

<b>Programme Title and Name of Award</b>	BSc (Hons) Security, Intelligence and Investigative Practice		
<b>Academic Level</b>	6	<b>Total Credits</b>	360
<b>Professional Body Accreditation / Qualification</b>	N/A		
<b>Date of Professional Body Accreditation</b>	N/A	<b>Accreditation Period</b>	N/A
<b>UCAS Code</b>	L437		
<b>JACS Code</b>	N/A		
<b>HECoS Code</b>	100486		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/security-intelligence-and-investigative-practice/">https://www.cumbria.ac.uk/study/courses/undergraduate/security-intelligence-and-investigative-practice/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <p>Potential to succeed can be measured in a number of ways including academic qualifications and skills obtained outside academic study such as work and leisure experience. We have a points range so we can take into account all of the information on application and adjust the offer from the evidence provided.</p> <p>All applicants will have the opportunity to partake in a virtual crime scene or security design task through an onsite or virtual masterclass. They will be tasked with completing a 1000-word assessment detailing considerations in crime scene management or security design appropriate to their level of knowledge. This assessment will have the potential to be awarded 24 UCAS credit equivalent, towards entry for this programme.</p> <p>This programme of study is suitable and accessible for international</p>		

	<p>students. The International English Language Testing System (IELTS) is applicable.</p> <p>If English is not the student's first language they must have an IELTS score of 7.0 with a minimum of 6.5 in each component, Or equivalent.</p> <p>Aspiring students within the military may undertake this course in connection with their Enhanced Learning Credits (ELCAS) entitlement.</p> <p><a href="https://www.cumbria.ac.uk/study/student-finance/armed-forces/">https://www.cumbria.ac.uk/study/student-finance/armed-forces/</a></p> <p>Applicants are advised to familiarise themselves with eligibility and vetting criteria for specific occupations to confirm this programme will support them in a chosen career path</p>
<b>Teaching Institution</b>	University of Cumbria
<b>Owning Department</b>	Business, Law, Policing and Social Sciences. Centre of Excellence for Policing Studies.
<b>Programme delivered in conjunction with</b>	N/A
<b>Principal Mode of Delivery</b>	<p>Face to face.</p> <p>This programme is also available fully online for distance learning.</p>
<b>Pattern of Delivery</b>	<p>Full time or Part Time</p> <p>(This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader).</p>
<b>Delivery Site(s)</b>	Carlisle - Fusehill Street
<b>Programme Length</b>	3 years full time
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>CertHE Security, Intelligence and Investigative Practice</p> <p>DipHE Security, Intelligence and Investigative Practice</p> <p>BSc Security, Intelligence and Investigative Practice</p>
<b>Period of Approval</b>	August 2019 – July 2025

## Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

Centre of Excellence for Policing Studies at University of Cumbria have been delivering Policing related degree courses since 2009. This programme is part of the suite of courses designed for people wishing to become part of the wider 'policing' world including professionals in the security, intelligence and investigative disciplines wishing to enhance their practice. The three pillars of security, intelligence and investigation form the core of this programme of study.

The role of Police Constable will become graduate entry position in January 2020. This programme will meet the needs of people wishing to become a Constable under the degree holder entry programme, where graduates will undertake the knowledge elements of a 'police curriculum' post-employment at the expense of the employer.

A third of the police workforce in England and Wales are classed as police staff, The police service is currently recruiting into roles that were historically performed by constables. Posts such as Detectives, Intelligence Officers, Analysts, Cyber Investigators and major incident staff are amongst such posts recently advertised. The appetite for such roles can be evidenced by the 5000+ applications for 180 detective roles in the Metropolitan Police (2018).

The establishment of the National Crime Agency (NCA) in 2013 highlights the diversification of investigation and law enforcement. Officers from organisations such as Gangmasters Licensing and Labour Abuse Authority (GLAA), Immigration and Border Service, Child Exploitation and on-line Protection Service (CEOP) H.M Revenue and Customs, Department of Work and Pensions (DWP) have been granted powers traditionally associated with the office of constable in recent years.

The law enforcement sector is increasingly complimented by the private sector, working both with and independently of the police service.

