College of Business, Law and Social Sciences

MSc Police Leadership, Strategy and Organisation

Programme Specification

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<td>JACS code</td>
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<td>University of Derby (Kedleston Road)</td>
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</tbody>
</table>
# TABLE OF CONTENTS

SECTION ONE: GENERAL INFORMATION ................................................................................................................. 2
1.1. Programme Title ............................................................................................................................................. 2
1.2. Award Title and Interim Awards .................................................................................................................. 2
1.3. Mode of Study ................................................................................................................................................ 2
1.4. Programme Start Date / Review Date ............................................................................................................ 2
1.5. Awarding Institution ................................................................................................................................... 2
1.6. College Managing the Programme ............................................................................................................ 2
1.7. Institution(s) Delivering the Programme .................................................................................................... 2
1.8. Relevant External Subject Benchmark Statement(s) .................................................................................. 2
1.9. External Accreditation / Recognition ........................................................................................................ 2
1.10. JACS Code ................................................................................................................................................ 2
1.11. Programme Specification Last Updated .................................................................................................... 3

SECTION TWO: OVERVIEW AND PROGRAMME AIMS ............................................................................................. 4
2.1. Overview ...................................................................................................................................................... 4
2.2. Programme Aims ......................................................................................................................................... 4

SECTION THREE: PROGRAMME LEARNING OUTCOMES ................................................................................... 5
3.1. Knowledge and Understanding Skills .......................................................................................................... 5
3.2. Intellectual Skills ........................................................................................................................................ 5
3.3. Subject Specific Skills ............................................................................................................................... 5
3.4. Transferable Skills ...................................................................................................................................... 6

SECTION FOUR: PROGRAMME STRUCTURE ....................................................................................................... 7
4.1. Structure and Curriculum ........................................................................................................................... 7
4.2. Personal Development Planning ............................................................................................................... 9

SECTION FIVE: PROGRAMME DELIVERY ............................................................................................................. 10
5.1. Learning and Teaching Methods ............................................................................................................... 10
5.2. Assessment ................................................................................................................................................ 11

SECTION SIX: ADMISSIONS ................................................................................................................................. 13
6.1. Process ....................................................................................................................................................... 13
6.2. Entry Requirements .................................................................................................................................. 13

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE .................................................................................. 14

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES .................................................................................... 16

SECTION NINE: EMPLOYER LINKS ...................................................................................................................... 17

APPENDIX ONE: LEARNING OUTCOMES AND CURRICULUM MATRIX ............................................................. 18
SECTION ONE: GENERAL INFORMATION

1.1. Programme Title
Master of Science in Police Leadership, Strategy and Organisation

1.2. Award title and interim awards
Final Award
Master of Science in Police Leadership, Strategy and Organisation
Interim Awards
Postgraduate Certificate in Police Leadership, Strategy and Organisation
Postgraduate Diploma in Police Leadership, Strategy and Organisation

1.3. Mode of Study
Full-Time (1 year): MSc
Part-Time Modular (variable): PG Certificate / PG Diploma / MSc

1.4. Programme Start Date / Review Date
Start Date: September 2015
Period of Validation: Indefinite

1.5. Awarding Institution
University of Derby

1.6. College Managing the Programme
College of Business, Law and Social Sciences

1.7. Institution(s) Delivering the Programme
University of Derby

1.8. Relevant External Subject Benchmark Statement(s)
QAA Benchmark statement: Master’s Degrees in Criminology (2014)
QAA Benchmark statement: Masters Degrees in Business and Management (2007)
QAA Subject benchmark statement for Masters Degrees Characteristics (2010)

1.9. External Accreditation / Recognition
Chartered Manager - accredited by the Chartered Management Institute

1.10. JACS Code
N225
1.11. Programme specification last updated

February 2018
2.1 Overview:

Policing both within the public and private sectors is undergoing a radical transformation both within the UK and internationally, driven by the desire for greater public accountability, the importance of community partnership and a growing crisis of confidence in both the integrity of services and more broadly police leadership. While discreet programmes exist in both business and leadership skills, this course seeks to build on these foundations but within the situational context of policing and specifically that of higher profile police operational command. Against this backdrop police leadership will explore an understanding of evidence based policing, governance, partnership, accountability and the building of democratically accountable strategy within the parameters of police independence.

