

Programme Title and Name of Award	BSc (Hons) Security Intelligence and Investigative Practice (with Integrated Foundation Year)		
Academic Level	Levels 3-6	Total Credits	480
Professional Body Accreditation / Qualification	N/A		
Date of Professional Body Accreditation	N/A	Accreditation Period	N/A
UCAS Code	L438		
JACS Code	N/A		
HECoS Code	100486		
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p>https://www.cumbria.ac.uk/study/courses/foundation-courses/</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:</p> <p>https://www.cumbria.ac.uk/study/courses/undergraduate/security-intelligence-and-investigative-practice-with-integrated-foundation-year</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</p>		

	<p>assessment will have the potential to be awarded 24 UCAS credit equivalent towards entry for this programme only.</p> <p>This programme of study is suitable and accessible for international 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>https://www.cumbria.ac.uk/study/student-finance/armed-forces/</p>
Teaching Institution	University of Cumbria
Owning Department	Business, Law, Policing and Social Sciences. Centre of Excellence for Policing Studies.
Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Face to face & Blended Learning
Pattern of Delivery	Full time/part time
Delivery Site(s)	Carlisle (Fusehill Street)
Programme Length	Full time: 4 years standard, 8 years Maximum Part Time: 6 years standard, 8 years maximum
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>FdCert Social Science</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>
Period of Approval	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 has been delivering policing related degree courses for a number of years. This programme is part of the suite of courses designed for people wishing to become part of the wider 'policing' world and for professionals in the disciplines wishing to enhance their practice.

The role of a police constable is moving to graduate entry in the near future. 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 police staff into roles that were historically performed by constables. Posts such as detectives, intelligence officers, analysts, cyber investigators, 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.

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 particular specialism with recruitment numbers exceeding 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.

As the security industry establishes itself. Professionalisation is a commonly heard term.

Professionalisation is a thread throughout the three pillars of this programme. 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.

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme. One of the key features of the Criminology, Law, Policing and Social Science foundation year entry route is its wide applicability to a range of potential careers and/or opportunities for further study. The foundation year modules will serve to provide you with an excellent grounding in a range of disciplines including sociology, criminology, law, psychology, policing and investigation, consequently the activities and assessments have been designed to include varying levels of choice when it comes to the focus of the work you undertake, for example: in a number of modules you will have an opportunity to identify a population or contemporary issue of your choice as the focus of your research

Students following this route explore the nature and the relationship between crime, society and policing considering criminological theories and the criminal justice system and how the police impact on today's society in Families, Communities and the Criminal Justice System, Professional Practice in the Community. You will explore contemporary issues relevant to both the UK and in international contexts in Contemporary Issues and the Media along with students from other programmes and departments. You will be investigating key contemporary issues relating to your subject area through the lens of the media and analysing the role and influence the media has on societies appreciation of these issues. Through investigating the work of community groups you will gain an appreciation of the roles within and requirements of organisations as well as developing key employability skills such as reflective practice in a work context. There is an opportunity withing this module to further enhance key skills though undertaking volunteering with a community group of your choice linked to your degree area. You will also take a subject specific module Introduction Intelligence and Investigation introduces you to the practice and theory in the investigative and intelligence disciplines. Investigatory practice is present throughout professional disciplines where events need to be explored in search of solutions or answers. Intelligence forms part of business practice throughout law enforcement and within most public and private sector occupations. Across the year you will take two further university-wide modules that prepare students for study in Higher Education. The foundation year offers a good introduction to understanding a range of social and community settings in society and contemporary issues. Students will develop problem solving skills, knowledge and a grounding in essential academic skills and nurturing career aspirations.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduateness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

Interdisciplinary working: Each module explores how different professions would approach the area under study – supported by an interdisciplinary programme team. Wherever possible you are provided with opportunities to learn alongside students on other professional programmes enabling inter-professional learning. These features equip you with the knowledge, understanding, skills and experience to work in contemporary integrated practice settings.

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.

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 Investigation) this programme is built on from their titles. Equally important is the fact that they are all 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.

The modules build from introductory, enabling you to have a firm understanding through to a strategic 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 centred 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 POLI6506 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 opportunity possible 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 pillars 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.