The security industry, embraces a range of responsibilities: licensing, personal, industrial, environmental, protective, risk assessment, design of mitigating measures, military, local and national infrastructure in both traditional and digital formats.

Intelligence is embedded in law enforcement and security. It is difficult to imagine any sector, public or private existing without intelligence gathering and use informing their service.

Recruitment to these industries seeks individuals with an investigative mindset, critical, ethical, honest viewpoints supplemented with knowledge of the specialism. Recruitment numbers across a diverse range of careers currently exceeds that of the police services opening for constables.

The 2004 Butler review highlighted the need for professionalisation of the intelligence and security industries. The Professionalising Investigation Programme (PIP) was introduced to policing in 2003.

Professionalisation is a thread throughout the three main threads of this programme, security, intelligence and investigative practice. The content borrows from PIP to create alumni who will meet the needs of a developing workplace. Engagement with industry contributes to the programme and creates opportunities to be part of the development and recognition of best practice.

As the security industry continues to expand. Professionalisation is a commonly heard term. A key feature of this programme is to close the gap between acquisition of professional knowledge and implementing that knowledge.

BSc (Hons) Security, Intelligence and Investigative Practice will support graduates in applying for police constable roles through the non-policing degree portal. It is envisaged that the wider opportunities referred to in both public and private sector will be available to graduates. The police constable role has a series of eligibility criteria. Those seeking this position are advised to familiarise themselves with their chosen forces norms. It should be noted that these eligibility standards are associated with the position of constable. Police staff and other employers will have their own role specifications. Failure to meet constable eligibility does not bar applications to other roles in policing, although you are advised to confirm on an individual basis. The nature of practice this programme is likely to lead to suggests that many roles will be subject to a form of vetting. Students are advised to consider this alongside role competencies.

Degree programmes are commonly delivered through a series of modules. These are shared through semester 1 and semester 2. We feel it important that you are aware of how your learning builds upon itself from the earliest part of your programme and to meet your tutors in a learning environment. We arrange for you to gain this information by scheduling familiarisation sessions in each module at the earliest opportunity.

The course is designed and delivered by people with academic and industry expertise in the relevant areas. This ensures the course meets the requirements of a degree programme whilst preparing you for the professional environment of your future.

You will identify the three threads (security, intelligence and investigative practice) this programme is built on, through the titles. Equally important is the fact that they are inter-related, scaffolding on each other to build a multi-faceted practitioner commensurate with complex interrelated strategy design and problem solving in a multiparty, multi variable environment. Creating rich meaningful experiences.

The modules build from introductory, enabling you to have a firm understanding through to a strategic international perspective in line with contemporary security, intelligence and investigative demands.

The concept of inter-operability and partnership working is reflected in two modules, which are shared with associated programmes. HSOS4101 Crime Scene Investigation addresses an area where the junction of professions is paramount, will see Security, Intelligence and Investigative practice students working with peers from the BSc (Hons) Forensic Science programme. Your final year dissertation module POLI6505 is shared with BSc (Hons) Professional Policing. It is anticipated that students from both disciplines will bring a significant amount of learning and experience creating a mutually supportive environment to this important opportunity to demonstrate your research skills in a professionally orientated environment.

Life experience is an important facet of your future employability. This programme incorporates an optional 'Practitioner Action Research' module SIIP5002 in your second year of study through which

you can align the experience gained through your studies with the work place. Students in a position of employment or volunteering in an environment which can be linked to the core themes of this programme may have the opportunity to conduct an action research project centered on their workplace. Support will be provided for students selecting this module. Responsibility for sourcing employment or volunteering opportunities upon which this module depends is that of the student. Applications and any associated vetting requirements will be the responsibility of the student and the organisation. Costs associated with this optional module are not the responsibility of University of Cumbria. Volunteering plays, an important part in future prospects and is recognised by the universities career ahead programme, which enhances your opportunities with awards additional to your degree. Students selecting the alternative SIIP5003 Forecasting future challenges module will again bring their learning to a work place type environment where they can develop their existing skillset aligned to working practice.