The MSc programme in Police Leadership, Strategy and Organisation addresses a current void in context specific leadership research and study together with the recognition and appreciation of the central role police role that policing plays in upholding and protecting human rights and freedoms within a modern democracy. Police leadership is required to operate in transparent, ethical and highly accountable arenas and where decision making is frequently scrutinised within public, political and judicial settings. Equally fiscal accountability of public monies and the demonstration of organisational efficiency, effectiveness and economy is creating an increasing demand and indeed demonstration from police leadership of contemporary business practice and awareness.

The MSc Police Leadership, Strategy and Organisation provides a postgraduate qualification that directly meets the needs of today's police leadership working environments with regard to a variety of challenges posed to the role and function of policing created by the increasingly complex and global and interconnected world of modern society. Such a qualification requires strong interrelations of business, the social sciences and in particular criminology, together with innovative and creative thinking in order to solve otherwise intractable problems. Transforming organisations is hard. However organisations across the public, voluntary and private sectors, including the police are coming together to find new solutions to seemingly intractable problems by radically transforming their approaches to services in their area. The partnership and relational context of policing will be explored and in particular this programme will go beyond traditional public sector business skills in order to equip police leaders to operate in politically and legally fraught environments.

The programme offers students the chance to study diverse aspects of the policing agenda, both public and private sectors and in particular to gain an enhanced appreciation and understanding of the context of policing and of the skills and competencies required of police leadership within modern day democracies. The programme is genuinely multidisciplinary in nature, taught by highly qualified staff with knowledge of various application areas and those core areas of policing, together with broader public sector and business components that underpin the suite of modules and activities proposed. A clear framework of study is proposed in which the subject modules have been carefully designed to be accessible to anyone with a professional policing background or a good first degree in either the social sciences; courses with a strong social science component or business management.

The MSc in Police Leadership, Strategy and Organisation is delivered by an extremely experienced and well qualified team from across the university and whom are actively engaged in contemporary research. The well balanced programme design avoids too strong a focus on any one particular application area. Based on solid and well-founded theory and research, the programme will deliver an outstanding and distinctive combination of in-depth...
knowledge of advanced application of evidence based policing and business concepts and methodologies.

2.2 Programme Aims

The aims of the MSc are:

- To provide an international standard of expertise in Police Leadership, Strategy and Organisation, offered within a stimulating and rewarding learning environment that will foster independent and research skills required at masters level.

- To encourage the pursuit of academic/research exploration of Police Leadership, organisational transformation and police reform.

- To support and encourage new ways of thinking and approaches to perceived enduring problems.

- To further build upon the evidence base for policing and police responses.

The programme also seeks to equip students with Masters level knowledge of fundamental criminological, broader social science and business theory and concepts together with practical and tangible techniques that can be used within the work environment. It will develop their ability to effectively apply leadership and business principles to real world and organisational problems arising in the policing arena. Through instruction and project work students will be provided with breadth and depth in their knowledge of policing, criminology and business. As well as offering a route to further study at PhD level, successful completion of the MSc will enable a student entering, or returning to, work to more effectively communicate their knowledge and skills to a broad audience of people with diverse backgrounds in order to be able to operate in and lead multidisciplinary teams, both within the public and private sectors.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

The learning outcomes are listed next, in four categories: (a) knowledge and understanding; (b) intellectual skills; (c) subject specific skills; and (d) transferable skills.

For the MSc Police Leadership, Strategy and Organisation, the learning outcomes are articulated in terms of

- Knowledge and Understanding
- Intellectual Skills
- Practical and Subject-Specific Skills
- Transferable Skills

3.1 Knowledge and Understanding
On completion of the programme, students should be able to demonstrate a sound knowledge and understanding of:

(K-1) A range of concepts, paradigms, theories, models and skills relevant to Police leadership, strategy and organisation.

(K-2) The role and function of policing within a modern democracy and against the backdrop of increasingly complex and interconnected networked world.

(K-3) Current issues and thinking, leading edge theory and practice and techniques applicable to research in policing and police leadership.

(K-4) Concepts, appropriate models, strategies and methodologies for dealing with complex problems.

(K-5) Concepts and theories of leadership behaviour and approaches for leading change.

(K-6) The intersectionality of power in relation to policing, the broader criminal justice agencies and responses to crime, law and order.

3.2 Intellectual Skills

On completion of the programme, students should be able to demonstrate the ability to:

(I-1) Analyse a range of complex problems in the field of policing.

(I-2) Critically analyse current issues and developments in the field of policing.

(I-3) Apply innovative and novel methods in solving problems, making use of current knowledge at the forefront of policing, criminology and business.

(I-4) Critically evaluate and select methods and approaches to problem solving.

(I-5) Adopt a self critical approach.

