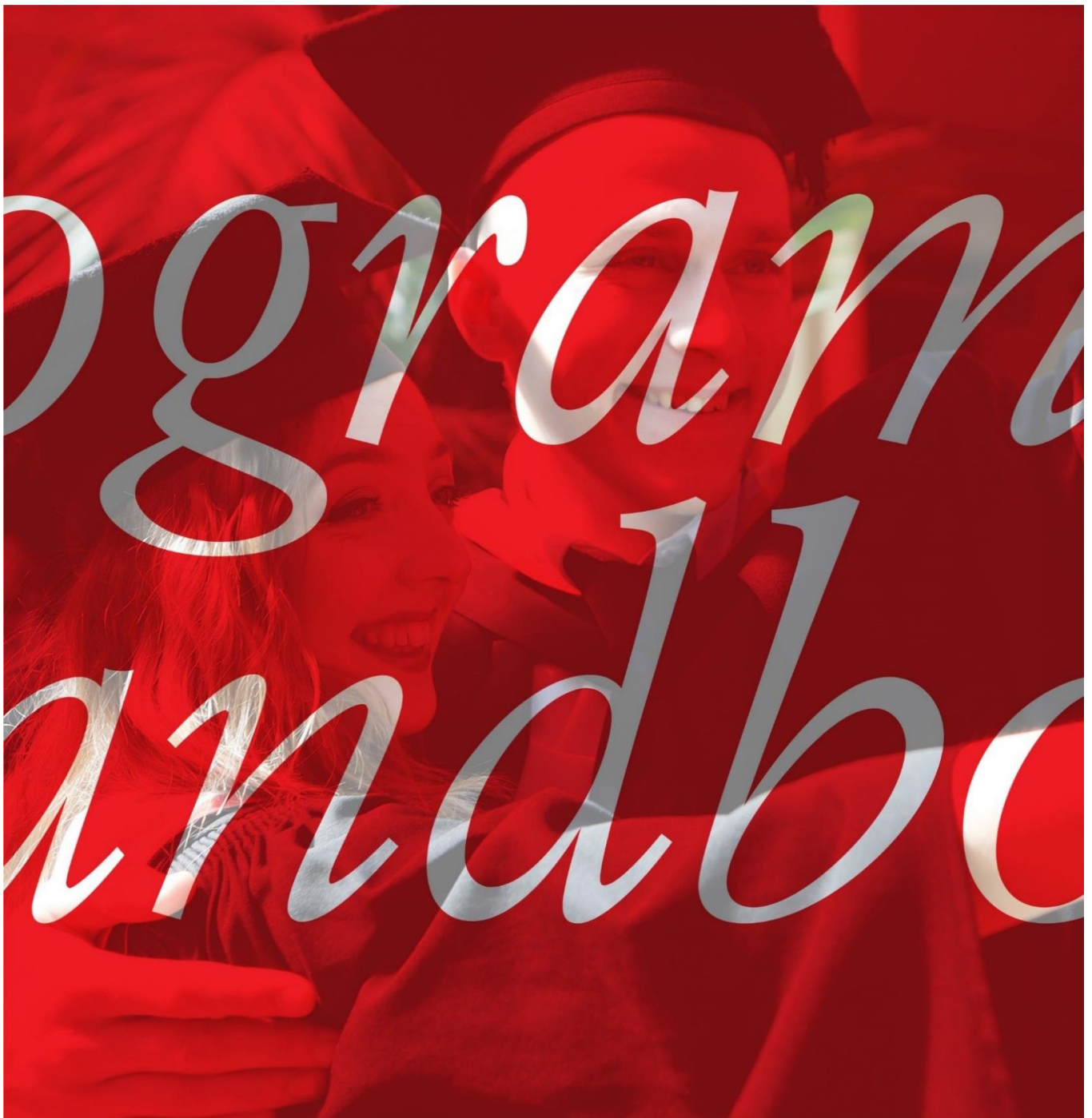


Programme Handbook 2020-21

Professional Policing (Pre-join)

PPP-2020



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WELCOME

Welcome to Blackpool and The Fylde College and to the Professional Policing (Pre-join) (PPP-2020) programme.

This **Programme Handbook** aims to provide you with the key information you will need to settle into and get the most out of your programme of study here at the College leading to successful completion of your programme. It will provide you with an overview of the programme content, how individual modules are organised and delivered, how and when you will be assessed and how overall grades final results are determined. In addition there is information on the help and general support available to you as well as making it clear what you need to do if you should encounter any specific difficulties in progressing as planned on the programme.

More information is available on the B&FC [Student SharePoint](#) site which includes an overview of the College partners and how they will support you on your journey, alongside key information on College facilities, student representation and events you can get involved in. Guidance on term times, Travel to College, Attendance Expectations can be accessed through the College website and Canvas, your virtual learning environment (VLE).

It is strongly recommended that you refer to your **Programme Handbook** and **Student SharePoint** to ensure that you get the most out of the time you will have invested in participating in your valuable and hopefully enjoyable learning experience.

We appreciate that as students in order for materials to be fully accessible you may have a preference for a specific font size or colour of text/paper. To ensure that your needs are considered this handbook is available electronically.

STUDYING WITH B&FC FROM SEPTEMBER 2020

B&FC has implemented a series of wide-ranging measures ensuring you will enjoy the best possible learning experiences in the safest, healthiest way.

From September 2020, students will continue to be provided with a vibrant learning environment using a mixture of campus-based and online teaching in line with the latest Government advice. While many lectures and assessments will mostly take place online, there will be some socially-distanced small-group teaching sessions and limited risk assessed access to laboratories, arts studios, performance spaces and specialist teaching facilities.

More information can be found on the B&FC website through the following links:

- [Studying with B&FC from September 2020](#)
- [HE Student FAQs](#).

We appreciate that as students in order for materials to be fully accessible you may have a preference for a specific font size or colour of text/paper. To ensure that your needs are considered this handbook is available electronically.

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	PPP-2020
Programme Title	Professional Policing (Pre-join)
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

Programme Awards			
Award	Award Type	Level	Awarding Body
LU Bachelor of Arts with Honours	Honours Degree (360 credits)	Level 6	Lancaster University

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

The Framework for Higher Education Qualifications (FHEQ) ensures the comparability of Higher Education qualifications in England, Wales and Northern Ireland. The framework describes the achievement represented by qualifications and the various awards which may be granted by a Higher Education provider with degree awarding powers. All students pursuing Higher Education programmes at Blackpool and The Fylde College are awarded qualifications aligned to the FHEQ upon successful completion of their programme.

Level	4	5	6	7	8
FHEQ Level	Certificate (C)	Intermediate (I)	Honours (H)	Masters (M)	Doctoral (D)
About this level of qualification	<p>Level 4 These qualifications are work-related (vocational) higher education qualifications. While bachelors degrees tend to focus on gaining knowledge, HNCs are designed to give you the skills to put that knowledge to effective use in a particular job.</p>	<p>Level 5 These qualifications are designed to equip you for a particular area of work – as well as giving you the general skills that are useful in any type of job. They're university-level qualifications, but are designed with work in mind, with the help of employers from that sector.</p>	<p>Level 6 These qualifications are designed to give you a thorough understanding of a subject. They help you develop your analytical, intellectual and essay or dissertation writing skills. You'll also have much more of a say about the direction your learning takes than you've had previously.</p>	<p>Level 7 These qualifications are of academic study. They can be research based, a taught course, or a mixture of both, and will take at least 12 months of full-time study to complete. You may also have to submit a dissertation at the end of your course.</p>	<p>Level 8 This level gives you the opportunity to undertake an original piece of research. It will usually take at least three years of full-time study to complete. Many doctorate courses lead to a qualification such as a Doctor of Philosophy – a PhD or Dphil.</p>
Qualifications that are available at this level	<p>Higher National Certificates (HNC)</p> <p>Foundation Studies (FS)</p> <p>Diploma</p>	<p>Higher National Diplomas (HND)</p> <p>Foundation Degrees (FD)</p> <p>Diploma of Higher Education (DipHE)</p>	<p>Bachelor Degrees (BA, BSc)</p> <p>Bachelor Degrees with Honours (BA Hons.)</p> <p>Professional Graduate Certificates in Education (PGCE)</p>	<p>Masters Degrees (MA, MSc)</p> <p>Postgraduate Certificates and Diplomas</p> <p>Post Graduate Certificates in Education (PGCE)</p>	<p>Doctoral Degrees</p>

PROGRAMME OVERVIEW

The Policing Education Qualifications Framework (PEQF) is a new, professional framework for the recruitment and training of police officers and police staff. From the 1st January 2020 successful appointment as a police officer in any one of the 43 Police Forces in England and Wales is now dependent, in part, upon the completion of a professional educational qualification.

The professional body of the police service, the College of Policing recently introduced three new entry routes that supported entry into the police service. One of these routes is by the successful completion of a licenced pre-join degree. The pre-join programme provides you a three year degree in Professional Policing designed to equip you to work in the constantly changing landscape in which police personnel operate.

Whilst the BA (Hons) Professional Policing (Pre-join) programme has been designed primarily to align to the National Police Curriculum (as detailed in the module specifications) and, as such, the needs of students who wish to embark on a career in the police service, it may also be useful for those wishing

to pursue careers in related areas such as; Police staff roles, the NCS (National Crime Agency), Armed Forces, Private Security Sector, UK Border Force, Intelligence Analyst or banking and similar organisations where investigative or practical legal knowledge are required. This programme is validated by the University of Lancaster.

The programme is a Bachelors three year degrees comprising learning across levels 4, 5, 6, normally with 120 credits of assessment at each level. BA (Hons) Professional Policing may be awarded to students who have successfully completed and passed each module to obtain 360 credits of which 120 are at level 6. Students successfully completing 120 Level Four credits or above may be awarded the Certificate of HE whilst students successfully completing 240 Level Four and Five credits or above may be awarded the Diploma of HE.

Please note that all modules in the licence degree in BA(Hons) Professional Policing (Pre-join) are non-compensatory/non-condonable (e.g. the award of a compensatory/ condonable pass as an assessment board decision, where a student has failed a module, is not possible). In the event of students achieving 300 credits or more where Lancaster University condonation regulations have been implemented students will be awarded a **BA(Hons) Contemporary Policing**. This award does not fall under the licence scheme and is not validated, awarded by or associated with the College of Policing.

PROGRAMME AIMS

The BA (Hons) Professional Policing programme aims to develop knowledge relating to professional performance of the police constable role, permitting learners who are subsequently recruited to the police service to pursue a career as a police constable. The pre-join Degree may also be of interest or benefit to those considering a career in non PC roles in policing, for those seeking to understand how society is policed, who have an interest in law enforcement or want to enter the wider justice sector In the wider educational context, the professional aims of the pre-join degree entry route into policing extend well beyond the confines of the curriculum itself, embracing the higher-level skills that a degree based educational approach can import to the profession of policing.

In line with the NPC the aims of the pre-join degree may be stratified under over-arching headings of professional knowledge and education as follows

Learning and development applicable across a comprehensive range of policing professional situations and contexts;

- Aim 1 Understand the legal and professional responsibilities of policing as a profession, and modern policing strategies, moving forwards
- Aim 2 Understand ethical approaches to policing, and how to maintain the highest professional standards in providing a service to the public
- Aim 3 Proactively consider equality, diversity and human rights considerations as a core function of professional practice
- Aim 4 Acquire appropriate research skills in order to understand how to put evidence-based policing initiatives into practice
- Aim 5 Understand and evaluate evidence-based initiatives in the context of preventative policing and problem-solving
- Aim 6 Understand how policing-related decisions can be made, founded upon critical thinking, in complex professional situations and contexts, demonstrating appropriate knowledge of powers, legislation and Authorised Professional Practice
- Aim 7 Understand concepts of autonomy and professional discretion, as appropriate to policing
- Aim 8 Engage in continual self-reflection, evolving strategies to improve their own professional knowledge

Learning and development relating to the role of a police constable in key, specific areas of professional policing responsibility

- Aim 1 Develop knowledge of criminology, with particular emphasis upon community policing and

crime prevention

- Aim 2 Understand the fundamental responsibility of the police service to identify and provide professional support to those who are vulnerable and at risk, whatever the context
- Aim 3 Understand how to support individuals in need of public protection
- Aim 4 Understand the concepts of effective digital policing, with specific reference to cyber-enabled crime
- Aim 5 Understand national strategies in relation to countering terrorism
- Aim 6 Understand the criminal justice system as relevant to policing, and how to provide appropriate support to victims and witnesses of crime
- Aim 7 Understand how to engage in lawful, safe and effective front-line policing in specific professional areas of response policing, policing communities, policing the roads, information and intelligence, and conducting investigations
- Aim 8 Research and develop practical, evidence-based initiatives to improve policing performance in these areas.