In the third year of studies, students have flexibility in their choice of Dissertation / Work based project module POLI6505 to align this piece of work to their own experience of the three pillars and future ambitions.

The breadth of content of this programme, seeks to give you the widest possible opportunity for entering trades allied with the programme title. Your theoretical understanding will be aligned and assessed in a practical environment where possible to create self-belief, well placed confidence and the knowledge that you can succeed and work within your chosen area.

The three threads (security, intelligence and investigative practice) are influenced by global events and perspective. Exploring these areas of specialism in this context confirms that this programme is suitable for international students as well as those based in the United Kingdom.

Current practitioners in all three areas of practice are as important as future workforce. All modules in this programme are available on a stand-alone basis, allowing prospective students to undertake higher education studies pertinent to their position. The opportunity to undertake degree level education in module-sized portions combined with the potential to have existing learning recognised through accreditation of prior learning makes this programme accessible to a diverse range of candidates.

This programme is available to those wishing to undertake full time campus based or distance learning study. Distance learning students will be aligned to the full time schedule and should be aware that in order to cultivate a culture of teamwork and to maximise the benefits of working in a group they will be required to undertake learning (other than guided independent learning) synchronously to campus based students.

Occasionally students may express a wish to transfer to an alternative programme of study. In the initial stages of a programme of study, providing the course admissions tariffs are similar and places are available, this may be possible. As programmes progress the variation between learning will naturally widen, making any transfer more problematic. Applicants are advised to engage with their course team throughout the admissions process so as to make informed decisions. Links to university advice on course transfer is appended.

<https://my.cumbria.ac.uk/Student-Life/Your-Studies/Your-Course/Taking-a-break--transfers-and-withdrawals/>

A range of career options are referred to in the graduate prospects section. A range of further study at masters level is available to graduates on a full time or part time basis to combine with or enhance prospects in their careers. This can be progressed to following your successful completion of the programme or combined with career progression at a future date

## **Aims of the Programme**

## The overall aims of the Programme are:

1. To provide students with the knowledge, attributes and technical skills to take up a range of opportunities and careers centred on security, intelligence and investigative practice.
2. To introduce a comprehensive range of specialist skills to support security, intelligence and investigative practice, drawing on critical awareness of current thinking in these areas of practice
3. To facilitate the development of students as innovative, creative leaders and change agents, able to evolve alongside rapidly changing working environments.
4. To create a culture of versatility and a lifelong, pro-active approach to developing transferable skills for working practice.
5. To promote the benefits of a critically- reflective, effective and flexible approach to complex concepts and professional situations by means of a synthesis of reflection and data drawn from scholarship, research and personal enquiry.
6. To develop creative, adaptable problem solving decision makers who can draw on critical awareness with an understanding of the importance of continuous professional development.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well-defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

### **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 120 credits of study (CertHE) you will be able to demonstrate:**

- K1. A fundamental understanding of ethics and values within investigative decision making
- K2. An understanding of the interrelationship of the security, intelligence and investigative industries
- K3. Application of an unbiased approach to lawful, volume crime investigative practice
- K4. A fundamental understanding of managing and mitigating risk in a security context
- K5. Recognition of physical and digital vulnerabilities to criminal interference

#### **After 240 credits of study (DipHE) you will be able to demonstrate:**

- K6 A range of techniques to initiate, prepare and undertake critical analysis of information and to propose solutions or further enquiry in a professional context
- K7. An understanding of lawful and ethical practices within an information gathering context
- K8. Considered application of information gathering measures in a dynamic environment
- K9. Application of key concepts when eliciting information from suspects and witnesses in an investigative environment

#### **After 300 credits of study (Ordinary Degree) will be able to demonstrate:**

- K10. Critical understanding of how global events influence threat development
- K11. Critical analysis of how investigative practices impact on society
- K12. A creative, innovative, detailed appreciation of measures to protect vulnerable elements from criminal exploitation within society
- K13. An appreciation of the global context to information gathering and offending

#### **After 360 credits of study (BSc Honours) will be able to demonstrate:**

- K14. The capacity for independent self-managed learning
- K15. The capability to identify knowledge gaps in contemporary security, intelligence or investigative practice