(I-6) Engage in lifelong learning so as to remain at the forefront of their academic discipline.

3.3 Subject Specific Skills

On completion of the programme, students should be able to demonstrate the ability to:

(S-1) Identify research issues in the field of policing and police leadership.

(S-2) Undertake research and sourcing, organising, and abstracting meaning from information and, often little knowledge.

(S-3) Practically apply appropriate theories, and principles to the solution of contemporary and policing issues.

(S-4) Plan, manage and implement research projects in policing and police leadership.
3.4 Transferable Skills

On completion of the programme, students should be able to demonstrate the ability to:

(T-1) Acquire, evaluate and build upon complex and sometimes conflicting information relating to recent advances in policing.

(T-2) Apply new knowledge in novel and unfamiliar situations and in a cross-disciplinary manner.

(T-3) Learn and work independently.

(T-4) Communicate complex ideas using appropriate means.

(T-5) Become a reflective learner.

(T-6) Integrate ideas and practice in a cross-disciplinary manner.

(T-7) Appreciate ethical dimensions, social values and regulatory frameworks relevant to responsible use of data

Appreciate ethical dimensions, social values and regulatory frameworks relevant to responsible use of data

The relationship of the above learning outcomes to the award levels are as follows:

- PG Cert: K1,2,5 &6; I 1,2,3 5 &6, S 1-3; T 1-6
- PG Dip: K 1-6; I 1-6; S 1-4; T1-6
- MSc: All the learning outcomes are applicable (K1-6; I 1-6; S 1-4 and T1-6)
- This is a Level 7 FHEQ programme

SECTION FOUR: PROGRAMME STRUCTURE

4.1 Structure and Curriculum

MSc Police Leadership, Strategy and Organisation

The MSc programme is designed to produce a dynamic new generation of police leaders – change agents skilled at harnessing emerging technologies and practices to innovate. The programme is designed to provide expanded, inter-relational understanding of the core fields of policing, innovation and business intelligence by offering a range of modules that address their key organisation, technology and management dimensions. It embodies a value-generating focus, anchoring innovation and business practices within the context of broad strategic, marketing and knowledge perspectives, and emphasising leadership skills and evidence based policing perspectives.

The full MSc programme consists of a total of 7 modules, made up of six 20-credit modules (listed below) and one extended 60-credit module (`Independent Study').
For Independent Scholarship participants are required to complete a substantial research project on a topic related to the programme, including a final dissertation/Master's thesis. The topic of Independent Studies in Policing/Independent Scholarship must be approved by the programme leader as being in line with the target award, and be approved by the College as meeting the University Code of Practice and Research Ethics.

The programme has a clear structure consisting of seven modules (six of which are core) on level 7 to be studied at three stages. A postgraduate certificate will be awarded for 60 credits and a postgraduate diploma for 120 credits. In order to obtain the Masters Award learners must obtain 180 credits.

* In order to introduce some flexibility to cater for specialist interests, an optional module has been introduced at PG Dip level. The optional module is drawn from a suite of modules that comprise the MSc Police Leadership, Strategy and Organisation and MSc Criminal Investigation programmes delivered here at the University of Derby and students can chose from the following 20 credit optional modules - All subject to being offered each year:

7CJ545 - Managing Policing Resources
7CJ501 - Policing and Criminal Investigation across the World
7CJ513 - Criminal Investigation 1: Principles of Investigation
7CJ 514 - Criminal Investigation 2: Victims and Witnesses
7CJ515 - Criminal Investigation 3: Suspects
7CJ516 - Investigating Serious Crime
7CJ530 - Digital Intelligence
7CJ537 - Financial Intelligence
7CJ539 - Fundamentals of Financial and Digital Intelligence
Programme Overview

**Autumn Semester (Sept – Dec)**
- Policing and Accountability (20 credits)
- Police Leadership and Organisational Transformation (7CJ518) (20 credits)
- Applied Research in Criminal Justice (20 credits)

**Spring Semester (Jan – Apr)**
- Partnerships and Policing (20 credits)
- *(Optional Module)* (20 credits)
- What Works in Policing (20 credits)

**Year-long (Sept – Aug)**
- Independent Study (60 credits)

**Full-Time Mode (1 year)**

The full-time mode of the MSc programme is a fixed 1-year course of study which starts in September each year (i.e. students may only enrol in the Autumn semester). The programme requires successful completion of 7 modules as described and culminates in the award of an MSc degree.