PROGRAMME LEARNING OUTCOMES

Level 6

Upon successful completion of this level, students will be able to:

1. Critically evaluate key criminological concepts, theories and use them to develop strategies for community policing and crime prevention.
2. Critically reflect on the role and responsibilities of police service professionals and make recommendations to provide support for those who are vulnerable and at risk in a range of contexts.
3. Construct a critical account of the origins, functions and key principles of the Police Service in England and Wales, and its role and significance within the wider criminal justice system
4. Investigate and interpret the advances in front line policing in relation to the promotion of community cohesion, response policing, multi-agency working and continuing investigations.
5. Critically reflect on the significance and impact of professional ethics, diversity, and accountability for police/community relations with reference to your own police practice and development.
6. Critically analyse contending ideological frameworks in relation to a diverse range of global issues including cyber enabled crime and their significance for digital policing.
7. Apply a critical and comparative understanding of the application of effective and evidence-based practice from national and international research within UK criminal justice responses.
8. Conduct a systematic research enquiry, drawing relevant conclusions and making recommendations to inform evidence based policing.
9. Evaluate evidence-based initiatives in the context of preventative policing in complex professional situations and contexts.
10. Critically appraise national strategies in relation to countering terrorism and develop on these strategies

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	PPP401: Introduction to Policing (Mandatory)	4	20	60%	40%	
	PPP402: Police Powers (Mandatory)	4	20	40%		60%
	PPP403: Policing Contemporary Society (Mandatory)	4	20	100%		
	PPP404: Public Protection-Risk and Vulnerability (Mandatory)	4	20	60%	40%	
	PPP405: Crime Prevention and Detection (Mandatory)	4	20	100%		
	PPP406: Researching the Evidence: Skills and Methods in Professional Policing (Mandatory)	4	20	100%		
Stage 2: Year 2						
All	PPP501: Digital Policing for a Digital Age (Mandatory)	5	20	60%	40%	
	PPP502: Fieldwork for Policing (Mandatory)	5	20	80%	20%	
	PPP503: Ethics, Integrity and Professional Standards (Mandatory)	5	20	40%		60%
	PPP504: Criminal Procedure and Investigations (Mandatory)	5	20	100%		
	PPP505: Criminal Justice Environment (Mandatory)	5	20	100%		
	PPP506: Crime, Abuse and Human Behaviour (Mandatory)	5	20	50%	50%	
Stage 3: Year 3						
All	PPP601: Evidence Based Project (Mandatory)	6	40	100%		
	PPP602: Working with Victims and Witnesses (Mandatory)	6	20	100%		
	PPP603: Community Cohesion and Strategic Policing (Mandatory)	6	20	100%		
	PPP604: Information and Intelligence for Case Management (Mandatory)	6	20	40%		60%
	PPP605: Counter Terrorism (Mandatory)	6	20	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

The majority of higher education courses are delivered at our University Centre in central Blackpool, within easy reach of student accommodation, shops, restaurants, bars and the promenade. This multi-million pound complex provides higher education students with a dedicated campus, with the major teaching and support facilities conveniently converging in an attractive central courtyard. The open-plan Central Hub houses a refectory, chill-out zones and the central learning resource centre. A unique and important addition to the Centre is our Gallery, housing works by both our own students and independent artists.

GETTING STARTED

At the start of your course, your tutors will guide you through an initial induction which is designed to ease you into university life and higher level studies. Activities generally focus on helping you to find your feet, make friends and plan your studies. It can also traditionally be the time when students get to let their hair down and familiarise themselves with both the College and the local area before getting down to the more serious business of studying.

Our annual Freshers' Fair is a fun, vibrant event and a great chance to find out more about what's on offer locally, with representatives from the B&FC Student Union, Higher Education Learning Mentors (HELMs), The Loop LRC, Careers Team and our Disability team who can provide information on Disabled Students' Allowances, access arrangements and reasonable adjustments. Representatives from local attractions, restaurants, health and fitness centres, clubs, bars and more will also be there. Support organisations and charities are represented too, along with B&FC's own clubs and societies and sports teams.

STUDY WORKLOAD

Attendance at the institution is spread over 2 days, to enable you to carry out independent research alongside developing theoretical knowledge. For each module there will be a minimum requirement of 152 hours of independent study. This will consist of guided reading activities, online tutorials, seminars and workshops, supported through excellent Canvas (VLE) online resources that enable you to study in your own time. The delivery of contact lectures, seminars, workshops and guest speakers from Police constabularies will form the remaining hours of study. It is essential, in order to be successful, that you engage in additional and wider independent study outside of the designated course contact time in order to develop a broader understanding of Policing and the wider Criminal Justice environment. As well as being available digitally through your VLE a calendar of all academic assessments will be provided in your handbook at the start of the year; these involve work based research projects, written reports, and consideration of theory and supporting you to develop your independent study skills.

LEARNING AND TEACHING

The programme will be delivered at the University campus and in your indication the programme team will highlight the extensive range of learning resources and additional support available to you whilst undertaking your course – these resources range from IT support, access to libraries and study areas to academic support, student wellbeing and support from learning mentors. Whilst lectures, seminars and practical workshops feature strongly in this programme, there are a range of other opportunities available due to the advantages of being taught in small cohorts. This means that evidence based policing, research skills and wider policing knowledge can be developed as part of tutor- and student-led activities in the lectures, seminars and through role plays and table top scenarios. Regular trips to

both Lancashire Constabulary's Hutton HQ as well as attendance at Policing conferences will serve to give you a vocational and experience based curriculum.

Evidence-based practice is increasingly being recognised and promoted in the field of Policing and criminal justice policy. Over the course of the BA (Hons) in Professional Policing programme you will be given opportunities and experiences that allow you to develop and implement innovative and effective solutions to prevent and reduce crime. Evidence-based Policing (EBP) projects supported by Lancashire Constabulary, Blackpool Police and potentially wider UK Police forces will allow you to develop transferable skills and challenge you to create innovative and effective solutions to prevent and reduce crime – for example reviewing the rise in moped crime or growth in knife carrying. You will learn how, with a little planning, smarter decisions-based upon theoretical/empirical evidence you can inform resource deployment to drive effective Policing practice.

Over the course of the programme you may get the chance to listen to visiting speakers from other areas such as offender profiling, youth offending, probation services and other law enforcement and community agencies. Our flexible and responsive approach to learning means these events and activities can be built-in to the programme in order enhance sessions where appropriate.

Independent Learning

All higher education programmes are designed so that you are able to progressively develop independent learning skills and aptitudes. Learning independently is a key skill of all graduates when they enter the work place and one which we aim to develop further during your time with us.

As you begin your programme you will be more intensively supported to develop the skills of learning and learning how to learn. As you progress you will be given the opportunity to apply these skills and to manage your own study time and activities with the goal of becoming a truly independent learner ready to get the most out of graduate employment opportunities.

Your Personal Development planning activities are a key component in developing these independent learning skills and your tutors, support mentors and peers can help you to organise and structure this aspect of your learning and development.

WORK BASED AND PLACEMENT LEARNING

The programme follows a traditional degree structure and the modules that make up the curriculum include core or key themes that naturally interrelate and build upon previous knowledge at different stages and reflect key aspects of knowledge in the National Policing Curriculum.

A unique feature of the programme is that it is very employer focused and reflects contemporary society and the police. You will complete formative and summative assessments which will be sector focused which will include live briefs, sector simulations and real-world case studies. There are many voluntary placements which you will be encouraged vehemently to access outside of normal curriculum timetable.

Students are encouraged to volunteer as a Special Police Constable to develop their practice-based understanding of taught material and prepare them for a range of employment opportunities within the police service. (This is subject to meeting the requirements of Lancashire Constabulary and those set out by the Home Office). If students do not wish to join the Special Constabulary they are encouraged to undertake some work placed learning within the criminal justice field or police staff volunteer positions. However any volunteering/ Specials placements are not a requirement for successful completion of the programme.

GRADUATE SKILL DEVELOPMENT

The Professional Policing (Pre-join) programme will support a wide range of skills development, enabling students to commit to a career in Policing or in related areas. The programme is designed to build these skills over time and to embed a strong commitment to lifelong learning. You will be given opportunities to focus on your role as a global citizen, by considering ethical and professional issues

related to the Policing environment. Students will develop excellent communication skills, verbal, written and digital, so that you can engage with the wider criminological research community. Whilst carrying out practical research and work-based experiences, you will strengthen your evidence based Policing skills, leadership and teamwork skills, and also become an independent and autonomous student.

The embedding of guest speakers, who are often Police practitioners, on the programme, will serve to give you valuable insight into the working in the wider Police Service, as well as developing useful employment links. Guest speakers providing motivation and encouragement for engagement in the work-based experience and practice. Where possible, we offer study visits to give you a professional insight into different policing organisations within the UK. Previous trips have included riot training, Crime scene investigating, custody detention suites, the dog handling unit and Crown Court visits.

Students will also be provided opportunities to engage with local Police forces which will serve to develop your employability skills and attributes and provide the opportunity to actively contribute to the wider community. Social and environmental awareness and responsibility are central to the study of Policing and you will develop an understanding and appreciation of these issues and debates in contemporary Policing.

Over the course of the programme students will be invited to take part in inter-professional events; providing you with the opportunity to collaborate with other practitioners on a range of applied degree programmes at Blackpool & the Fylde College and Lancaster University which may enhance your employability.

ASSESSMENT

All assessments on this programme have been designed to support you and are relevant to policing practice. Your assessments will consist of essays, simulations, reports, briefing papers, role plays, oral presentations, case studies, briefing reports a research project and open book and multiple choice examinations. Guidance on academic regulations around misconduct, research integrity and ethical research approval will be provided via your programme handbook and also provided on your VLE page. Blackpool & Fylde College current taught regulations can be found [here](#)

Assessment Methods

Some assessments may already be very familiar, such as essays, exams, and reports. However, in higher education there are a great many varieties of assessment depending on the subject, the level and the type of course. Our higher education courses often integrate academic and work-based learning so assessment may include aspects of personal reflection, portfolio building and case studies. Here's a bit more detail about some of the more common types of assessment:

Essay

An essay is an answer to a question in the form of continuous, connected prose, usually with a word limit. Often these are set by the tutors but you may also be asked to formulate your own question with the tutor's help. Essays test your ability to organise your thinking, discuss, evaluate, analyse, summarise and criticise. They also test your skills at making essay plans and reaching a robust conclusion or decision.

Assignment or brief

An assignment or brief is a learning task that allows you to cover a fixed section of the curriculum predominantly through independent study. Different methods of presenting the results can be used dependent on the nature of the task - a report (oral or written), a design solution, a newspaper or magazine article, a video, a poster, a research bid, a book review, a contribution to a debate, etc.

Group project or assignment

This is where either an assignment or project is undertaken by groups of students working collaboratively, helping to develop team working skills and other graduate attributes. In some cases, particularly where the same thing happens in industry, there are particular assignments that can by

definition only be achieved in a group. Such assessments will incorporate mechanisms which allow the tutor to assess the contribution of individual members of the group or team in order to allocate individuals with a personalised assessment grade.

Exams

Exams can take a variety of different forms, with the most common sort being done under timed and observed conditions to ensure it is the student's own work. Exams test your ability to think critically, to respond in a structured way to a question and to plan on the spot as well as your knowledge and understanding of the subject. Some of the most common types of exams are:

- 'Seen' where the questions to be answered are given at a pre-specified date beforehand. The intention is to reduce the need for 'question-spotting', to reduce the anxiety and to increase the emphasis on learning
- 'Open-book', where you will have access to specified texts and/or your notes. the intention is to reduce the emphasis on memorising facts, to reduce anxiety and allow more demanding questions to be set
- 'Unseen' where you don't know what the questions are until you sit the exam. Arguably these make you focus on the whole syllabus because anything may appear on the paper
- Multiple choice exams where you simply select from a bank of potential answers. These also assess your decision making skills

Logs and Portfolios

These are an increasingly popular kind of assessment, and involve a collection of all sorts of evidence of your work (often including others' testimony about your work, and feedback you've collected). Portfolios are intended to be a measure of the work of the 'whole candidate', rather than just particular aspects of the candidate's work. They also measure your ability to organise a collection of evidence, in a readable, navigable way. Not least, they test your ability to stick to deadlines with a big, multifaceted job.

Reports

There are many kinds of reports – laboratory ones, field-trip ones, business ones, and so on – each has its own conventions and preferred formats – your tutors will tell you more. Assessed reports measure your skills at finding out about, and adhering to, the expected report formats and conventions in your subject discipline. They also measure your ability to put forward an organised piece of writing, coming to conclusions, making suggestions for further work, and so on. They often test your skills at interpreting data, making sense of your findings, and so on.

Calculations and problem solving

Usually given in sets – with a deadline for tutor marking, or to bring along completed to a tutorial. These, unsurprisingly, tend to measure your ability to solve problems and do calculations.