K16. The complex evaluation of data to support insightful analysis and critical argument within threat assessment and management regimes

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 120 credits of study (CertHE) you will be able to:**

- S1. Select, analyse, interpret and draw inferences from information from a variety of sources relative to investigative practice
- S2. Outline the fundamental principles of problem solving in an investigative environment
- S3. Identify and manage risk in a straightforward security context
- S4. Describe the consequences of inefficient physical or cyber security

#### **After 240 credits of study (DipHE) you will be able to:**

- S5. Apply written and oral communication skills suitable for the context in an information gathering environment
- S6. Identify risk and design sound mitigating measures to manage it in a criminal context
- S7. Examine the relationship between criminal investigation behaviours and results
- S8. Evaluate information and create hypothesis in an intelligence gathering context
- S9. Apply a range of techniques to initiate, prepare and undertake critical analysis of information and to propose solutions or further enquiry in a professional security, intelligence or investigative practice situation

#### **After 300 credits of study (Ordinary Degree) will be able to:**

- S8. Apply creative, innovative techniques to on-line investigations to further investigative opportunities using digital media
- S9. Critically compare arguments and evidence to inform the development of policy in security design
- S10. Develop innovative strategic responses to defined problems in a security, intelligence or investigative context
- S11. Critically reflect on globalisation's influence on maintaining security in digital and non-digital contexts

#### **After 360 credits of study (BSc Hons) you will be able to:**

- S12. Plan and execute research which supports an evidence-based professional practice
- S13. Challenge and extend accepted ideas through the use of knowledge evidence-based arguments
- S14. Clearly communicate and apply complex theoretical concepts in practical and professional contexts

### **External and Internal Reference Points**



The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Staff engaged in the development and delivery of this programme are active in continuing professional development. A significant amount of practical experience is aligned to a professional requirement to maintain a current level of knowledge. All staff hold or are active in post graduate qualifications and research pertinent to professional practice.

There are no specific Quality Assurance Agency (QAA) benchmarks for the subject areas. This programme has been designed in line with relevant aspects of the following QAA benchmarks:

Criminology (2014) [http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-criminology-14.pdf?sfvrsn=b3e2f781\\_8](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-criminology-14.pdf?sfvrsn=b3e2f781_8)

Social Policy (2016) [http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-policy-16.pdf?sfvrsn=4895f781\\_10](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-policy-16.pdf?sfvrsn=4895f781_10)

National Occupational Standards (NOS) specify standards of performance in the workplace. They are available for a variety of roles connected to this programme. The following Standards have informed the development of this programme

- SFJCEC2G2 conducting investigations,
- SFJC08 covert internet investigations,
- SFJCJ202 interview suspects,
- SGJCJ101 interview witnesses,
- SFJCJ402 debrief offenders assisting investigations,
- SFJCCAB1 Anticipate and assess the risk of emergencies,
- SFJCG103 handle covert human intelligence sources,
- SFJCM202 produce intelligence products,
- SFJCM102 obtain and analyse information for intelligence purposes,
- SFSINV7 Investigate and develop intelligence,
- SFJCM4 Use inference development to make judgements,
- ESKISP6065 manage secure operations and service delivery,
- SFSPS043 maintain the integrity of a restricted area,
- ESKITU042 Implement security procedures for digital systems. The influence of relevant industry representatives to the development of the programme is reflected in the module content.

Internal reference points:

- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Learning, Teaching and Assessment Strategy](#)[UoC Academic Regulations and Academic Procedures and Processes](#)
- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)

- [UoC Departmental Business Plans](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- [UoC Collaborative Provision Strategy](#)

## Graduate Prospects

Graduates from this programme are eligible to apply for Police Constable positions under the degree holder entry programmes. Staff roles including analytical, investigative and intelligence-based positions within the Police will be available to those with the skills generated by this programme.

The pluralisation of policing and traditional policing roles has seen the establishment and expansion of a range of agencies, such as Security services, GCHQ, National Crime Agency example the range of potential employers.

Public and private sector investigative positions will be options for graduates as will intelligence-based roles across a wide range of industries. The public and private security trades will mirror these opportunities.