**Part-Time Modular Mode (Normally, Minimum 2 years - Maximum 4 years)**

The part-time mode of the programme is designed to meet the need for flexibility in working practitioners or graduates who wish to study at a less intensive pace, and over successive stages. It involves an accumulation of module credits (in the sequence as shown in the diagram above), towards the achievement of intermediate and final awards: Pg Cert, Pg Dip, MSc.

Students studying this programme part-time may do so in progressive stages (e.g. Pg Cert first, followed by Pg Dip etc) or at one go (i.e. directly register for the Pg Dip or MSc).

**4.2 Personal Development Planning (PDP)**

Personal Development Planning (PDP) is a term used to describe the “means by which students can monitor, build and reflect upon their personal development” (Dearing Report, Recommendation 20). The University is committed to helping students become independent, autonomous learners, aware of and able to plan their own self-development. The integration of PDP into the programme is seen as essential for supporting student-centred learning. This MSc also recognises that for many of the students who are already engaged in professional
policing practice this programme will also support their ongoing and continuous professional development (CPD).

As a programme for students geared towards career-entry or career development (i.e. type II Masters degree in the QAA framework, 2010) this MSc develops the knowledge / ability of students to establish a profile of aptitude and skills for the work environment and broader job-market. It will enable students to think or learn independently, and to establish with informed judgements their own appraisals of innovation or best practice so that they emerge with a clarified set of professional interests, competencies and principles to shape and underpin their future careers.

Introduction to PDP will begin during induction, and supported throughout the programme by the Personal Tutor system and delivery of modules. From the onset (i.e. induction), students will be expected to identify and reflect upon their learning needs, and manage their studies through self-directed planning.

A personal tutor will be assigned to each student, to further support their ability to think about and plan their studies and development of suitable qualities for employment. Students will be introduced to their personal tutor within the first month of the programme, and are expected to engage with their tutor on a regular basis over the academic year, via meetings or email. The broad role of the personal tutor is to offer pastoral guidance or support along the student journey (note: personal tutors will not replace the role of programme or module leaders, who provide subject-related or assignment support). Specifically in relation to supporting students in planning their self-development of career readiness, the personal tutor will provide advice or help suggest structure to their efforts where appropriate.

The programme will support students’ personal development via stimulating and challenging educational experiences, and will require them to cultivate critical perspectives that serve as a foundation for life-long learning or professional growth. In several of the modules, guest speakers or guru lecturers from the public, private and voluntary sectors will be invited to present personal experiences or perspectives of real-world challenges and projects, which can help students clarify their career goals or motivation. In particular the module on police leadership and organisational transformation will promote appreciation of leadership qualities and thinking that students need to develop to be effective managers in complex, unpredictable environments.

SECTION FIVE: PROGRAMME DELIVERY

5.1 Learning and Teaching Methods

Throughout the programme, students will encounter a diverse range of learning and teaching methods designed to meet the programme aims and assist them in developing a range of appropriate skills and techniques.

The underlying philosophy of the programme is on combining highly-stimulating lectures and engaging seminar group discussions with guided, student-centred learning activities, that are characterised by progressively increasing independence of direction, thought and approach. Fundamental knowledge and understanding will be acquired through formal lectures, tutor-led seminars or practical sessions, complemented by a range of independent learning activities. Key features of the teaching and learning environment include the following aspects:
Lectures are used to introduce a strong foundation of concepts, theories, illustrations and themes, which students are then enabled or encouraged in seminars to actively explore, apply, debate, extend and refine, through careful examination of issues and problems.

Analytical capacity, problem-solving skills and critical perspectives are developed using a range and combination of real-world / theoretical case studies, problem-based scenarios and puzzle-based techniques. Deep learning is fostered via case study-based discussion with a distinct emphasis on theory-informed dialogue and question-driven enquiry.

Through classroom exercises and coursework assessments, students will develop more advanced skills of research, theoretical analysis, academic writing and time management required for competency at masters level. These skills are further expanded and placed in context by undertaking a major individual project in the ‘independent studies’ module.

Practical based sessions will be used with the aid of the university’s courtrooms and interviewing suite to enable blended learning and to provide simulation of the work related environment in which to contextualise theory, concept and principles.

Technology-enhanced learning is deployed through the provision of online resources, discussion forums and other tools. Subject readings are based on advanced textbooks, leading research journal articles and professional materials, in order to ensure students develop rigorous, critical understanding of work at the forefront of their discipline.

Transferable professional skills are pervasively embedded in modules and assessments e.g. communication and team-working skills required for group activities. Students are encouraged to plan their own work schedules and are required to meet strict deadlines.