Presentations

Lots of students worry about presentations – you normally build up to these as your course progresses and you'll be given lots of support and time to prepare. You may be involved in group or solo presentations, perhaps to some or all of your class, usually with the tutor present. Sometimes peer assessment is used. Presentations measure your ability to talk fluently about a topic, and to answer questions from the group. They also measure your skills at preparing visual aids (overheads, handouts, PowerPoint presentations) to support your presentation. On some courses there are very few presentations. However, in the workplace, more and more people have to be involved in them, so practising on your course is a very good way of developing your skills.

Self and peer assessment

There is strong evidence that involving students in the assessment process can have very definite educational benefits. Not so much a type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment. The important aspect is that it involves the student in trying to apply the assessment criteria for themselves. This might include: a marking exercise on 'fictitious' or previous years' student work; the completion of a self-assessment sheet to be handed in with your work; 'marking' a peer's work and giving them feedback (which they can then possibly redraft before submission to the tutor); or really marking other students' work (i.e. allocating marks which actually count in some way) - a seminar presentation, for example, or a written product

using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, you will gain much greater insight in to what is actually being required and subsequently your own work improves in the light of this.

When will I be assessed?

In the majority of courses you will be assessed throughout your course and you will receive on-going feedback to help you develop academically. This is sometimes called formative assessment and is designed to help you learn as you go through your course. Some formative assessment is quite informal; it may be your tutor asking specific questions in class, for example. Other types of formative assessment can include written reports, essays, tasks for seminars etc., some of which are handed in so that written feedback can be provided. You will also be assessed summatively. This just means that in each module or unit, often at the end, you will complete work that is then graded, where the mark counts towards your final qualification.

At the start of your course you will be given an **assessment schedule** which details the deadlines for the assessments in all the modules you will be studying. This will help you to plan your work effectively. Your tutors understand that you have lots of commitments so will always try to spread the assessments out as much as they can, although inevitably many will come towards the end of each semester.

How will my work be marked and graded?

The majority of your assessments will be awarded a letter grade as outlined in the table below. Some of your assessments may however be assessed by percentages, which are converted into an aggregation score. Some assessments may also be identified as pass/fail assessments. Such assessments must be successfully passed in order to pass the module, however the aggregate score for the module will be derived from other assessments which are graded. Overall, you must achieve an aggregation score of 9 or above to pass a module.

Further information is available at: <http://www.blackpool.ac.uk/he-regulations>

Category	Grade	Aggregation Score	Grade Description
Excellent Pass	A+	24	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
	A	21	
	A-	18	
Good Pass	B+	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
	B	16	
	B-	15	
Satisfactory Pass	C+	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
	C	13	
	C-	12	
Weak Pass	D+	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
	D	10	
	D-	9	
Marginal Fail	F1	7	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulation
Fail	F2	4	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
Poor Fail	F3	2	Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
Very poor Fail	F4	0	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

What if I experience circumstances which mean I will not be able to complete an assessment?

The Personal Mitigating Circumstance (PMC) procedure gives you the opportunity to inform the College of serious medical or personal circumstances, which you believe, have affected your academic performance in an adverse way before the meeting of the Board of Examiners.

You may have had genuine and unavoidable circumstances that have affected your performance in coursework. These circumstances may have prevented you from being assessed or from submitting coursework on time. In all cases, it is important that you contact the HELM team at HELMinfo@blackpool.ac.uk to say that you are having difficulty completing work and are planning to apply for PMC.

A Personal Mitigating Circumstance Application Form must be completed by you and is available via the College website / Student Administration / Reception. It is your responsibility to complete and submit the form to the HE Student Administration Manager within 10 days of the assessment deadline.

You cannot request an extension to the assignment deadline date. Assignments must be handed in as soon as possible even if they are incomplete. If your PMC application is approved, you will be given an amended deadline and the opportunity to improve your work further.

For full details of this procedure please refer to: <http://www.blackpool.ac.uk/he-regulations>

What if I miss a deadline?

Managing your time effectively is a key graduate skill and you are therefore encouraged to plan your programme workload alongside your other commitments. If you fail to meet an assessment deadline, it will be penalised. Work submitted up to three days late will receive a penalty of one full grade and zero (non-submission) thereafter.

Deadlines are normally set on Mondays and Fridays to avoid the third day occurring at a weekend. Where the third day does fall on a weekend, students will have until 10 am on Monday to hand in without receiving further penalty. The penalties associated with the late submission of percentage coursework are outlined in the academic regulations for your programme.

For more information, please refer to: <http://www.blackpool.ac.uk/he-regulations>

What happens if I fail a module?

Most students pass their work, but if your mark for an individual module is less than the minimum pass grade you will be referred on that module. This means that you will have to be reassessed in the relevant work, however a second attempt will be subject to a penalty as specified within the academic regulations for your programme.

Where Personal Mitigating Circumstances are approved, this will typically prevent any penalties being applied and usually allow the work submitted to be marked as a first attempt.

Moderation

All work that you submit for assessment is marked by your module tutor. A suitable sample is then selected to be moderated by another tutor. This is to ensure that the mark awarded is reliable and not just the judgement of one marker. All of the work you submit is retained by the College to assist our external examiners in the quality assurance of your programme. This may mean that the results you receive during the year may change and should therefore be considered provisional.

External Examiners

Every higher education programme has its own External Examiner whose role is to support the academic staff team in ensuring that the standard of your programme of study is comparable to other programmes in that subject discipline. The External Examiner will confirm that the work that you have produced is of a standard that is expected and identifies any issues that the academic staff team needs to take into account to continually improve the programme. The External Examiner also feeds back on the key strengths that make your programme a really effective and valuable learning experience.

External Examiner reports for your programme can be requested by emailing highereducation@blackpool.ac.uk

Board of Examiners

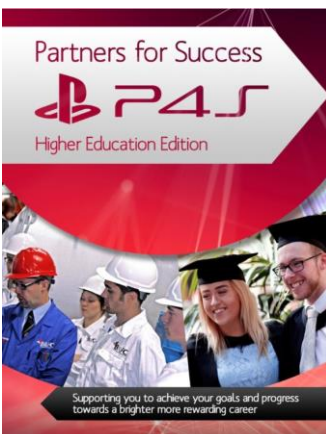
Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

The module board of examiners sits at the end of each semester to consider modules in scope. Your overall marks for the year are considered by a programme board of examiners that will make recommendations regarding your progression between levels, reassessment and eventually the award of your qualification. The majority of programmes within the college run an academic year between September and June. Reassessment work will therefore normally be completed during the summer months and submitted by the end of July (the precise date is set by the board).

The board of examiners sits again prior to the start of the next academic year in September where the results of any summer reassessment work will be considered.

Where programmes fall outside of the standard academic year, the timing of the board identified above may vary, however the general process remains the same.

PARTNERS FOR SUCCESS



The Partners for Success framework has been developed from our considerable achievements and successful review outcomes in supporting students and ensuring that they are provided with the best possible opportunities to engage fully with their learning experience and the full life of the college. It outlines how staff, students and the wider college community work to provide a seamless network of support to enable all students to achieve their potential.

Studying at University level can mean quite a life change, particularly if you have to move away from home, juggle study with work or have caring responsibilities while studying. You may also be returning to study after a period away and feel unsure exactly what to expect. Most students new to higher level study also comment on the fact that it can be quite different to their previous studies.

Our central aim is to enable all students to become confident and competent independent learners and achieve to the maximum of their potential through the development of their academic skills, personal well-being, literacies and professional employability attributes.

- We will work in partnership with all stakeholders, students, staff and others to ensure and assure personal change and development through mutual expectations, mutual agency and clear communications.
- We will provide students with a network of support to enable their development and achievement of their personal, academic and professional goals

Key partners in your success are:

- Your Progress Tutor and the programme delivery team
- Careers team

- Student Support and Wellbeing including HE Learning Mentors (HELMS)
- Learning Resource Centre teams
- Student Union
- You!

Your Progress Tutor and the programme delivery team

Here at Blackpool and the Fylde College every student is entitled to receive tutorial support on their programme of study. Tutorials are an important learning activity; they give you the opportunity to engage in dialogue with your tutor on matters of academic progress as well as personal and pastoral issues which may impact on your learning experience.

The benefits of tutorials are that they help you to individualise your learning on programme and to receive constructive feedback on your work specifically and progress generally. Tutorials are an essential component of the B&FC Partners for Success framework which aims to enable your personal and academic development, and maximize your opportunities for success, through coordinating the range of support services available to you through your progress tutor. Tutorials can help you to critically engage with your subject in a way that you may not be able to do in lectures and other forms of learning. Your tutors will encourage creativity and originality of thought that will help you to gain a better understanding of the subject discipline helping you to achieve your potential and experience high levels of success.

You can ensure that you get the most out of tutorials by:

- Proactively seeking out information before the tutorial to prepare yourself for the discussion and dialogue
- Actively engaging in discussion with your tutor.
- Using the tutorial opportunity to ask questions of your tutor and engage in critical discussion.
- Receiving feedback and using this to plan your next piece of work or setting personal and academic targets for future learning activities

The Careers Team

University Centre

Located in the Foyer, ground floor, South Building

Tel. 01253 504474

Bispham Campus

Located opposite the main Reception area in the Hub

Tel. 01253 504298

Student Advisors

Student Advisers provide you with confidential and impartial information on a range of areas, and work to matrix quality standard to ensure excellence of support, advice and guidance to all our Students and prospective Students. Quick-query interviews usually last approximately ten minutes. For example, you might want to ask about job vacancies, for help with preparing for an interview, or advice on financial assistance etc. If you have a more complex query the Student Adviser will make a mutually convenient appointment with you for a longer interview. Careers Information Advice and Guidance and financial Help Group sessions also take place throughout the academic year.

Student Advisers also provide a drop-in service at all Blackpool and The Fylde College Campuses, so you don't need to book an appointment to see an Adviser.

Financial Help and Support

Student Administration can provide you with information and advice on access to help with transport, childcare and HE bursaries.

The Careers Team can help you if you find yourself in financial difficulties and will also help with advice and guidance regarding student loans.

Accommodation

Our Student Advisers can help you find student accommodation and provide advice on costs, and other expenditure i.e. rent bond, gas, electric, TV, phone, travel etc.

Careers Information, Advice and Guidance

The Careers Team are all highly qualified in careers information, advice and guidance and can help you with UCAS applications for entry to Higher Education, with making decisions about progression to other courses, job application, CV preparation and interview techniques alongside career and further training pathways and opportunities. Our team of professional Student Advisers are available to help you with all aspects of your career planning and decision-making, such as:

- Making decisions about your future career
- Planning your job search strategy
- Curriculum Vitae (CV) writing
- Getting relevant work experience - including volunteering
- Making applications and preparing for interviews
- Researching postgraduate study options

At Blackpool and The Fylde, our careers service extends far beyond helping you to pinpoint your ideal career. The emphasis is on tailoring a 'careers package' to your particular aims and aspirations that gives you the skills and experience needed to make you highly employable from the moment you graduate.

That's why all our degrees have a strong employment focus, with opportunities to try out your chosen career area, learn skills that employers are specifically looking for and practice interview and assessment techniques with representatives from industry. We also run an online job shop, backed up by a highly trained team of staff dedicated to making your career goals a reality.

You may be starting your course already clear about what you want to do when you graduate or you may not be sure at this stage. Our experienced and professional team of careers student advisers offer careers and progression advice to guide you towards making the right decisions about your future. Choose from e-guidance, telephone and face-to-face interviews within a small and supportive environment. We also offer pre-course advice and guidance. Underpinning all of this is a vast range of careers library resources together with access to internet-based resources, video resources and computer-aided guidance packages.

Enhancing your Employability

The opportunity for you to develop your graduate skills and attributes is built into all our courses to ensure you graduate not just with subject knowledge but with the ability to embark on your chosen career and hit the ground running. Our programmes also provide an opportunity to discover more about your chosen career area through visits from external speakers and trips to local employers and industry. Some programmes even contain a workplace learning module, where you'll get to spend time with an employer, putting your knowledge into practice and gaining valuable employability skills at the same time.

Getting Ready to Graduate

About a year before you're due to graduate we will invite you to take part in our graduate employability workshops, covering topics such as making the right career move, effective applications and successful interviews. In addition, local employers run mock interviews and facilitate role-play scenarios for students, which replicate the assessment centre experience for newly qualified graduates. These experiences are vital for developing an awareness of your strengths (and playing to them) and gaining an understanding of what graduate recruiters are looking for. Some of our students have even been offered a permanent position on the strength of them.

Grad Intelligence

B&FC in partnership with **Grad Intelligence** provide you with a Higher Education Achievement Report (HEAR) which will be published when you finish your degree.

An account will be created for you as part of your enrolment and you will receive an email to your student email account from accountregistration@gradintel.com, which will give you instructions on how to activate your account.

There is a range of psychometric tests and other tools available that can help you develop your employability skills. You can also create your own e-CV on the platform and access opportunities to search and apply for graduate jobs and/or further study.

HEAR (Higher Education Achievement Report)

The HEAR provides verified information about your academic and college verified non-degree related achievements.