Intelligence is not a secretive part of investigation. All sectors from retail to environmental have requirements for intelligence analysis to inform their practice

Many organisations require security focused personnel. Transport, leisure and service sectors all have security requirements calling for professional practice.

You are advised that many of the career options you may seek are subject to a range of vetting criteria. Please consider this and make yourself aware of any specific requirements, which this range of sensitive positions may require.

The University of Cumbria graduate attributes are:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in their discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in their digital capabilities
- Able to manage their own professional and personal development
- Global citizens, socially responsible and aware of the potential contribution of their work to the cultural and economic wellbeing of the community and its impact on the environment
- Leaders of people and places
- Ambitious and proud.

Align these to the skills and knowledge sets this programme engenders. Research employment in your chosen area of security, intelligence or investigative practice. It is likely the role specifications will mirror these attributes, creating an environment where opportunity exists.

This aligns to professional requirements across the threads of security Intelligence and Investigative Practice.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Security, Intelligence and Investigative Practice is delivered through a variety of methods. The delivery is designed to foster confident, self-reliant students, well placed to maximise their study. Learning approaches throughout the programme balance academic study and professional practice. Representatives from a range of professions active in the three core areas contribute to the curriculum to ensure students are well prepared for future careers. Professional practice is used to illustrate research and theory. Simulations are used to provide students an environment to utilise their learning in a practical environment. The campus environment is supplemented by our 'Crime House', a detached building in its own grounds, allowing us to design and introduce practical based events to supplement teaching and assessment. The opportunity to simulate practical environments continues with the use of virtual reality equipment to create a safe supportive environment to use developing skills.

Acquisition of knowledge and understanding is through a combination of:

- Lecture
- Facilitated discussion and debate
- Case Studies
- Guided reading and study
- Reading groups
- Simulation
- Peer assisted learning
- Interactive on-line and classroom based activities
- Virtual reality simulations
- Creating a nexus between social media, research and traditional lectures
- Reflection on contemporary issues
- Volunteering opportunities
- Experiential visits to the work place

The course features the three pillars of the programme title. It is important to recognise the synergy of all three pillars. Each module is designed to support current and forthcoming learning on the programme which itself is designed to foster your future professional development. The symmetry of investigation and research features throughout the programme. A number of your modules at level 5 (Second year) emphasise how the investigative discipline compliments your academic research. This helps to prepare you in considering and designing your final year dissertation project where your academic research skills are paramount.

Tutorial support is provided through the personal tutorial scheme. You will be allocated an individual personal tutor who will meet with you at least twice per semester to discuss your progress and any associated elements influencing your learning.

Summative and formative assessment is an important part of the programme curriculum. It is recognised that a breadth of assessment strategies is supportive across the range of student preferences. Support will be provided to successfully meet the assessments within modules. A selection of assessment methods are employed including:

- Case studies
- Essays
- Reports
- Examinations
- Practical skills assessment
- Poster presentation
- Oral briefings
- Virtual reality supported vignettes

### **Learning and Teaching**

University of Cumbria learning Teaching and Assessment strategy

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/ags/documents/LearningTeachingAssessmentStrategy.pdf>

This Security, Intelligence and Investigative Practice programme provides the opportunity to create a multi-faceted learning environment where theory combines with professional practice to facilitate increased understanding and confidence in application.

University of Cumbria virtual learning environment is complemented by the Carlisle based 'crime house', which provides increased realism to our learning simulations.