Students will be encouraged to work with their peers to form a community of learning that draws from the knowledge base which each brings to the course.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics

As a programme focussed upon the subject of innovation and business intelligence, students will be equipped and challenged to think creatively, multi-dimensionally and resourcefully, in using information (in responsible and ethical ways) to develop insights or perspectives. They will be encouraged to share their learning to stimulate debate or identify areas for continued self-development. They are expected to develop and demonstrate the following key learning competencies:

- **Leadership skills:**
  The overall course will assist students to become more aware of their own personal leadership style(s) and qualities and where active encouragement and support will be given to helping students to develop or further develop their own personal reflective practice. Various modules on the course will help inform the processes, procedures and practices for effective leadership. It includes theories, models, frameworks, tasks and exploration of the roles of leadership and management together with the rational analysis and other processes of decision making within organisations. In particular students will be encouraged to adopt more collaborative leadership approaches and awareness with an acknowledgement of the impact of the environmental, ethical, legal and political backdrop that policing is situated within. Effective demonstration through
coursework and reflective practice will enable students to make application to the Chartered Management Institute (CMI) for Chartered Manager Status.

- **Analytical skills:** Each module offers ample opportunities for students to demonstrate analytical or critical evaluation skills in relation to innovation or BI. Their work is expected to show evidence that relevant issues or problems have been understood and addressed with resources or techniques appropriate to the relevant context. Students will also need to apply effective problem-solving skills that propose and critically evaluate alternative options, and provide clear justification for recommended solutions.

- **Manage learning effectively:** Students are expected to manage the balance of study, leisure and work time effectively. Students will take a professional approach to identifying andremyng any particular weaknesses in study skills through practice, reading of appropriate self-help resources, attendance at workshops or one-to-one tutorials and discussion with peers or staff.

- **Work effectively in groups:** Working in groups forms an essential part of learning experience both inside and outside classroom teaching sessions. Taught sessions will include group discussion or debate, in which students will challenge and enhance their learning and that of others. Group work often takes place outside teaching hours, requiring students to communicate effectively and coordinate their activities. It is each student’s responsibility to develop good working relationships with their study groups through high standards of individual contribution.

- **Obtain and use data/information in a responsible and ethical manner:** Many contemporary innovation and business intelligence practices centre around the use of sensitive data or information (e.g. such as the personal details of customers), and therefore it is essential in preparing for future professional practice that students acquire the relevant knowledge or ability for making use of information in an ethical, responsible manner. Certain modules in the programme will address these knowledge requirements, but it is also the student’s responsibility to develop and maintain the highest standards of ethical and professional behaviour in their studies (e.g. avoiding plagiarism/copying and misuse of data, properly referencing all information from external sources in written work) and when working in collaboration with peers in group work activities.

- **Become an independent learner:** To achieve the high levels of independent study required on the programme, students will need to understand their own profile as a learner and adopt a personal improvement strategy tailored to their individual needs and circumstances. A wide range of resources are available via the University Library (many of which are available electronically); these include professional journals, e-books and specific subject material. The structure of the library services gives students the opportunity for specialist advice whether studying on-campus or remotely. It is up to students to identify their learning needs and seek relevant information or university resources to address them (e.g. DVDs, videotapes, textbooks or audio-visual facilities exist to improve presentation skills). Participants are encouraged to practice with the help of these resources. Information on a wide range of study skills can be found through the Library Services website.
5.2 Assessment

This programme operates within the University’s Regulatory Framework and conforms to the University regulations on assessment.

Assessment is an integral part of the teaching and learning process, allowing the learner to demonstrate an appropriate level of achievement of desired outcomes in knowledge and understanding as well as intellectual, subject and transferable skills. Moreover, the testing of knowledge and skills inherent in assessments are of value beyond their academic context, reinforcing the students’ preparation to fulfil (in the future) the complex role requirements of innovation and business intelligence practitioners in professional settings.

Given the diversity of the students’ backgrounds, and their need to develop skills necessary for future careers as effective professionals, this programme will ensure a broad portfolio of assessments designed to test integrated knowledge, variety in skill or application, as well as topical relevance to business issues, settings and challenges. This approach ensures:

- Each assessment has (transferability) value and relevance to professional practice
- Academic rigour to test and achieve the module/programme learning outcomes

Method(s) of assessment in each module are designed to measure achievement of module learning outcomes. The students will be introduced to these learning outcomes at induction, and again at the beginning of each module. A module description/handbook will be provided, in which the respective module assessment requirements are detailed. While studying on the module, students will be provided with both formative and summative feedback. Assessment marking criteria will be clearly explained at the point of issuance of assignment instructions.