You will be issued with an updated 'interim HEAR' annually in the summer, and a 'Final HEAR' will be issued when you graduate.

Engage with '**DegreePlus**' to evidence your employability skills and attributes to enhance your future employment opportunities.

DegreePlus awards will give you a head start as you enter the highly competitive graduate job market. Each award captures the additional activities you have undertaken which improve and develop your employability.

Gaining additional qualifications can help you stand out as someone who is passionate about professional development.

Student Support and Wellbeing

The Student Support and Wellbeing team offer a range of support tailored to you to promote independence and maximise your potential through a range of enhanced study, mental health and wellbeing strategies.

- Higher Education Learning Mentors (HELMs) email: helminfo@blackpool.ac.uk telephone 01253504494
- Disability Support: email dsainfo@blackpool.ac.uk telephone 01253504494
- Wellbeing self-referral form online at <http://www.blackpool.ac.uk/getwellbeingsupport>
- Wellbeing Support: email general enquiries wellbeingsupport@blackpool.ac.uk
- Support for care leavers, carers and students who do not have contact with their family: succeed@blackpool.ac.uk
- Safeguarding College Hotline 01253 504444 (9am to 4.30pm)

HE Learning Mentors (HELM)

The HELM team can support with aspects of student academic life, from settling into higher education, helping you gain and enhance study and digital skills and creating wellbeing strategies to work as independent learners. Examples of some of the study skills development and enhancement that we offer include:

- Improving your academic writing style.
- Grammar, sentence structure and developing expression.
- Critical and reflective writing.
- Information skills development, such as research, applying theory to your practice / study and referencing.
- Effective study techniques, planning, structuring and polishing assignments, time management and organisation.
- Revision and examination techniques.
- Digital literacy
- Support with Personal Mitigating Circumstances and Interruption of Study to help you get back on track and complete
- Keeping in touch support for Care Leavers, Carers and students with no family support contact.
- Signposting to other Partner for Success services

In addition to individual support, HELMs deliver a range of study and wellbeing skills through workshops including the 'Flying Start' and 'Flying Further' programmes. These are designed to complement the knowledge and information gained from your course. If you wish for the HE Learning Mentors to deliver a workshop for you liaise with your tutor or direct with the HE Learning Mentors team.

For help, advice and information:

- Phone: 01253 504494
- Email: HELMinfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

SUCCEED is Blackpool and The Fylde College's package for Higher Education care leavers, carers and students who do not have any contact with your family, we can support you.

We offer you help with:

- Finance including application for B&FC Access Scholarship. For further information of all B&FC financial support visit the following link <https://www.blackpool.ac.uk/support/funding/degrees>
- Assignments and exams
- Wellbeing
- Signposting to other services

In addition we offer regular contact, one-to-one support with a named HELM to help you stay on track. For more information on support and eligibility.

For help, advice and information:

- Phone: 01253 504494
- Email: Succeed@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Disability Support

We understand everyone has different needs and some students with disabilities, sensory loss, learning differences, medical and/or health conditions (including mental health) or Autistic Spectrum conditions may need additional support to get the most out of College life. Student Support and Wellbeing offer a range of support tailored to you to promote independence. We work closely with your curriculum teams, supporting accessibility and inclusion.

There is specialist support available to help you succeed at studying with your declared condition. If you are able to provide evidence from a suitably qualified professional (please see below for examples), Exam Access Arrangements and support via the Disabled Students' Allowances (DSA) can help reduce many potential barriers.

Conditions and evidence required

Disabilities or long-term health condition

A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body \(PDF, 65KB\)](#)

Mental-health condition

A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body \(PDF, 65KB\)](#)

Specific learning difficulty like dyslexia

A photocopy of a 'diagnostic assessment' from a practitioner psychologist or suitably qualified specialist teacher

Support with gaining diagnostic evidence

If you do not have medical evidence of your condition, or a report available, we can offer advice on how to obtain this and in most cases provide funding.

If you are moving locally to Blackpool for the purpose of your study, you may want to consider temporarily transferring your health support to ensure cover for medication/prescriptions and referrals to local support groups. To find a local GP you can use the national NHS link <https://www.nhs.uk/Service-Search/GP/LocationSearch/4>

Disabled Students' Allowance

DSAs are Student Finance grants that pay directly for extra Assistive Technology and Specialist Support (out of class) that may benefit you as a direct result of your medical/health condition. Visit the [DSA pages](#) on the UK Government website to learn more about the application process.

B&FC offer (subject to eligibility) the Advantage Bursary or hardship funding to cover the £200 contribution cost of a computer as part of the DSA.

Examination Arrangements

Exam Access Arrangements are pre-examination adjustments put in place for you based on your individual need, for example, readers, scribes, rest breaks. You will need to refer yourself to Student Support and Wellbeing for exam access arrangements for approval prior to your exams.

Final dates for evidence to be received and assessed for exam access arrangements:

Semester One exams- 31/10/19

Semester Two exams- 28/2/20

General Support

Campus Access:

Visit [AccessAble](#) website for access information for our campus sites. This includes details of B&FC facilities.

Wellbeing Support

The Wellbeing Service at Blackpool and The Fylde College offers a wide range of support, including wellbeing and short term counselling appointments, interactive workshops and support to access self-help resources.

To access support from the wellbeing team, please complete the [wellbeing referral form](#).

Responses to this form are monitored twice a day (9-4pm) from Monday to Friday during term time.

Please note that this is not an emergency service. If you are concerned about your safety or the safety of someone else call your **GP, NHS 111** or attend **Accident and Emergency** at Blackpool Victoria Hospital.

Visit the [Wellbeing area](#) on SharePoint for more information and guided self-help.

Visit the Contemplation rooms for quiet meditation, prayer or just 'time out'.

The Contemplation rooms can be found at:

- Bispham Campus - C307 - Third Floor Room - Cleveleys Building
- University Centre - SB130 - Second floor Room - South Building
- Fleetwood Campus- Room A33 Ground Floor- Halls of Residence
-

To use the contemplation rooms, visit the main campus reception and sign for the room key.

For help, advice and information:

- Phone: 01253 504494
- For general enquiries please email wellbeingsupport@blackpool.ac.uk

- Drop in: to the University Centre South Building Room 26c)

Need help now?

B&FC Safeguarding - If you feel unsafe or at risk at College contact your tutor or the Student Direct Safeguarding College Hotline: 01253 504444 (9am-4.30pm). If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

If you feel you are at risk of harm to yourself or others and need immediate help, contact the National Health Services (NHS) such as your GP or alternatively ring 111 as soon as possible, if you are in an emergency situation ring 999 or go to Accident and Emergency (24 hour) Victoria Hospital Whinney Heys Rd, Blackpool, FY3 8NR and request a mental health assessment.

Alternatively go to your nearest Walk in Medical Centre:

- Whitegate Health Centre, Blackpool, FY3 9ES
- Fleetwood Health & Wellbeing Centre, FY7 6HP

Need to Talk?

Support is also available externally from the following organisations:

Mental Health Helpline Freephone 0800 915 4640. <http://www.lancs-mentalhealthhelpline.nhs.uk>

Samaritans (24 hour) Freephone 116 123 <http://www.samaritans.org>

HOPELINE - Call: 0800 068 4141, Text: 07786209697 or Email: pat@papyrus-uk.org (10am – 10pm weekdays, 2pm – 10pm weekends and bank holidays)

LEARNING RESOURCE CENTRE TEAMS

Whichever campus you study on, the Learning Resource Centres (The Loops) will play an important part in your studies. Our flexible learning spaces can provide you with a mixture of computer, group work and quiet study areas. You should make maximum use of this facility to log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

You will have access to a wealth of information through a wide range of physical and online resources such as e-books and full text journal databases giving 24/7 support for your academic work. Our online search tool Discovery is available for you to search for high quality, relevant journal articles to support your studies. Our online catalogue - <https://libcat.blackpool.ac.uk> - is also available 24/7 allowing you to check reading lists, reserve titles, renew borrowed items and provide direct links to the titles in our extensive eBook library. We can also provide material from other libraries through our inter library lending scheme.

Our teams are always happy to offer help and advice. They have in-depth knowledge of your subject area and can support you in finding good quality research material, as well as developing your IT and research skills through one-to-one sessions. Interactive support materials are available through the Learning Resources area on the virtual learning environment, Canvas. More information about The Loops, including the opening hours for each centre, can also be found on the [college website](#)

Term time opening hours

The Loop at UC
 Monday – Thursday 8.30 – 21.00
 Friday 8.30 – 17.00
 Saturday 10.00 – 15.45
 Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.15 – 19.45

Friday 8.15 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

Self-issue / return facilities are available in the Bispham, Fleetwood and University Centre Loops. There are drop-in IT-based facilities with networked computers (including Macs in the Loop at UC) and wireless laptops, colour printing and scanning facilities. In addition, the Loop teams can help you get connected to the Wi-Fi and other college systems. Help with IT issues is available through an online HelpDesk.

You can access computing and copying facilities at any campus, if this is more convenient for you when engaged in independent study, but the majority of course specific materials will be located in the Loop on the campus where your course is based.

You will find the essential texts for your course available in the library stock and these are regularly updated. Relevant journals and online resources are purchased on an annual basis. For all Higher Education courses you will have access to online reading lists via the Keylinks software. These online reading lists directly link you to the core eBooks and print resources in the library catalogue, thus enhancing their accessibility.

Following an initial Welcome Tour of your local Loop, your tutor will arrange for us to work with you in follow-up in-depth sessions on key skills such as effective searching of online resources and referencing. Induction sessions are also provided at the start of your programme to help you find your way around technology in the college. Additional one-to-one tutorials are available to all students. LRC support is supplemented by a range of interactive resources on Canvas.

The services provided by the Learning Resources Centre will be an integral part of the Induction Programme for this course.

Information Technology Resources

Being able to access resources and materials to help you on your course when you need them is very important. Canvas is our virtual learning environment, and contains lots of key information about your course and is accessible 24:7. As part of your induction we will make sure you are able to make the most of this resource.

As a student at Blackpool & the Fylde College you will be provided with a web-based Microsoft Office 365 account. This account provides anytime, anywhere access to a suite of Microsoft programmes including Outlook email and web-based versions of Word, Excel and PowerPoint. You also get access to your own online storage area so you can download, edit and save your college work wherever you are.

Included in your Microsoft Office 365 account is access to our MyDay portal. The portal provides you with access to your calendar (including timetables), email and links to the VLE and eTrackr. Timetable data is updated every hour so you can see all room changes. It is accessible from a web browser and as a mobile device app on Apple and Android devices. MyDay will be launched automatically whenever you login into a College desktop computer.

To find your course materials, log-on to the VLE, the College's virtual learning environment. The VLE contains lesson notes, multimedia materials, quizzes, forums and lots of different tools to help you achieve your academic goals. You may submit your assignments through the VLE and receive online feedback from your tutors. The VLE also provides easy ways for you to communicate with your tutors and fellow students using messaging, chat rooms and forums. You can access your Office 365 and VLE accounts by logging into one simple webpage MyDay which also contains useful college information, news and links:

<https://blackpool.mydaycloud.com/dashboard/home>

Induction sessions are provided to all students at the start of their course to help you find your way around technology in the college. 'The Loop' LRC's are located on each campus. You can pop into The Loop and log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

STUDENT UNION

The Students' Union (SU) at B&FC is *your* union. It's made up of students that *you* elect each year, who listen to the student voice and respond to *your* wants and needs. The SU represents students on a range of issues, including equality and diversity, education and social activities, with the aim of ensuring your time here is as interesting and enjoyable as possible.

As a student at Blackpool and The Fylde College, you are automatically free members of the Students' Union and you are encouraged to play an active role. Our Students' Union is actively engaged in student affairs at local and regional levels so there are opportunities for you to become involved in various campaigns and fund-raising activities. Our aim is to work for the good of the student community and to take an active interest in the development of all students. As such the Union represents the students on a number of academic and College committees where student involvement and comment is welcomed.

The Union provides the framework and financial backing for students to organise trips and events, which can be a great way to broaden your interests and meet new people. With a wealth of information, our Students' Union can also advise you on places to go and things to see and do.

If you need to get in touch, you can contact your Student Union Sabbatical Officer by phone or email.

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

Higher education is as much about personal change and development as it is about subject knowledge and skills development. By facilitating your development we enable you to take responsibility for your own learning. Students who are fully informed about the opportunities available to them, but who are also aware of their responsibility to engage with those opportunities, are more likely to make effective use of services and resources. It is important that you take advantage of every opportunity to facilitate your success, and to creatively engage with the knowledge you encounter, constructing and reconstructing your own understanding. We will support you to set clear goals, reflect on your progress and develop key graduate skills.

ABSENCE REPORTING

If for whatever reason, including ill health, you are going to be absent from College then you will need to ensure that you make contact with us to discuss how we can support you. This is particularly important if your absence could have a significant effect on your assessment requirements. Should this be the case then you will need to consider the College Personal Mitigating Circumstances procedure the full version of which is available at the link below.