The programme team recognise that students are individuals with specific teaching and learning needs and attributes. Each module has varied teaching, learning and assessment methods to optimise every student's potential for learning, with a range of teaching strategies, and the focus on theory-practice balance. Every module has a module handbook providing full details of intended learning outcomes, module content and suggested reading list. Students are supported throughout the programme by the programme team, Library and Academic Learning Advisors, and also taking increasing responsibility for their own learning. At this level of study students are encouraged to take responsibility for their own learning with staff facilitating the learning process. The aim is to encourage a high level of student autonomy in learning and the capacity to apply this within the wider environment. These overall aims are achieved through the use of a variety of learning and teaching techniques. Full-time students will be in attendance on campus; the part-time mode is designed to be studied more autonomously through on-line engagement and tutorials. For full-time students, learning will take place during a mixture of lecture, seminars, discussions, debates, group tutorials, case studies and problem-based learning exercises supported on-line via the University of Cumbria's Virtual Learning Environment, Blackboard. Part-time students will have full access to learning materials via Blackboard. There will be the opportunity for all students to participate in virtual seminars, discussions, debates, group tutorials, case studies and problem-based learning exercises. Lectures from the full-time programme will be recorded and made available to part-time students. Self-evaluation is a key learning strategy; tasks are set and completed on an individual or group basis according to the needs of the activity. This on-line learning will be supported by at least one face-to-face workshop during the delivery of each module.

## Summative and Formative Assessment

Assessments within this programme have been designed to reflect the authentic professional requirements of working practice in the three main disciplines.

Examples of assessment methods include: Practical skills assessments, case studies, reflective reports, academic essay, assessment reports. Part-time students will undertake equivalent assessments to reflect practical approaches. Links to practice are exploited with opportunities to research current events and align these to your learning occurring throughout the modules.

Learning and Teaching Assessment (LTA) approaches will be continually evaluated and improved by using module evaluations, student feedback, peer review of teaching, and module development sessions. These will ensure an enhanced student learning experience and continuing professional development of the academic team to maintain best practice in Learning, Teaching and Assessment.

Formative assessment is an important feature within this programme. The nature of the formative work varies across the modules, and will be used to extend your learning and to prepare you for the summative assessment. Formative work includes in-class or online activities such as presenting work-in-progress presentations and reports. Peer and self-assessment are also used to provide feedback on formative tasks. The formative assessments align with our approach to personal tutorials to create an environment where staff and students work together in preparing assignments. This ensures you are producing the best most informed work possible. Marks for formative assessment are for your information only and do not count towards passing the module.

Feedback methods for formative assessment include:

- Immediate verbal or written feedback where possible supported by feedback on-line via University of Cumbria learning environment (Blackboard).
- Peer feedback through seminars via discussion or presentation feedback

**Summative Assessment** is conducted through a wide variety of formats and methods; the marks for summative assessments count towards passing the module. Feedback on summative assessment may be written, oral, or recorded audio or video.

## Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### Induction

Individuals, who choose to study with us at University of Cumbria, come from a wide range of individual and educational backgrounds. We design induction and the early stages of your study programme with this in mind. The aim is to make your personal transition to studying at University as smooth as possible.

The start of your studies is an important time for all students. The wider University and programme team design a range of familiarisation activities addressing location, learning in higher education and ensuring you have knowledge of all aspects of your programme to assist your planning over the weeks and months ahead. You will meet staff from across the teaching and administration team, find

your way around the campus, learn how to access timetables, teaching materials and other online resources, begin finding your way around Carlisle and start to spend time with your fellow students.

BSc (Hons) Security, Intelligence and Investigative Practice course is part of the Centre of Excellence for Policing Studies. As part of the Policing suite of courses, you will be studying alongside students from the various Policing and Criminology courses who are following similar disciplines. All aspects of security, intelligence and investigation are reliant on working with partners and crossing boundaries. The development of the Centre encourages this interoperability from the very start of your programme.

It is acknowledged that study forms part of your life and you will have a variety of demands on your time. Learning to plan and prioritise your time is an important aspect of student life. It is possible that demands may feel a little overwhelming at times. We seek to create a climate where we are all seen as working together towards a common aim. As part of this, we encourage you to discuss issues with your tutors or Personal Tutor (PT) as they arise in order we can achieve mutually agreeable solutions.

Your academic year is split into two semesters, one leading up to Christmas (some assessment work may be due in January) and the second from January until May. Your modules are shared across these two semesters to give you a balanced workload.