Assessment throughout this programme is through 100% coursework.

A flexible approach has been taken in developing the programme’s assessment strategy, to allow for the diverse nature of the student cohorts as well as the different learning styles of individual students. A range of formative and summative assessment methods are employed to elicit demonstration of practical skills or competencies relevant to professional roles in policing such as: ethical and accountable decision making, performing strategic or market analyses, identifying process enhancements or information system requirement, establishing where and how to commission research and preparing a business case or implementation of strategy for innovation projects and organisational change.

**Formative** assessments will be ongoing, and used not only to augment a structured learning approach (for group or individual learning) but to also provide feedback to students, which is particularly important in the early stages of a module’s delivery (where possible this will be undertaken via blended learning approaches). Formative assessments may include quizzes, debates, case study evaluation, role-play, group work and presentations, as well as enquiry based learning and problem or puzzle-based learning activities.

**Summative** assessment methods which will be used (either singly or in combination) within the modules to meet the module learning outcomes include the following:

- Essay: A written essay involving an in-depth case study analysis, or a debate based on an extensive review and synthesis of research literature or the critical examination and discussion of a given scenario/problem. This approach enables accumulation, analysis and integration of knowledge relating to the organisation and its environment or management practices. It provides a forum within which students can evaluate and
critically analyse a problem domain and identify requirements, solutions and risks. It also introduces softer skills of time management and prioritisation.

- Group presentation with peer group assessment. This approach lends itself to the development of subject specific and transferable skills.
- Live debate session with peer group assessment. This can provide a useful means to deliver formative and or summative feedback to the student. It engages the student and encourages utilisation of transferable and intellectual skills.
- Time-constrained coursework such as management reports, evaluation of a business case, presentation of a strategy or market analysis, or the modelling of information or innovation requirements.

In the case of group work assignments or presentations, individual students are expected to contribute an equivalent share of effort or involvement as the other members of their team. Individual contribution may be indentified through techniques such as self assessment, peer reviews or personal reflections.

The assessment at the Masters level/stage requires students to produce a dissertation in the independent studies module that utilises and integrates a range of knowledge and skills they will have acquired at earlier portions of the programme (e.g. Certificate and Diploma stages). This integrative focus is on perceptive review of literature and application of key concepts or analytical frameworks to collected data, the use of a systematic research methodology, and the ability to critically articulate and debate theoretical perspectives in relation to findings.

SECTION SIX: ADMISSIONS

6.1 Process

The primary function of the admissions process is to ensure there are grounds for believing prospective students are adequately prepared and will successfully complete the programme of study leading to the intended award. Non-standard applicants may be interviewed and counselled before being offered a place, so as to ensure they have the necessary capacity for critical awareness and reflection.

6.2 Entry Requirements

Students will normally hold a bachelors degree from any social science, business or management related discipline, at the 2:2 level or above (or the international equivalent of this). Applicants with a lower degree classification may still be considered for entry if they can demonstrate sufficient work experience and knowledge relevant to the programme (as supported by employers references), as well as effective learning and communication skills and the motivation to succeed on the course, as assessed through a face-to-face interview conducted by the Programme Leader (in such cases where access to campus is prohibitive for a face-to-face meeting, then an alternative method like Skype may be utilised instead).

In addition, applicants who are applying to study on the programme who do not have English as their first language will need to hold at least one of the following qualifications:

- IELTS 6.5 with a minimum of 6.0 in each module
- TOEFL 550 paper based (213 computer based or 80 internet based)
- Cambridge Advanced Certificate pass
- London Tests of English level 5
- International GCE O level English Language grade C
- International GCSE English or English as a second Language grade C
- ASE Proficiency pass

Students who can demonstrate that they have already successfully studied in a country with English as the first language, such as the UK, USA, Canada or Australia, may not need a formal English language qualification. Where this is the case, requirements will be assessed on an individual basis by interview with the Programme Leader as detailed above.

Where appropriate qualifications have been obtained by the candidate at other learning situations, or where management experience shows significant indicators of expertise in a particular field, the student might be able to claim APL (either certificated or experiential). This will be assessed on an individual basis, provided the candidate is able to demonstrate evidence of the knowledge, skill or certificated award.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

7.1 Student Support and Guidance

The programme team will provide personal support and guidance to and advice on access to the university’s Student support services.