<https://www.blackpool.ac.uk/he-regulations>

Any personal mitigating circumstances, such as ill health, which may have affected your studies or performance in assessments and examinations, would need to be submitted to the HE Student Administration Manager mitigating.circumstances@blackpool.ac.uk formally by you with supporting evidence, e.g. a medical certificate, following the procedures and in accordance with the deadlines laid down in the College's Personal Mitigating Circumstances Policy.

In the event that you are unable to attend an examination because of illness or other unforeseen circumstances, you must immediately inform your programme leader before the start of the examination. If you are absent from the whole or part of an examination because of illness, a Personal Mitigating Circumstances application form together with a valid medical certificate or other appropriate independent documentary evidence must be forwarded to the HE Student Administration Manager normally within ten working days of the examination.

STUDENT IDENTITY CARD

You must wear your ID badge at all times whilst on College premises. Access to College facilities is dependent on Students having their ID badge. You will also be asked to show your ID badge when sitting exams. You will be challenged if you are not wearing your badge when on College premises. This is to help students and staff feel safe in College.

FOOD ON CAMPUS

When you want to take a break for refreshments on campus, you're well catered for. At the University Centre's Central Hub refectory, **Café Grads**, you can sit down and tuck into a proper meal or just grab a bite and relax in one of the chill-out areas. A **Starbucks** outlet has also just opened in South Building.

A similar-style refectory, **Retreat**, is available at our Bispham Campus or if you fancy a little treat there is also a range of freshly made sandwiches and smoothies in the **Grab and Go** and a **Starbucks**. At the Fleetwood campus the **Refectory** offers traditional breakfast, a wide range of hot food, sandwiches, snacks and beverages. Visit <http://www.blackpool.ac.uk/facilities/shops> for more information. At all our campuses, there are also plenty of vending points providing snacks on the go.

Get off to a great start every morning! All Blackpool and The Fylde College students are entitled to a free healthy breakfast.

SPORTS FACILITIES AND COLLEGE TEAMS

Sports facilities are mainly based at the Bispham Campus where there is a sports hall, an all-weather floodlit sports pitch and a well-equipped gym. Our Fleetwood campus has sports facilities. We have numerous College teams, both men's and women's, with other available sports ranging from volleyball and five-a-side football to table tennis and canoeing. To find out more ask your progress tutor.

ENRICHMENT

Enrichment is about providing you with opportunities to bring your learning to life, developing your range of interests, meeting new friends and growing as a person. Some activities will be related to your area of study whilst others may not be directly linked. More information is available in your Partners for Success Guide; via the Students' Union and through your progress tutor.

Curriculum-based activities

Whilst studying your chosen subject at College, you will have the chance to see how your subject works in real life and apply that insight to your studies. We also aim, during your programme of study, to develop your employability skills and interview techniques. To provide this valuable enrichment, your programme may feature such activities as guest speakers, trips into industry and overseas visits, 'real life' assignments, competitions, work experience and work placements (some of which can lead to permanent positions).

Extra-curricular activities

College is also as much about the social side as it is about learning. At Blackpool and The Fylde College we offer a vast range of activities, from discounted theatre trips to lunchtime sports activities and book club. Activities are free to everyone enrolled on a course and in most cases, there's no need to book. For more information about what's on check your Partners for Success Guide; visit the Students' Union website or speak to your progress tutor.

Fee-based activities

For those of you who wish to engage in a further range of activities there are fee-based sports activities.

The Enrichment Team can also organise one-off fitness activities, such as trips to Manchester's Chill Factor for skiing or outings to Grizedale Forest for mountain biking. For more information please visit the Students' Union website or contact the Enrichment Team on 01253 504134.

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

At Blackpool and the Fylde College we believe that you are a member of our higher education and College community and as such your views and experiences are extremely important to us. We want to work in partnership with you to ensure that your experience is the best that it can be both for you and others who study with you. To this end we work hard to engage all students in dialogue about the quality of their learning experiences. You can engage by providing useful feedback on your experiences of modules through Module Evaluation Questionnaires, through being an elected course representative attending student forums and college meetings and through surveys such as the Post-induction survey and the National Student Survey (NSS).

The MEQ (Module Evaluation Questionnaire) surveys give students a chance to put their views across relating to modules and progress meetings during the academic year. You will be asked to rate questions around various themes such as Teaching and Learning, Assessment and Feedback, Organisation, Resources and Facilities, Student Voice and Overall Satisfaction, as well as to make individual comments if you wish. We can use what the results tell us that you like, or don't like, to make changes and improvements to our HE programmes, as well as look at how we compare with other similar colleges.

ACADEMIC APPEALS

An academic appeal is a procedure which allows you in certain circumstances to ask for a review of a decision relating to your academic progress or award. You can ask for a review of a decision by one of the following:

- A Board of Examiners, both Module and Programme Boards.
- A Personal Mitigating Circumstances Panel
- An application to the College
- An Academic Malpractice Panel

It should be noted that students may only appeal against a decision if they can show that they satisfy one or more of the grounds detailed in the academic regulations. The appeal process cannot be used to challenge academic judgement or appeal simply because you disagree with the marks you have been given.

An academic appeal is different from a complaint so appeals and complaints are looked at under different procedures. A complaint is dissatisfaction about the provision of a programme or academic service or facility or any other service provided by the College.

Students studying either a:

- **Blackpool & The Fylde College Programme**
- **Lancaster University Validated Programme**
- **Liverpool John Moores Validated Programme**
- **Scottish Qualifications Authority Programme (SQA Higher National)**
- **BTECHigher National Programme**

To lodge an academic appeal, you must do so by submitting your appeal within 10 working days of the publication of your results or decision of a panel either by writing to the HE Academic Registrar, Bennett Avenue, Blackpool, Lancashire, United Kingdom, FY1 4ES or by email to: appeals@blackpool.ac.uk

The Academic Appeals regulations and application pro-forma can be found on The Blackpool & The Fylde College website <https://www.blackpool.ac.uk/he-regulations>

COMPLIMENTS, COMPLAINTS AND FEEDBACK

Blackpool and the Fylde College welcomes feedback from all its students and is committed to improving the quality of the services it provides; we are committed to openness and transparency by providing well publicised and accessible information on how to give feedback or make a complaint.

Compliments, complaints and feedback will be dealt with courteously, fairly and objectively.

We hope that you will never have cause to do so but if you wish to raise a complaint (or you wish to compliment us or provide feedback) please take a look at our Compliments, Complaints and Feedback Procedure which is located on our website here: <https://www.blackpool.ac.uk/college-policies>

GRADUATION

Our annual higher education awards event is a spectacular occasion, representing the culmination of masses of dedication and hard work, and the gateway to an exciting and rewarding future. The graduation ceremonies will take place at the Winter Gardens and Opera House, 97 Church Street, Blackpool, Lancashire, England FY1 1HL.

Your graduation day may seem a long way off now, but you will be there quicker than you think! Blackpool and the Fylde College's Awards Ceremonies are a part of the celebration of your achievement and we hope you will be able to attend. You will need to budget for the cost of guest tickets, academic dress and photography. Awards Ceremonies are held each year at the Winter Gardens. If you attend the Awards Ceremonies we publish the names and awards of all graduates in the Awards Ceremony booklet and in a graduation supplement in the local press. If you do not wish your name to appear, you must contact Student Administration to inform us. We will print the name we have recorded for you on your degree certificate, so it's important that you tell us in advance of any spelling or other changes. After we have printed the certificate we will not be able to change it for you.

This is a very special day for all our graduates and their friends and families and is a marvellous opportunity to share and celebrate your academic achievement and accomplishments.

MODULE OUTLINES

The following module outlines provide you with a brief overview of the modules and their contents, together with the intended learning outcomes.

PPP401: Introduction to Policing Level 4 - Mandatory

Module Abstract

The module is an introduction to policing which will equip you with the knowledge and understanding of the historically the evolutionary process of policing as a distinct function of the state. You will explore the structure, role and responsibilities of the police delivering a professional service. You will also analyse and review the function of policing communities and how to develop community cohesion and what constitutes effective and appropriate police action. You will also examine multi-agency working and other enforcement agencies which help provide an effective national and international service. (Including JESIP) You will compare Community Policing to Response Policing in terms of function, role and responsibilities and the complexities of differing crimes in society.

Learning Outcomes

- 1 Describe the history and evolution of the police service as a distinct function of the state.
- 2 Explain the hierarchy/structure of the modern police service and the roles and functions performed by different departments.
- 3 Outline the strategic vision of community policing in relation to national policing strategies.
- 4 Explain the differences between community and response policing and the complex crimes which can occur within both.
- 5 Discuss the nature and operational challenges faced by response officers in dealing with complex situations and major incidents from a multi-agency perspective.

Indicative Content

The history of the police and roles and responsibilities of those charged with ensuring that the police deliver a professional service.

Regional and national collaboration between forces to provide an effective national and international service. Collaboration with other law enforcement agencies and specialist departments.

Social and historical context of 'policing by consent' Risks to maintaining public consent and their

consequences. Types of roles and functions performed within the police.

Police reform: - including The strategic Policing Requirement, Policing Vision 2025, Workforce Transformation in the Police 2018.

Role of the College of Policing in professional policing- College of Policing Five year Strategy, authorised professional Practice, leadership review, PDP, PEQF, college membership.

Response Policing:-Purpose of, and evidence base for response policing. Ethics and Police conduct, National Decision Model (NDM), National Intelligence Model (NIM), Public scrutiny and perception and Maintaining professional standards.

The police's role to protect the public: duty of care and different types of crime, for example:-Volume and priority crime, evolving/increasing areas of crime along with serious and complex crime

Major incidents: - Definition of a 'critical incident' and 'major incident', the Joint Emergency Services Interoperability Programme (JESIP) and JESIP Principles.

Key considerations in response policing: Safeguarding, intelligence, investigation, variations to response approach for different environments e.g. care homes and the use of crime pattern analysis.

PPP402: Police Powers Level 4 - Mandatory

Module Abstract

This module will equip you with knowledge and understanding of the powers in which police are given in order to carry out their role. You will explore and evaluate the associate powers of arrest, the meaning of and use of force, stop and search and detention. You will also examine relevant national and/or local models, policies and legislation along with the use of discretion e.g. The National Decision Model and the Police and Criminal Evidence Act 1984 (PACE) and many more relevant pieces of legislation. You will learn the need to conduct yourself ethically, legally and in a balanced and proportionate manner. During this module you will be able to consider the impact of your professional actions on others and will be able to use the correct techniques to deal with any contingencies that arise. You will also be equip with the knowledge and understanding of policing the road, including commercial vehicle enforcement, roles and responsibilities in police pursuits, effective road policing methods for small scale road collisions and serious road policing offences. Students will also explore evidence based associated with serious road policing offences and ways in which theses common causes of road collisions could be reduced.

Learning Outcomes

- 1 Explain legislation and policy guidelines which govern and regulate police powers in respect to the wider justice system.
- 2 Outline the purpose, benefits and application of the National Decision Model and the need for ethically sound officers.
- 3 Analyse the application of the police use of discretion in terms of accountability and the operational barriers that impact on different paradigms of policing.
- 4 Explain road policing legislation and police powers and their application to manage a range of road traffic incidents.
- 5 Identify evidence-based challenges with serious road policing and give examples of current strategies, initiatives used to reduce criminal behaviour and fatalities.

Indicative Content

History of the development of Police Powers- Peels Policing

Extent of Police Powers and how these powers are regulated- powers of arrest, powers of search & powers of entry

Common law

Exercising Police Powers and procedures fairly and without bias

Police Powers Legislation- Specific Legislation relating to dealing with typical policing incidents- Public order legislation.

National Decision Model

Discretion & Decision making

Professional Standards

Code of Ethics and Ethical Considerations

Constitutional Role of the police in contemporary society and the wider criminal justice

Core functions and strategies for policing the roads

Legislation for most common offences and complex incidents associated with policing the roads

Police Powers for commercial vehicle enforcement

Effect of road-related anti-social behaviour and offences on victims and their families Road policing

Clear Initiative- Problem solving process for to small scale road collisions

Criminal activity facilitated by the road network- impact on effective policing, Prevention and disruption.

Strategic Road Network- effective road policing

Roles and responsibilities in police pursuits and types of vehicles

Evidenced based associated with serious road policing offences and strategies for reducing collisions.

PPP403: Policing Contemporary Society Level 4 - Mandatory

Module Abstract

This module will provide you with a wealth of knowledge about the differing social structures within society. The module will examine how elements such as; social stratification, culture, family, societal change, political and economic factors and beliefs impact on individuals and groups in society which impact upon the police. You will examine sociological and political theories which help to explain how social problems are defined, managed and explained in contemporary society. The main emphasis of this module is for you to appreciate how and why social structures are made and the possible implications social structures and associated problems can have for the public services and society.