Following welcome week, this programme follows an initial period where you experience aspects of each module you will be undertaking in the academic year. This provides you with a yearlong overview of your chosen programme content, the opportunity to meet all your tutors in a learning environment whilst highlighting where all modules meet to create an overall learning experience. This timetable will then revert to specific semester modules. This creates a short period where you will be in University more than some of your peers. The aim is to place you in a position where you can plan for the full year with confidence and address modules knowing what they are likely to lead to. This study familiarisation will take place at the start of each of your years. A similar regime will occur immediately prior to you finishing semester 2 concentrating on the following year, highlighting any preparation you may benefit from. We believe that linking you to the core of the processes allowing you to personally forecast demands on you and your time will result in a better student experience.

### **Personal Tutoring**

You will be allocated a Personal Tutor (PT). Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

You will meet with your Personal Tutor on a minimum of four occasions per academic year in year 4 (and twice yearly in years 5 and 6). These meetings are in addition to any discussions you may initiate which are without limit. The scheduled meetings will include the opportunity to examine your marks and feedback across modules to identify practice which can be encouraged across modules and recognising where further support may be beneficial.

Each, year group of students will be provided with the opportunity to nominate and select 'student representatives'. The representative position will provide a conduit between the students and tutors. Once per semester a meeting will be arranged where student representatives can raise any matters the group wishes with staff members of at least principle lecturer level. These meetings will be minuted to ensure matters raised are addressed or actioned to the satisfaction of all parties.

Students who find themselves at a distance from campus or who have chosen to study by this method can be assured of the same approach utilising the variety of communication technologies that form such a strong part of this programme.

The course team are proud of a history establishing environments where all participants are comfortable with discussing matters with a variety of tutors this is encouraged although it is recognised that occasions exist where you may be more comfortable with the PT system.

### **Library and Academic Support (based in Information Services)**

The course team have a close and dynamic relationship with Library and academic support advisors. You will find them taking an active part in delivering elements of modules throughout the programme. Appointments are available and encouraged to allow you to discuss and remedy any specific issues you have identified in your studying and assessment preparation. Your module leaders may suggest making appointments if it is felt by you and them that this may assist you in gaining maximum recognition for your studies and efforts.

Module leaders will collaborate with Library and Academic Learning Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [One Search](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#). Tutors will guide you towards readings, texts documentaries and other resources to support lectures and seminars throughout your modules.

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional [Library and Academic Advisors](#). It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face-to-face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access University electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you are not confident about your IT skills, we are always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

If you feel you may benefit from a range of bespoke supports, you may refer yourself to this programme or discuss the matter with your personal tutor or any connected member of academic staff. A wide range of support mechanisms are available dependant upon the matters to be addressed. These ensure that no student in need of support will be disadvantaged by their situation. A matter the course team are passionate about.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Headstart**

The programme team are advocates of the Headstart programme and recommend engagement at the earliest opportunity. Students who have completed this learning are at a definite advantage in the early stages of their learning.

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into University and to start to develop the academic skills that will help them become successful students.

All undergraduate students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your programme, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at University, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Peer Mentoring @ Cumbria**

Centre of Excellence for Policing Studies has a proud history of student volunteers and mentors, many of whom have realised the benefits when applying for employment. Our students have been recognised with awards for their volunteering and mentoring on several occasions.

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Having experienced the benefits of working with others we would encourage you to support the programme as mentors in future years.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).



<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	SIIP4001	Intelligence, Structures and Products	20	Compulsory	K1, K2, S1, S2
4	SIIP4002	Managing Criminal Enquires	20	Compulsory	K1, K2, K3, K4, S1, S2
4	HSOS4101	Crime Scene Investigation	20	Compulsory	K2, K3, S1, S2
4	SIIP4003	Operational Security	20	Compulsory	K1, K2, K3, K4, K5, S1, S2, S3
4	SIIP4004	Cyber Security	20	Compulsory	K2, K4, K5, S1, S2, S3, S4
4	SIIP4005	Evolution of threat	20	Compulsory	K1, K2, K3, K4, K5, S1, S2, S3
5	SIIP5001	Investigative Interviewing	20	Compulsory	K6, K7, K8, K9, S3, S5, S6, S7, S8
5	SIIP5002	Practical Action research	20	Optional	K6, K7, K8, S5,S6
5	SIIP5003	Forecasting Future Challenges	20	Optional	K6, K7, K8, S6, S7, S8
5	SIIP5004	Serious Organised Crime Investigations	20	Compulsory	K6, K7, K8, K9, S5, S6, S7, S8
5	SIIP5005	Covert Operations	20	Compulsory	K6, K7, K8, S5, S6, S7, S8
5	SIIP5006	Security Risk Management	20	Compulsory	K6, K7, K8, S6, S7, S8
5	SIIP5007	Digital Intelligence	20	Compulsory	K6,K7,K8, S5, S6, S7
6	SIIP6001	Global Threats & Risk Principles	20	Compulsory	K10, K11, K13, K16, S8, S9, S10, S11