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 prospect sections. 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 a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study
2. Develop students' inter-disciplinary knowledge through an exploration of theoretical concepts in a range of contexts applicable to Security Intelligence and Investigative Practice
3. Develop the academic personal and professional skills required to work in the context of Security Intelligence and Investigative Practice
4. To progress from fundamental principles to in-depth societal aspect models in relation to the field of study.
5. To provide students with the knowledge, attributes and technical skills to take up a range of opportunities and careers.
2. To provide students with the opportunity to develop critical thinking and problem solving skills to make informed decisions in complex environments.
3. To facilitate the development of learners as innovative, creative leaders and change agents, able to evolve alongside rapidly changing working environments.
4. To develop transferrable skills, supporting versatility and a lifelong learning, pro-active approach to developing working practice.
5. To develop reflective practitioners with the confidence to transfer academic knowledge to a practical setting.
6. To instil a mind-set encompassing strategic, analytical thinking in pursuit of organisational aims

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 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

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 (FdCert) you will be able to demonstrate:

K1. The ability to apply and explain of the theories, models, concepts and principles of human behaviour, organisations and communities that underpin the context of Criminology and Security Intelligence and Investigative Practice

K2. Knowledge of the theories, concepts and contexts of Security Intelligence and Investigative Practice

After 240 credits of study (CertHE) you will be able to demonstrate:

K4. The importance of ethics and values within investigative decision making

K5. An understanding of how interdisciplinary roles align within security, intelligence and investigative industries.

K6. Application of an unbiased approach to lawful, volume crime investigative practice

K7. A fundamental understanding of managing and mitigating risk in a security context

K8. Recognition of physical and digital vulnerabilities to criminal interference

After 360 credits of study (DipHE) you will be able to demonstrate:

K9. A range of techniques to initiate, prepare and undertake critical analysis of information and to propose solutions or further enquiry in a professional context.

K10. An appreciation of lawful and ethical, intrusive practices within an information gathering context

K11. Considered application of information gathering measures in a dynamic environment

K12. Application of key concepts when eliciting information from suspects and witnesses in an investigative environment

After 480 credits of study (BSc Honours) will be able to demonstrate:

K13. Critical understanding of how global events influence threat development

K14. Critical analysis of how investigative practices impact on society

K15. A creative, innovative, detailed appreciation of measures to protect vulnerable elements from criminal exploitation within society

K16. An appreciation of the global context to information gathering and offending

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 (FdCert) you will be able to demonstrate:

S1. An understanding of the academic, personal and professional skills needed to succeed in higher education

S2. Effective problem solving skills for working with people across a range of contexts

S3. specific skills, techniques and competencies needed to work across a range of stakeholders and contexts

After 240 credits of study (CertHE) you will be able to demonstrate:

S4. Select, analyse, interpret and draw inferences from information from a variety of sources relative to investigative practice

S5. Outline the fundamental principles of problem solving in an investigative environment

S6. Identify and manage risk in a straightforward security context

S7. Describe the consequences of inefficient physical or cyber security

After 360 credits of study (DipHE) you will be able to demonstrate:

S8. Apply written and oral communication skills suitable for the context in an information gathering environment

S9. Identify risk and design sound mitigating measures to manage it in a criminal context

S10. Examine the relationship between criminal investigation behaviours and results

S11. Evaluate information and create hypothesis in an intelligence gathering context

S12. 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 480 credits of study (BSc Hons) you will be able to demonstrate:

S13. Plan and execute research which supports an evidence-based professional practice

S14. Challenge and extend accepted ideas through the use of knowledge evidence-based arguments

S15. 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 continued 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 current Quality Assurance Agency (QAA) benchmarks for these subject areas. None of the QAA benchmarks are considered suitable for adoption to this programme on account of the variance from the subject ideals.

The lack of reference points is compensated through the influence of relevant industry representatives to the development of the programme.

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.

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.

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.

A range of career options are referred to. 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

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.

Integrated foundation year

We want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of programmes within your department and students from other departments, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme. In some modules such as Professional Practice in the Community guest speakers from local industry and organisations will give talks on their role and practice within the wider community bridging the link between social theory and practice explored during the module.

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 throughout the programme is heavily influenced by academia 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.

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 contained in the 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/aqs/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 complimented 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 Student Support (LiSS), 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. 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 access to the same learning material again via Blackboard. There will be the opportunity for students to participate in virtual seminars, discussions, debates, group tutorials, case studies and problem-based learning exercises. Related lectures from full-time programmes 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 their 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. 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, feedback, peer review, focus groups, enhancement and module development sessions. These will ensure an enhanced student learning experience and continuing professional development of academic team to maintain a contemporary LTA best practice.

Formative assessment is an important feature within this programme. The nature of the formative work varies across the modules, and will be used to inform 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.

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

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 takes place during Welcome Week prior to the start of the programme. All foundation year students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programmes who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst your peer group, to familiarise you with the University and introduce you to a range of support services who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. You will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the University, but in addition foundation year students will receive dedicated support from the level 3 Student Transition Advisors and by their subject area lead.

Transitioning to level 4: Progressing students will not be required to attend all induction activities at level 4, but will be invited to activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition, the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

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 course 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 involved with 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 course.

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 PAT as they arise in order we can achieve mutually agreeable solutions.

Your academic year is split into two semesters. One leading up until Christmas the second from the new year until May. Your modules are shared across these two semesters normally in a 50 – 50 basis.