Learning Outcomes

- 1 Describe the social frameworks and structures and their impact upon individuals, groups and the Police
- 2 Explain the key issues relating to the complexity and challenges of response and community policing.
- 3 Identify political, social, cultural and economic problems which direct strategic response policing in contemporary society.
- 4 Examine the impact of policing differing values, ethics and norms within diverse communities.
- 5 Analyse the evolving governance structures in place within specialist police operations.

Indicative Content

Social Structures and Human Agency

Social Stratification

Socialisation process

Societal changes and trends- Civil Rights movements, equality of opportunity, meritocracy, immigration.

Political and Economic change and development

Cultural values and beliefs- Human rights and legislation.

Equality and diversity, Prejudice, discrimination, multiculturalism, stereotyping, equal opportunity theories

Contemporary issues- Terrorism, hate crime, victimisation, domestic violence, mental health, violent crime, organised crime, human trafficking, modern slavery.

Differing Values, ethics and norms in diverse communities, potential barriers, Cross cultural difference, Policing diverse communities and the effect of cultures and traditions on police ethics and values.

Impact of social and political change upon response policing:- How response policing has adapted to a reduction in police numbers and growing financial constraints.

Strategies for Response Policing to remain a effective in a increasingly challenging environment.

PPP404: Public Protection-Risk and Vulnerability Level 4 - Mandatory

Module Abstract

This module encompasses public protection policing and assessing vulnerability and risk in the context of operational policing. You will explore the terms and offences associated with public protection policing, including adults at risk, child abuse; missing people, forced marriage, modern slavery, hate crimes, managing offender, county lines and develop an awareness and working strategies for dealing with these situations. This module will also focus on accessing risk of vulnerability and the application of the most appropriate way in supporting or managing vulnerable people at risk of harm. This will be underpinned with theoretical underpinning, concepts and approaches to help deal with and explain behaviour and strategies which could be implemented for risk aversion and risk avoidance in order to deliver an effective, professional service.

Learning Outcomes

- 1 Explain the importance of operational policing when dealing with cases of vulnerability and abuse.
- 2 Examine factors which can contribute and result in harm or risk of harm to a vulnerable person.
- 3 Identify potential links between serious and organised crime and their relevance to public protection issues.
- 4 Compare and contrast the current legislation and practices (including MAPPA) for dealing with offences associated with public protection policing, early intervention and the care of vulnerable individuals.
- 5 Analyse the impact of media platforms on public protection policing strategy.

Indicative Content

National Drivers for dealing with vulnerability- Police effectiveness 2015 (Vulnerability), Central government approach to managing vulnerability, National Policing Crime Prevention Strategy, Legislation

Situational and Environmental factors influencing risk and vulnerability

Risk factors on vulnerability

Assessing resilience and capacity of a person/child to deal with a situation-interview, statement, evidence collection, etc

Support for Vulnerable people: High profile cases, failures in cases, potential implications of perceived lack of support.

Personal vulnerabilities and situational/environmental factors

Early Intervention- working with other agencies to help assist individuals. Role of multi-agency Public Protection Arrangements (MAPPA) in managing offenders and community intelligence to manage offenders.

Different approaches to support individuals:- Supporting or managing vulnerable people or people at risk of harm, including Independent Office for Police Conduct (IOPC) Department for Education:- Pathways to Harm.

Legislation and guidance for public protection policing

Terms and offences associated with public protection police such as domestic abuse, missing person, forced marriage, sex work or prostitution, stalking and harassment, hate crime, county lines, coercive control, etc. (Potential overlaps between two public protection offences)

Breadth of abuse: Digital related abuse (eg Sexting, revenge porn, etc), Home office definitions, Child Sexual Exploitation, factors, signs and behaviours, potential barriers (Relationships with Perpetrator), Cultural considerations and why some cases go under reported.

Supporting victims: - recognising the impact of the abuse, potential behavioural changes, long term effects, poly-victimisation and victimisation.

Serious and organised crime relating to public protection issues:- Serious organised crime groups, sexual offences, modern slavery, sex work and prostitution and child abuse.

PPP405: Crime Prevention and Detection
Level 4 - Mandatory

Module Abstract

The module introduces you to key theoretical perspectives relevant to the study of crime, prevention and detection. The module will use contemporary case studies in crime, deviance and conflict to evaluate the main theoretical traditions and recent critiques within criminology, providing a foundation in critical analysis. In particular, the module will emphasise perspectives and ideologies that inform the field of crime prevention, detection and justice, placing a focus on evidence-based practice that informs approaches to policing. You will explore the relationship between offending and victimisation along with the relationship between community engagement and specific crime prevention strategies. Professional applications of evidence based policing and crime prevent strategies will be explored and applied to resolve on-going problems within society.

Learning Outcomes

- 1 Identify and explain relationships between key concepts and models of criminological theory and criminal enquiry.
- 2 Use theoretical approaches to criminology to explain the nature of and the relationship between offending and victimisation.
- 3 Examine the principles of evidence-based policing and crime prevention and detection strategies and apply them to professional practice.
- 4 Analyse the relationship between community engagement and specific crime prevention and detection strategies.

Indicative Content

Criminological theory- Crime, victimisation and Harm- trends, causes, patterns

Offenders and re-offending- risk and vulnerability, criminal careers and desistance from crime, Environmental criminology

Victims and Vulnerability- Risk and Repeat victimisation

Relationship between offenders and victims-restorative justice

Procedural Justice- Relationship between crime prevention and community engagement.

Criminal Justice organisations

Principles of Problem solving techniques- Problem Oriented Policing, models and principles, evidence based policing, partnership working and comparisons with other forces/organisations.

Crime prevention theories- Situational, biological, sociological and psychological theories and their relevance to policing.

National Crime Prevention strategies

Models of Policing and evidence-based policing- rational choice theory, routine activity theory and situational crime prevention

**PPP406: Researching the Evidence: Skills and Methods in Professional Policing
Level 4 - Mandatory**

Module Abstract

This module aims to instruct students on the skills required for undertaking an undergraduate degree in professional policing, and the basic components of social science research through researching the

local area. This module provides an engaging opportunity to be introduced to different research methods and approaches as well as more generally study skills while exploring from an academic point of view the role of Policing in the community where you study in and live in. You will develop the strategies and understanding needed to find, interpret and evaluate academic sources, theories and models in order to compare approaches to your subject and form new ideas. Many of these skills will have relevance beyond your degree and will be attractive to future employers. You will also be introduced to a range of critical writing skills that link to other modules in which you will study. This module will introduce you to the purpose, rationale and history of the evidence-based practice movement, and the developments in policing research.

Learning Outcomes

- 1 Select, interpret and evaluate a range of digital and traditional sources to produce written communication that meets academic expectations of professional policing.
- 2 Analyse data sets to produce graphical representations of data.
- 3 Select and evaluate a case study that demonstrates a professional application of evidence-based policing.
- 4 Produce reports that are appropriate to audience and level of complexity.
- 5 Reflect on personal attitudes and skill levels and identify further learning needs to support future studies and enhance professional practice.

Indicative Content

Academic Writing - conventions, terminology, paraphrasing, summarising, writing reports / essays, referencing and academic integrity

Ethical Research and Practice- confidentiality, anonymity, secure storage, vulnerable participants and netiquette

Critical Reflections - academic formality voice / academic, personal and professional and critical writing.

Data Analysis - statistical analysis mean, median, mode, standard deviation, correlation, accuracy, precision, error and uncertainty, reporting data (graphical methods, tabular grouped vs ungrouped etc.), Interpreting data (confidence intervals and p values) and qualitative and quantitative data.

Secondary Research - use of digital and traditional tools for discovery; open access journals, referencing and in text citation, plagiarism, reliability and validity of sources, comparison, contrast and critical evaluation, critical reading and note making.

Professional concept of evidence-based policing - rationale, including cognitive biases, behavioural insights, types of evidence and how evidence informs decisions.

Evidence based approaches - community, organisational and police related activities where evidence based policing is appropriate including, tackling crime and disorder, managing offenders, criminal justice, engaging the public, learning and development, introducing new technology.

Social Science Research - qualitative data, theories, concepts and interpretations.

PPP501: Digital Policing for a Digital Age Level 5 - Mandatory

Module Abstract

Technological is advancing at a rapid pace and digital crime is on the rise which is shaping the way in which the police operate. Digital technology has the potential to transform the way policing is delivered, by bringing police officers closer to crime spots and communities. Digital policing has a vital role to play in all areas of the police force, transforming policing in three key ways, including, Mobile Forensics, Digital Interviewing and Social Media. The police are now under increased pressure to evolve policing methods and strategies to meet the ever changing demands and needs of society. This module will equip you with knowledge and understanding of digital policing from both an investigative viewpoint to supporting victims of internet facilitated crimes. You will explore the different technological devices used in the UK and internationally, the policing sophisticated methods for detection and investigation along with digital frameworks and legislation. This will include Vehicle data, Body-worn videos, IP Addresses, data storage and many more. You will also examine the personal and organisational risks associated with digital policing methods and what is meant by the term 'digital hygiene' along with the relevant legislation ensuring compliance and mitigating potential risks.

Learning Outcomes

- 1 Critically evaluate digital and technological advances in society and explain their relevance to modern policing practice.
- 2 Identify specific policing functions and explain how digital technologies may be used to enhance them.
- 3 Critically evaluate key legislation and standards for compliance and explain their relevance for mitigating risks associated with digital policing methods.
- 4 Identify and explain the main types of digital or 'cyber' crimes and their impact on individuals and businesses.
- 5 Explain current investigative procedures and evaluate their application to a range of complex and digital and 'cyber' crimes.

Indicative Content

Local force strategy for developing and effective digital policing capability

Digital technology frameworks- Internet, social media, apps, deep web, world wide web

Prevalence of technology in modern society-speed of change, use of technology and variety of devices.

Technology in everyday policing-community engagement, gathering information, further lines of enquiry, managing incidents, enhancing a criminal investigation.

Legislation surrounding internet-facilitated crimes.- Computer Misuse Act 1990, Wireless Telegraphy Act 2006, Criminal Justice and Police Act 2001, Investigatory Powers Act 2016, etc

Internet-facilitated crimes- Hate crime, sexting/revenge porn, abuse, bullying or harassment online, online fraud and child grooming, etc

Providing support to victims of internet-facilitated crime- Initial actions/advice, specific actions when the victim is vulnerable, targeted crime prevention advice and actions to support and advise a victim.

Legally obtaining and record keeping of internet facilitated devices.

Digital investigation opportunities- Using IP resolution, services including social media, emails and messaging. Data held on devices such as laptops and Satnav along with network data and the use of the deep web

Effective use of technology in response policing- lower police risk, ease administration, improve

investigatory opportunities, save time, efficiency, interrogate information quicker and the positives and negatives of body worn videos

Prevalence of technology and devices/device capabilities- Wearables (Fitbits, apple watches, etc) GPS, Satnav, drones, vehicle data, game consoles, data storage (Cloud, removable drives, memory sticks and volatile data

Supporting Technology- Social Networks, apps and encrypted communications

Influence of technology and devices in a policing context- first point of contact, social media, digital witnesses (Google home) CCTV, digital devices, investigative opportunities and community engagement.

Manage persona

PPP502: Fieldwork for Policing Level 5 - Mandatory

Module Abstract

Evidenced Based Policing introduces you to the concepts of evidenced based policing, problem orientated policing and problem solving. You will look at the professional concept of evidenced based policing, explore the rationale for its approach, discuss the benefits and constraints of its uses and identify examples of good practice. The module also explores the sources of research and evidence for evidenced based policing such as What Works, Global Policing Database, and Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS). You will engage with the principles of problem solving and problem orientated policing and examine the various theories and models such as Scanning, Analysis, Response and Assessment (SARA), the Problem Analysis Triangle, Routine Activity Theory and Rational Choice Theory. This module will build upon your first year module of ' Researching the Evidence' and enable you to apply evidence-based practice and adopt and inform policies, practices and decision in your policing research. In this module you will discuss data collected by the police and you will be given police data (Where available) and develop your own research questions and carry out the projects to help inform police practice.

Learning Outcomes

- 1 Explain the professional concept, understand the potential professional applications, best practice and the constraints associated with evidence-based policing.
- 2 Critically review potential sources of evidence that can be used as part of an evidence-based policing approach and know how to systematically review and critically evaluate this evidence.
- 3 Conduct research to identify and understand an emerging issue or problem in a specific operational policing area and formulate an ethically sound research question.
- 4 Evaluate options and develop a research design solution to a given research problems.

Indicative Content

Potential constraints of evidence based policing- Constraints in timescales, instances when an evidence-based approach fails to meet intended targets and identifying best practice and lessons learnt.

Systematically review and critically evaluate evidence- What Works and What Matters evidence ladder, Maryland Scale of Scientific Methods and Framework for assessing the quality of quantitative research.