6	SIIP6002	Safeguarding Society	20	Compulsory	K10, K12, S8, S9, S11, S12
6	SIIP6003	Freedoms and Protections	20	Compulsory	K10, K11, K13, S8, S9, S10, S11
6	SIIP6004	Extremism	20	Compulsory	K10, K11, K13, S8, S9, S10, S11
6	POLI6505	Dissertation/ Work based Project	40	Compulsory	K14, K15, K16, S12, S13, S14

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

<https://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/academic-regulations/>

Optional modules are available at level 5; please note that these options may not all be offered in any given year y. If we have insufficient numbers of students interested in an optional module in any given academic year, the module will not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations

<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended / Year-Long</b>		
SIIP4001	Intelligence Structures and products	Autumn Semester	Written Assignment	Assessment 1 January
SIIP4002	Managing Criminal Enquires	Autumn Semester	Project Work 50% Practical skills assessment 50%	Assessment 1 December Assessment 2 January
HSOS4101	Crime Scene Investigation	Year Long	Set Exercise 100%	End of Spring Semester
SIIP4003	Operational Security	Spring Semester	Examination 50% Report 50%	Assessment 1 January Assessment 2 November
SIIP4004	Cyber Security	Spring Semester	Written Assignment	Assessment 1 April/May
SIIP4005	Evolution of Threat	Spring Semester	Oral assessment/ Presentation 50% Report 50%	Assessment 1 March Assessment 2 April/May
<b>Students exiting at this point with 120 credits would receive a CertHE Security Intelligence and Investigative Practice</b>				
SIIP5004	Serious Organised Crime Investigations	Autumn Semester	Project Work	Assessment 1 January
SIIP5001	Investigative Interviewing	Autumn Semester	Practical Skills Assessment	Assessment 1 December Assessment 2 January

			Written Assignment	
SIIP5006	Security Risk Management	Autumn Semester	Report 50% Oral Presentation 50%	Assessment 1 January Assessment 2 November/December
SIIP5005	Covert Operations	Spring Semester	Written Assignment 50% Examination 50%	Assessment 1 April Assessment 2 May
SIIP5002	Practical Action Research	Spring Semester	Project Work	Assessment 1 April/May
SIIP5003	Forecasting Future Challenges	Spring Semester	Project Work	Assessment 1 April
SIIP5007	Digital Intelligence	Spring Semester	Written Assignment	Assessment 1 April/May
<b>Students exiting at this point with 240 credits would receive a DipHE Security, Intelligence Investigative Practice</b>				
SIIP6001	Global Threats and Risk Principals	Autumn Semester	Written Assignment	Assessment 1 January
SIIP6002	Safeguarding Society	Autumn Semester	Report	Assessment 1 December
SIIP6003	Freedoms and Protections	Spring Semester	Oral presentation 50% Written Assignment 50%	Assessment 1 March Assessment 2 April/May
SIIP6004	Extremism	Spring Semester	Written assignment	Assessment 1 May
<b>Students exiting at this point with 300 credits would receive an Ordinary BSc Security, Intelligence and investigative Practice</b>				
POLI6505	Dissertation / Work Based Project	Autumn-Spring Semester	Oral Assessment/Presentation 30%	Assessment 1 December Assessment 2 April/May

			Dissertation 70%	
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## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

July 2018

### Date Programme Specification was last updated:

12.12.2019

**For further information about this programme, refer to the programme page on the University website**