An induction programme will be run for students before formal classes begin, in which they will receive a programme handbook containing essential information about their studies and available support services (the information is also online on the University module webpage). At induction, students will also receive information about the electronic library services, data resources (such as access to Data Stream/Amadeus and/or other business and trade data sets), module information as well as other University support services and regulations.

The programme team consists of the programme leader and module leaders at each stage. They will provide you with support and guidance as appropriate in relation to their activities. In addition you will be allocated a personal tutor who will monitor your progress and advise you on study or welfare issues (details found in the Programme Handbook).

The Faculty also includes a student liaison officer who can provide additional administrative support or guidance as stated in the Programme Handbook. The University Central Student Support Services offers a wide range of general, specialist and professional support services for students. Students with special needs should register with the Student Support Services, which will be able to design a personalised Student Support Plan. The University also offers facilities for religious observance in the Multi-Faith Centre.

Students are encouraged to contact the module tutors via e-mail if they have any difficulties. If the module tutor is not available or there is a programme related issue or query, students are strongly encouraged to contact the programme leader. The programme team will provide personal support and guidance to you and advice on access to the university’s student support services. You will be provided with a detailed induction in your first few days of the programme to familiarise you with the university campus, processes and procedures, key personnel, programme details and tutors. Due to the high level of fellow international students in the full time mode of study, this early induction will also focus on the challenges
of working in a different cultural academic environment and on developing coping strategies to deal with this. Additional support will be given to ensure that students are familiar and confident in using the university’s VLE and related systems (e.g. access to the university online portal, UDo etc.). Attention will also be paid to the differences of studying at masters level to assist you in making the transition from undergraduate and/or professional body to postgraduate study.

The programme team consists of the programme leader and the module leaders at each stage and all the team will provide you with appropriate support and guidance related to their activities. In addition, you will be allocated a personal tutor who will monitor your progress and help you with individual issues. International student enquiries including visa queries will be signposted to the International Student Centre, details are provided in the Programme Handbook.

The College/Department also provides a Student Liaison Officer who can provide additional support and advice and postgraduate administrative support as detailed in your Programme Handbook. The University central Student Support Services offer a wide range of general, specialist and professional support services for students as detailed in your programme handbook.

Students with special needs can register with the Student Support Services who can design a personalised Student Support Plan. In addition, the programme design and delivery has sought to incorporate the university’s guidance upon inclusive practice and ensuring accessible curriculum throughout. For example the guidance covers such topics as: flexibility in student attendance requirements; availability of study full or part-time; alternative assessments; support to students in lectures and seminars; access to computer and IT support and so forth. The University also offers facilities for on campus students for religious observance in the Multi-Faith Centre.

Supervisory arrangements are formalised in terms of independent study for the Dissertation, with a designated tutor for each project. Additionally, personal tutorial support will be provided in the module Studying at Masters Level & Research Methods to work with you on a one-to-one and small group basis focusing on personal development planning issues to develop study and employability skills, and preparing you to become an independent learner to support life-long learning after completion of the programme.

The University offers a range of advisory services offering support to students. Most services are accessible on a drop-in basis and also offer appointments if you would like to discuss personal or academic related matters in more detail. Please familiarise yourself with the services and if you are experiencing any difficulties make sure that you speak to someone about it.

The **Student Handbook and Diary** is an excellent source of further information about support services. Students will receive a copy upon enrolment and additional copies are also available from the Student Support and Information Services. The handbook and diary are a useful source of reference and will assist in the recording of deadlines and forthcoming events.

Given the professional opportunities afforded by an advanced masters programme in MSc Police Leadership, Strategy and Organisation a key feature of support will be via the student cohort itself.
7.2 The Student Voice

The University is very keen to hear about the experiences of students and welcomes all feedback, good or bad which will help the programme team to improve the student experience. The University therefore tries to find various ways in which students can provide feedback, both formally and informally. In terms of formal arrangements there is encouragement for the election of student representatives who feed into the Programme Committee. These committees are held three times a year. Programme Committees review and monitor the operation of the programme and any intended changes to the programme need to be approved by the Programme Committee.

Student representatives play a vital role in the procedures for ensuring the quality and smooth running of the programme and can raise both concerns and areas of particular satisfaction at these meetings.

In addition, students are encouraged to make suggestions for improvements to the programme. This can be done by directly contacting the programme leader. Students can also pass comments via their student representative. In addition to the programme committee meetings there will also be regular monthly contact/communication between student representatives and the programme team. This allows many issues to be raised and responded to rapidly. Of course, the programme team cannot guarantee to act in accordance with all requests but they will respond to each request with the reasons for decisions.