Sources of Evidence which could be used as part of evidence-based policing approach- College of

Policing (what works Centre, National Police Library and global policing database), Other police forces, HMICFRS, Campbell Collaboration, academic sources and journals, government (ONS, Home Office), Alliance for Useful Evidence/NESTA, Society of Evidence based Policing, Centre for Evidence-based Crime Policy (Us and Centre for Problem-Oriented Policing (US).

Application of Evidence-based policing in practice- development of police standards (eg. Authorised Professional Practice (APP), development of national/local policy (eg. funding and deployment), how to use evidence in practice: professional judgement and the reflective practitioner, how to question and challenge evidence and ethical concerns with regards to evidence and how these concerns could be addressed.

Best available evidence and options to develop the most appropriate solution to a given policing problem- Develop a range of options, select the preferred (most likely option to mitigate or resolve the problem), justify interventions and potential consequences, develop methods to evaluate intervention, including cost benefit and end user satisfaction and feed results back to future policing.

Effective problem solving- The importance of defining the problem (Context of the problem, particular features of the problem, multiple sources of data/information to help define and understand the problem and overcoming barriers to sharing partner data. Enablers, barriers and tools for effective problem solving (Including:

PPP503: Ethics, Integrity and Professional Standards Level 5 - Mandatory

Module Abstract

This module will enable you to recognise the moral and ethical issues inherent in police professional practices and will help you to appreciate the need for ethical standards and professional codes of conduct. This module will provide you with an opportunity to explore elements of integrity, accountability and ethical conduct in the context of police work. You will critically examine legislation and will look at organisations and institutions to which the police are accountable to whilst apply theoretical knowledge and understanding to sector practices. The module will enable you to critically analyse ethical perspectives such as deontology, utilitarianism and value ethics. You will explore the work of Kant, Locke and others in formulating your own ethical and moral stance and approach to working in the police. You will be encouraged to apply ethical principles to cases where decisions have been made legally and morally. You will also critically examine cases where bias, abuse of power/authority, decision making and discretion have come into question.

Learning Outcomes

- 1 Examine contrasting ethical principles and perspectives, moral codes and actions and apply these to police practice.
- 2 Analyse police accountability incorporating ethical issues to inform professional practice and mitigate risk of exploitation power.
- 3 Critically analyse the nature of decision making and bias within the context of the professional police agenda.
- 4 Critically review policing incidents in which ethical consideration have been crucial to the decision-making process.

Indicative Content

Ethical practices and concepts

Ethical theories- Deontology, Value ethics, Utilitarianism

Accountability- including legislative policies, inspectorate reports, IPCC & HMIC.

Integrity, accountability and ethical conduct

Police monitoring systems and ethical performance management- Legislation, Disciplinary procedures, Professional Standards Unit (PSU), hearings, Role of the IOPC for serious cases and Chief Officers.

Gratuities and bribes- corruption and public opinion

Media influence and portrayal linked to police practice and ethical conduct

Professional Standards- Disciplinary Procedures, off-duty conduct, avoiding corruption, abuse of authority, Police (Complaints and Misconduct) Regulations 2012 and notifiable associations

Misconduct and malpractice- including abuse of power and authority (Commit sexual acts)

Internal Processes within the police for challenging and reporting unprofessional conduct

Professional Approaches to Policing- Fairness, ethics and integrity, including: unbiased, interpretation of the law, Public interest and criminality, ethical decisions (discretion), valuing inclusivity and diversity and application of professional judgement.

Code of Ethics

Indicators or reasons why Police Constables may act unprofessionally

Organisational factors- reputation of the force, Blame culture, strategies for mitigation.

The influences of bias on the decision making process and the impact upon an investigation- Prejudice, discrimination, stereotyping, disproportionality, direct and in-direct discrimination, police culture, conscious and non-conscious bias.

Significance of recording all decisions- records and rationale, including crime recording.

Risk Aversion and risk avoidance

PPP504: Criminal Procedure and Investigations Level 5 - Mandatory

Module Abstract

This module will equip you with a wealth of knowledge of carrying out criminal investigations which will include gathering and collecting Intelligence, forensic and evidence collection and preservation, crime scene examination and planning and preparing for an operation. You will examine relevant legislation and policies for carrying out such investigations along with the different roles and processes associated with conducting complex cases. This module will also equip you with knowledge of interviewing witnesses, victims and suspects and processes and tools for effective interviewing.

Learning Outcomes

- 1 Identify current legislation, policies and standards pertinent to investigative practice and explain their relevance to professional policing.
- 2 Critically evaluate organisational quality assurance and risk assessment processes within the context of criminal investigations.
- 3 Evaluate a range of evidence types in relation to their characteristics and limitations and explain their significance in the process of securing reliable convictions for a range of crimes.

- 4 Reflect on the concepts and principles of investigation and apply them to their professional policing practice.

Indicative Content

Securing Data, correct handling of exhibits

Specialist multi-agency working- Interpol, International Liaison Officer, ACPO Criminal Records Office, etc.

Key considerations in conducting Investigations and interviews, Vulnerability, security and safety, fitness for interview

Fundamental principles and powers for conducting investigations- Legislation (eg Proceeds of Crime Act 2002), Powers (eg. Entry of powers, Powers of arrest, etc) Ethical considerations, Evidence base behind investigation concepts, knowledge and skills required, Principles of an investigation (Preserve life, preserve scenes, secure evidence, identify victims and witnesses) and decisions using the NDM.

Key terminology- Investigative mind set, best evidence and material/information/ intelligence.

Appropriate processes for managing and gathering material, information, intelligence and evidence

Different types of evidence- Digital technology used in investigations (ANPR, Body cameras) and CSI, etc

Legislation and Principles relating to police interviews- Legislation (PACE- Code E- Audio recording, PACE -Code F- Video recording), PEACE (Planning & Preparation, Engage and action, Account classification and challenge, Closure & Evaluation) interview Structure, Experts involved in interview process (Legal advisers, interpreters and intermediaries) and non verbal signs in interviews.

Volume and Priority crime and serious and complex investigations- applying specific considerations to dealing with certain investigations, including Anti-social behaviour and disputes, hate crime, public protection and domestic abuse, roads policing, public order, firearms, extremism and terrorism.

Range of specialists to liaise with in relation to complex live or cold cases- role of the CPS, early engagement and pre-trial conferences.

Additional professional considerations for complex investigations- Types of offenders which will be serious and complex-offences which will include the following: violence- in

PPP505: Criminal Justice Environment Level 5 - Mandatory

Module Abstract

This module will examine the structure of the Judiciary in the UK in order to understand how crime is managed and criminal justice is achieved. You will examine the structure and operation of magistrate's courts, the Crown Prosecution Service (CPS), the home office, youth offending teams and the police. By examining these organisations, their ethos and approach, you will be able to situate crime and criminality in its organisational context. The concept of justice will be unpicked to enable you to recognise the complexities involved in preventing, managing and controlling crime in the UK. You will examine the structure and roles in which the police play in the Criminal Justice System and the way in which they interact and respond to crime. Sentencing and alternative approaches such as restorative and rehabilitation practices will also be explored and evaluated in relation to their impact on crime statistics.

Learning Outcomes

- 1 Analyse the structure, function and legislative processes of organisations within the Criminal Justice System.
- 2 Explain the review the stages of the court process and the responsibilities of providing evidence in a court setting.
- 3 Describe the importance of effective partnership collaboration and the implications for offender rehabilitation and out of court disposal.
- 4 Outline the main legislation and statutory processes involved in the detaining and escorting of suspects.
- 5 Evaluate the impact of sentencing guidelines and justice outcomes and their application by the Criminal Justice system.

Indicative Content

Criminal Justice system, Legislation and Processes- Function and Purpose of the CJS and the role they play, roles of partners and stakeholders involved in the CJS and relevant legislation, including PACE Code G, Criminal Justice Act 2003, etc

Ethical recording- incident and crime recording standards.

Statutory Processes relating to a person detained in custody- function of detention and custody in the CJS and legislation associated with interviewing detainees

Roles Associated with Pre-charge bail- authorisations, importance of necessity and proportionality in the decision making processes for using bail, including street bail

Organisations – police, CPS, Courts, Legal profession and judiciary, probation, prison service. Youth Offending Team, Witness Support.

Home Office initiatives, research, legislation and sentencing, political pressures, media, high profile cases, public opinion.

Processes for Disclosure- specific legislation and common law including the CPS disclosure Manual, roles associated with disclosure of material- recording, retention and revelation.

Sentencing Policies

Stages of the court processes and responsibilities associated with giving evidence- types of courts, legal proceedings and hearings, the court process, orders and requirements in different courts, charging process, personnel involved and role of experts.

Government policy on 'out of court' disposals

Various types of Justice outcomes, both judicial and non-judicial - views of victims and witnesses and impact on them after sentencing, restorative justice, reasons why cases may not go to court and dealing with victims who are not eligible for a formal outcome.

Diversity of individuals and society impact on the CJS- valuing diversity and inclusion, socio-economic, mental health and diversity issues.

Effective Partnership Collaboration with the respect of offender rehabilitation- role of Youth Offending Service and reducing re-offending, including, integrated offender management a

PPP506: Crime, Abuse and Human Behaviour
Level 5 - Mandatory

Module Abstract

Understanding what motivates people and what drives their actions is central to understanding human behaviour especially for dealing with conflict or helping vulnerable people within society, such as victims and witnesses. The application of psychological theories, methods and perspectives in police contexts reflects the need for an understanding and interpretation of psychological models and perspectives. This module will explore both individual and group theories such as stereotyping, social learning and personality theories as well as exploring classic studies on bystander intervention, eyewitness testimony and conformity and persuasion. The module will also examine the concept of abnormal psychology in order to equip police constables, who encounter individuals exhibiting such behaviours daily, with the knowledge and skills to interact positively and productively. The module explores the practical application of theories and enables students to gain an insight into human behaviour and how individual and group characteristics interact to drive social behaviour.

Learning Outcomes

- 1 Describe the psychological theories and perspectives of criminal behaviour in relation to individuals and groups including young gangs and county lines.
- 2 Critically evaluate different approaches and strategies of learning in order to demonstrate reflective practice in conflict resolution.
- 3 Apply psychological theories to develop a practical approach to the management and control of behaviour in a variety of different situations.
- 4 Evaluate how communication strategies can be combined with psychological strategies to manage behaviour and individuals needs of witness and victims of crime.

Indicative Content

Psychological approaches- Behaviourism and neo behaviourist approaches, humanistic, cognitive and psychodynamic

Social psychology

Bystander Behaviour

Conformity and Persuasion

Theories about the onset of offending- Motivations for offending, understanding the age/offending curve, early identification and intervention, dealing with offenders and strategies for prevention

Eye witness testimony

Abnormal behaviour

Psychology of vulnerable persons- risk of harm, what makes them an attractive target, effect on vulnerable person, situations they may find themselves in, strategies and distribution tactics that could be employed.

Social Learning Theory

Personality Theories

Models of learning and reflective practice- Critiquing Literature, research ethics, relationship between theories and methods and evidence based policing

Dealing with the individual needs of victims and witnesses - Different crimes, tools for obtaining the

best evidence, choices and autonomy of victims, keeping victims/witness updated on the investigatory process and signposting to relevant agencies for safeguarding.

Understand behaviour and attitudes of victims and witnesses - Legitimacy and Policing by consent, types of communication for rapport, empathy and sympathy, compassion, Legal concepts of reliability and credibility.

Effective communication- engaging with communities, focus groups and individuals. Future co-operation from the community, hoe perceptions and confidence of the police are enhanced by effective communication and communication via social/online media

PPP601: Evidence Based Project Level 6 - Mandatory

Module Abstract

This module will provide you with the opportunity to engage in a piece of original primary research. This is the final summative assessment for your degree programme and will enable you to integrate knowledge and skills gained on the degree into one capstone assessment. You will explore research concepts of design and data collection as well as exploring secondary sources to contribute to your literature review. This is an opportunity to explore a topic in depth which has particular relevance and interest to you either personally or professionally. Throughout the module you will engage in independent research and study with the full support of your dissertation supervisor. You will explore concepts and research issues in order to produce a dissertation theses which will evidence your understanding of police concepts and perspectives. This module will further enhance upon evidence based policing and enable you to produce a piece of research will help you inform police practice. It will draw upon your previous modules of 'Researching the Evidence' at level 4 and 'Fieldwork in Policing' at level 5 enabling you to be advanced and have the necessary knowledge, skills and abilities of evidence based policing in practice.

Learning Outcomes

- 1 Present a research proposal for a relevant area of investigation.
- 2 Critically review relevant literature and related concepts to form an effective framework for research.
- 3 Plan and carry out an ethically approved research investigation with limited supervision within which appropriate methodologies and analytical techniques are applied.
- 4 Clearly communicate the nature, rationale and outcomes of the inquiry , drawing valid conclusions and/ or making logical recommendations

Indicative Content

Dissertation aims, planning and management

Developing initial ideas into a proposal. Clarifying aims and objectives

Ethical considerations

The Literature Review- planning, organising and presenting the discussion. Critiquing research literature, research ethics, relationship between theories and methods and evidence-based policing

Research methods

Sampling techniques

Presenting, analysing and evaluating findings.

Recommendations and future research and further research for evidence-based policing

Conducting Research- 'Scanning' and Analysis' stages of the SARA model, carrying out initial scoping to identify an issue/problem to research further, Reviewing previous literature on the issue or problem: Considering different review approaches and Searching for and synthesising available evidence and creating a sound research question, based on critical reading of appropriate literature and research.

Developing a proposal for research to explore the nature, extent and causes of the issue/problem, including: Research aims and questions, consideration of different research designs, strengths and weaknesses of different research methods, project management (e.g. timescales, resources) and carrying out the research as outlined in the proposal.

Intervention to tackle the identified issue/problem- 'response' stage of the SARA (Scanning, Analysis, Response and Assessment) model and reviewing previous interventions designed to tackle the issue/problem

Developing a proposal for an intervention to tackle the issue/problem, including: evidence for/against the proposed approach, consideration of alternative approaches, an implementation plan. Developing a range of options, Selection of the preferred, most likely option to mitigate or resolve problem, justifying interventions and potential consequences, preparing a presentation to an appropriate authority, developing methods to evaluate the intervention, including cost benefit and end user satisfaction and developing a prop

PPP602: Working with Victims and Witnesses

Level 6 - Mandatory

Module Abstract

This module will introduce you to the complexities involved in policing vulnerable people in society. You will explore vulnerability and the theories and concepts around how a person can become a victim. You will explore contemporary vulnerability issues such as child sexual exploitation, modern slavery, child criminal exploitation and online abuse and apply them to policing practice and procedures to assist and adapt to support vulnerable people within society.

You will also apply evidence-based models of policing to protect vulnerable people with specific reference to domestic abuse, exploitation and mental ill-health. Reference will be made to how vulnerable people are supported by the police and other agencies and how risk is managed. Multi-agency working will be a theme throughout this module, introducing case reviews and the management and supporting of victims, witnesses and vulnerable people.

Learning Outcomes

- 1 Critically explore the definition of vulnerability and the policies and legislation (including influences of risk factors) in the treatment of victims and witnesses.
- 2 Analyse the appropriateness of different approaches (by the police and other professionals) in supporting or managing vulnerable people or people at risk of harm from first contact through to ongoing victim care.
- 3 Critically assess theories around the nature, extrinsic and intrinsic causations of harm in a vulnerable person.
- 4 Critically assess the factors associated with supporting victims, witnesses and vulnerable individuals through incidents of crime and the criminal justice system.

Indicative Content

Defining vulnerability in the context of operational policing- definitions, how definitions of vulnerability can vary between organisations, importance of the police working to one specific definition of vulnerability, different thresholds that exist for assessing vulnerability and complex nature of vulnerability (e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person possibly being both a victim and/or perpetrator and susceptible to a range of harms).

National Drivers for dealing professionally and ethically with vulnerable people- PEEL: Police Effectiveness (2015) Vulnerability, National Police Crime Prevention Strategy 2015, Independent Inquiry into Child Sexual Exploitation in Rotherham 2014, Cross-governmental approach for managing vulnerability, Increase in reporting of child sex abuse following high-profile cases and Changing demand arising from complexity of some vulnerability cases.

Intrinsic personal characteristics (that may lead to harm/risk of harm).

Historical factors that can contribute to, or cause current vulnerability- adverse childhood experiences, effect of impact trauma on emotional development and link between perpetration and victimisation: the cycle of abuse.

Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including: Lack of ability to understand a situation through circumstance e.g. age, mental ill health, learning disabilities, dementia, substance misuse, poverty, disability, race and/or faith, gender identity and sexual orientation and isolation.

Understand why vulnerable people may be targeted by perpetrators- how a vulnerable person may become known to the police only after suffering harm, or being at risk of harm and how a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised.

Extrinsic factors - Environmental influences, situational influences, ci

PPP603: Community Cohesion and Strategic Policing Level 6 - Mandatory

Module Abstract

Community Cohesion is the establishment and continually establishing of shared values in order to build better relationships by bringing people together across cultural divides, regardless of socio economic status, age, gender, race, sexual orientation or religion. The concept of Community Cohesion was widely embraced by those operating in the police where many authorities established community cohesion officers and teams to develop strategies and implement the approach. Community cohesion is a concept that has stimulated much debate in recent years within the police and amongst the general public. In studying this module you will develop understanding of the factual and conceptual knowledge base relating to current themes in community cohesion and will learn how to evaluate how this manifests itself in practice. Along with the key underlying theories, concept and models associated with developing community cohesion.

Learning Outcomes

- 1 Evaluate modes of policing and their impact on community confidence and police legitimacy context.
- 2 Critically examine the function, purpose, value and key issues relevant to public perceptions, community engagement and community policing.
- 3 Critically evaluate the key principles of effective community engagement and the pending challenges to community policing and the community constable role.

- 4 Critically review contemporary approaches to strategic leadership, management and partnerships in community policing.

Indicative Content

Barriers and solutions to community cohesion

Police provision and modernisation

Sustainable community initiatives

Potential challenges to policing communities- financial constraints, competing priorities, resources, advantages in technology, changing crime types and patterns

Approaches to reducing community tension

Purpose and value of community cohesion- aims and benefits of community cohesion, typology of community engagement, different methods of engagement and using community engagement to inform police practice (Eg. Problem-solving activity)

Different ways of engaging with the community to maximise community cohesion- Structured and effective community engagement, protecting the community, building community trust, cohesion and confidence, focus groups and community and team-building for partnership working. Role of social media and importance and value of information provision.

Role and importance of the public in effective problem-solving- problem identification, specification and prioritisation, co-production and collective efficacy and community resilience/recovery.

Consequences of poor engagement and cohesion- National and local incidents, high profile cases which affected the community relationship with the police, rationale for negative outcomes and balancing key causation factors.

Current methods employed to deliver community cohesion- Use of Community Impact Assessments, Trigger points/trigger incidents and use of evidence-based policing approaches/methods.

Role of community engagement in fostering and maintaining community cohesion- Historical mistrust of the police by some sections of society, how historical mistrust can manifest in society, high profile cases where such considerations have taken place, measures to reduce tension, impact of community engagement in police legitimacy and impact of engagement on community confidence.

Community problems- areas of policing where evidence-based research may benefit the level of service provided

PPP604: Information and Intelligence for Case Management Level 6 - Mandatory

Module Abstract

Case management in the context of the police is both complex and challenging. This module will equip you with the necessary knowledge and understanding of Case Management with a particular focus on information and intelligence which are crucial components to case management and investigating crime. Case management is a process of assessment, planning, facilitation, coordination, evaluation. To successfully manage a case from start to finish, you will need to develop the skills required to gather and manage vast amount of information and intelligence in order to ensure a case gets through to the prosecution stage and to ensure that the way in which obtained that information and intelligence and analysed it strengthens the case rather than weakening it. This module aims to

develop your understanding of the processes for gathering and using information for the purposes of investigating crime.

Learning Outcomes

- 1 Analyse lead case management roles and responsibilities in the provision of specialist multi-agency approaches.
- 2 Critically evaluate the practical issues and challenges pertaining to the collection, retention and sharing of information and intelligence and how to operate within relevant legislation/guidance intelligence and Information.
- 3 Explain data protection regulations and their impact on professional policing, the rights of the individual in respect of information held about them and critically examine the issues that can arise when data management protocols are not adhered to.
- 4 Critically review high profile, critical and major incidents to establish best policing practice.

Indicative Content

Multi-agency working- working in partnership with the prison service, fire service, ambulance service, CPS, probation service, youth offending teams, social services, child protection teams etc.

Review of high profile critical and major incidents to establish best policing practice- lessons learnt, effects of joint interoperability in future similar incidents and the use of emotional intelligence.

Importance of information and intelligence to key areas of policing- Information versus intelligence, National Decision Model (NDM), Intelligence roles (National Intelligence, Local intelligence and Intelligence roles within other organisations), how intelligence and information can be used in key areas of policing e.g. Community policing, response policing, policing the roads, investigation, counter terrorism, public protection, vulnerability and risk and major policing operations along with public perception.

Intelligence cycle- Collection, development and dissemination. The relationship between the intelligence cycle and the National Decision Model.

Difference sources of information- Open/closed sources, Police National Computer, Police National Database (PND), Policing registers, Other forces/agencies, Covert Human Intelligence Sources (CHIS), Social media and Community intelligence.

Practical issues with information and intelligence-Systems employed to 'grade' information into intelligence, Uses (and challenges) of technology in information and intelligence management ('Golden Nominal' concept), Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information, Reasons why there is a need to share information within the police service and with other organisations, Potential positive and negative impact on policing outcomes of information and intelligence sharing and Principles of sharing police information.

The different types of sharing (Including :Statutory obligation, Statutory Power and Common Law (Policing Purp

PPP605: Counter Terrorism Level 6 - Mandatory

Module Abstract

Counter-terrorism is becoming ever more complex and is a national and international agenda currently affecting every day policing. This module analyses the issue of counter-terrorism and relevant processes and legislation. You will explore the origins of extremism and strategies intended to address

its impact, providing a better understanding of UK government policy and the methods of tackling extremism from a policing and community level. This module will enable you to analyse definitions of certain key terms, such as terrorism, extremism, and violent extremism to develop their understanding of key counter-terrorism terminology and concepts.

Learning Outcomes

- 1 Critically analyse the counter-terrorism terminology/concepts and the organisational structures and inter-relationships that exist in counter-terrorism policing including their role/functions in past and present counter-terrorism operations.
- 2 Analyse the potential links between terrorism and other forms of criminality and the role of policing in gathering intelligence relevant to counter-terrorism policing.
- 3 Critically review key counter-terrorism terminology/concepts and the organisational structures and inter-relationships that exist in counter-terrorism policing including their role/functions in past and present counter-terrorism operations.
- 4 Critically analyse the role and impact community policing as a means of tackling extremism.
- 5 Evaluate key legislation relevant to counter-terrorism policing.

Indicative Content

Historical Terrorism- Differing ideologies- political, ethnic rivalry, land and resources, equality and diversity.

International organisations and their roles

Global issues impacting upon policing in the UK- terrorism, conflicts, immigration, trade contracts, flu/healthcare, brexit, human trafficking, drugs fraud, etc

Key counter terrorism terminology/concepts- radicalisation, extremism, including domestic extremism, interventions, terrorism-related offences and CONTEST strategy: Pursue, Prevent, Protect and Prepare

Organisational structure and inter-relationships that exist in counter-terrorism- National Counter Terrorism Policing HQ (NCTPHQ), National Counter Terrorism Policing Operations Centre (NCTPOC), Counter Terrorism Command (CTC), Counter Terrorism Unit (CTU), Counter Terrorism Intelligence Unit (CTIU), Special Branch, Security Service and National Counter Terrorism Security Office (NaCTSO)

Key pieces of legislation- relevant legislation, including: Terrorism Act 2000 (as amended), Counter Terrorism and Security Act 2015 and powers of search, arrest and detention in relation to terrorism

Function of key counter-terrorism operations and impact on front line policing- counter-terrorism operations, past and present and national threat levels.

Gathering intelligence that can combat counter-terrorism- intelligence in counter-terrorism operations: Local, Regional and National. The importance of community intelligence in counter-terrorism operations: Community engagement, developing intelligence and fostering co-operation

Potential links between terrorism and other forms of criminality- methods of funding/enabling terrorism, including: money laundering, fraud and identity theft

Sociology of terrorism

Criminology and social psychology theories relating to criminality.

ADDITIONAL COSTS

As part of the programme, you are strongly recommended to attend external events, aimed at developing your knowledge, understanding and appreciation of course material, develop practical skills and embed theoretical concepts. There will also be the opportunity to attend Policing and criminal justice conferences involving law enforcement practitioners, policy-makers and academic researchers. Costs may be incurred to cover transport, accommodation and food. Travel for local trips is paid for by the college. Though most of the course material is available online, there may be additional costs to consider, such as printing and photocopying of course material, though students will be given a photocopying allowance to cover this.

You are encouraged to purchase an introductory textbook in Policing in support of your studies.

EQUIPMENT REQUIREMENTS

Resources required to study on the programme are largely provided by the College. There are small costs associated with printing of work and posters over the duration of the course. Students are encouraged to bring their own lap-top device to lectures, seminars and workshops, but access to computer facilities is provided by the college. A one-day conference trip to a venue in the region, including conference fee and transport, typically costs around £60/student, although this will be partially funded by the college and is also subject to discount rates offered by conference organisers for group visits.

STUDENT PROTECTION PLAN

The B&FC [Student Protection Plan](#) sets out the measures that we have put in place to protect you as a student in the unlikely situation where a risk to the continuation of your studies arises. Our plan has been approved by the Office for Students and is available on our website <https://www.blackpool.ac.uk/info-for-he-students>