The University also operates a number of annual surveys to which all students will be invited to participate.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

The MSc Police Leadership, Strategy and Organisation will provide students, on successful completion, a step up in their professional development and enhanced employment potential (and if already in employment, enhanced promotion) potential.

After successfully achieving the MSc award students will be able to apply for membership of the Chartered Management Institute (CMI) and accredited Chartered Management status.

Whilst most students having completed and passed this programme are likely to be in employment or progress into full time employment the MSc Police Leadership, Strategy and Organisation also offers an excellent opportunity for students to progress onto PhD study.

SECTION NINE: EMPLOYER LINKS

Employers needs and opinions have been taken into consideration in the design, content and the delivery of this programme including within the UK, Her Majesty’s Inspectorate of Constabulary, local and regional police forces, the College of Policing and Police Scotland and more internationally, policing services within Malaysia, Qatar and the UAE, together with representatives from the private sector engaged in the broader policing agenda.
The University has extensive partnerships networks and alliances which can allow students to access resources, expertise and opportunities in order to gain worked based experience and research. The programme team will undertake to promote and foster partnerships with these key vendors in the market. The programme links with policing, criminal justice partnerships and oversight authorities will also be used to ensure current issues or practices are reflected throughout the modules. The external links across the teaching team will also augment the delivery of relevant content. Such links, where relevant, will facilitate guest speakers to provide students with exposure to real life role experiences in the real world of policing.
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<tbody>
<tr>
<td><strong>(K-1)</strong> Knowledge of concepts, theories and models for understanding contemporary practices in police leadership, strategy and organisation</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>(K-2)</strong> Knowledge of the role and function of policing within a modern democracy and against the backdrop of an increasingly interconnected and networked world.</td>
<td>✓ ✓ ✓</td>
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<tr>
<td><strong>(K-3)</strong> Knowledge of the issues and thinking, leading edge theory together with practice and techniques applicable to research in policing.</td>
<td>✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>(K-4)</strong> Knowledge of concepts, appropriate models, strategies and methodologies for dealing with complex problems</td>
<td>✓ ✓ ✓</td>
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<tr>
<td><strong>(K-5)</strong> Knowledge of concepts/theories of leadership behaviour, and approaches for leading change</td>
<td>✓ ✓</td>
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<tr>
<td><strong>(K-6)</strong> Knowledge of the intersectionality of power in relation to the police with other agencies and in relation to responses to crime, law and order</td>
<td>✓ ✓ ✓</td>
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<tbody>
<tr>
<td><strong>(I-1)</strong> Analyse a range of complex problems in the field of policing</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>(I-2)</strong> Critically analyse current issues and developments in the field of policing</td>
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<td><strong>(I-3)</strong> Apply innovative and novel methods in solving problems, making use of current knowledge at the forefront of policing, criminology and business</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Subject Specific Skills</td>
<td>Policing and Accountability</td>
<td>Police Leadership and Organisational Transformation</td>
<td>Applied Research in Criminal Justice</td>
<td>Partnerships and Policing</td>
<td>What Works in Policing</td>
<td>Independent Study</td>
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<td>(I-4) Critically evaluate and select methods and approaches to solving problems</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
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<td>(I-5) Adopt a self critical approach</td>
<td>✓ ✓ ✓</td>
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<td>✓</td>
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<tr>
<td>(I-6) Engage in lifelong learning so as to remain at the forefront of their academic discipline</td>
<td>✓ ✓</td>
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<td>✓ ✓ ✓</td>
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<td>Transferable Skills</td>
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<tr>
<td>(S-1) Identify research issues in the field of policing and police leadership</td>
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<td>(S-2) Undertake research and sourcing, organising, and abstracting meaning from information where little prior knowledge may exist.</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>(S-3) Practically supply appropriate theories and principles to the solution of contemporary policing related issues.</td>
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<tr>
<td>(S-4) Plan, manage and implement research projects in policing and police leadership</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>(T-1) Acquire evaluate and build upon complex and sometimes conflicting information relating to recent advances in policing.</td>
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<td>(T-2) Apply new knowledge in novel and unfamiliar situations and in a cross-disciplinary manner</td>
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<td>(T-3) Learn and work independently</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>(T-4) Communicate complex ideas using appropriate means</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>(T-5) Become a reflective learner</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>(T-6) Integrate idea and practice in a cross-disciplinary manner</td>
<td>✔️</td>
<td>✔️</td>
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Sensitivity: Internal