Following welcome week this programme follows an initial period where you experience aspects of each modules 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 Academic Tutor (PAT). 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. 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 the full range of modules to identify practice which can be encouraged across modules and recognising where further support may be beneficial.

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 PAT 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 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 [OneSearch](#) 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 documents 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're not confident about your IT skills, we're 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:

Student Transition Advisor Support (level 3)

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

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 proven 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 UG 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 course, 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.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
3	UNIF3003	Essential University Skills 1	20	Compulsory	K1, K2, S1
3	UNIF3004	Essential University Skills 2	20	Compulsory	K1, K2, S1
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	K1, K2, S2
3	UNIF3020	Families, Communities and the Criminal Justice System	20	Compulsory	K1, S2
3	UNIF3014	Professional Practice in the Community	20	Compulsory	K1, S1, S3
3	UNIF3011	Introduction to Policing, Criminology and Law	20	Compulsory	K2, S3
4	SIIP4001	Intelligence, Structures and Products	20	Compulsory	K4, K5,K7,K8,S4
4	SIIP4002	Managing Criminal Enquires	20	Compulsory	K4,K5, K6, K7, K8,S4,S5
4	HSOS4101	Crime Scene Investigation	20	Compulsory	K5,K6,K7,S4,S5
4	SIIP4003	Operational security	20	Compulsory	K4,K5,K6,K7,K8,S4,S5
4	SIIP4004	Cyber Security	20	Compulsory	K5,K6,K8,S4,S5
4	SIIP4005	Evolution of threat	20	Compulsory	K4,K5,K6,K7,K8,S4,S5
5	SIIP5001	Investigative Interviewing	20	Compulsory	K10,K11,K12,K14,S6,S8,S9
5	SIIP5002	Practical Action Research	20	Optional	K10,K11,K12,K14,S6,S7,S8,S9
5	SIIP5003	Forecasting Future Challenges	20	Optional	K9,K10,K11,K13,K14,S8,S9

5	SIIP5004	Serious Organised Crime Investigations	20	Compulsory	K9,K10,11,K12,K13,K14,S7,S8,S9
5	SIIP5005	Covert Operations	20	Compulsory	K9,K10,K11,K14,S7,S8,S9
5	SIIP5005	Security Risk Management	20	Compulsory	K9,K10,K11,K13,K14,S7,S8,S9
5	SIIP5007	Digital Intelligence	20	Compulsory	K9,K10,K11,K13,S7,S8,S9
6	SIIP6001	Global Threats & Risk Principles	20	Compulsory	K15,K16,K17,K18,S10,S11
6	SIIP6002	Safeguarding Society	20	Compulsory	K15,K16,K17,K18,S10,S11
6	SIIP6003	Freedoms and Protections	20	Compulsory	K15,K16,K17,K18,S10,S11
6	SIIP6004	Extremism	20	Compulsory	K15,K16,K17,K18,S10,S11
6	POLI6506	Dissertation/ Work based Project	40	Compulsory	K18,K19,S10,S11,S12

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 these may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may 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.

A failed student will not be permitted to re-register on the same programme

* 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
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3020	Families, Communities and the Criminal Justice System	Spring	Portfolio (100%)	End Semester 2
UNIF3014	Professional Practice in the Community	Spring	Portfolio (100%)	Mid-End Semester 2
UNIF3010	Contemporary Issues and the Media	Autumn	Written Assignment (40%) Set Exercise (DVD News Report) (60%)	Mid Semester 1 End Semester 1
UNIF3011	Introduction to Policing, Criminology and Law	Autumn	Portfolio (100%)	End Semester 1
Students exiting at this point with 120 credits would receive a FdCert Social Science				
SIIP4001	Intelligence Structures and products	Autumn Semester	Written Assignment	January
SIIP4002	Managing Criminal Enquires	Autumn Semester	Project Work Practical skills assessment	January

HSOS4101	Crime Scene Investigation	Year Long	Set Exercise 100%	End of Spring Semester
SIIP4003	Operational Security	Spring Semester	Set Exercise Report	April/May
SIIP4004	Cyber Security	Spring Semester	Written Assignment	April/May
SIIP4005	Evolution of Threat	Spring Semester	Oral assessment/ Presentation Report	April/May
Students exiting at this point with 240 credits would receive a CertHE Security Intelligence and Investigative Practice				
SIIP5004	Serious Organised Crime Investigations	Autumn Semester	Project Work	January
SIIP5001	Investigative Interviewing	Autumn Semester	Practical Skills Assessment Written Assignment	January
SIIP5006	Security Risk Management	Autumn Semester	Report Oral Presentation	January
SIIP5005	Covert Operations	Spring Semester	Written Assignment Set Exercise	April/May
SIIP5002	Practical Action Research	Spring Semester	Project Work	April/May
SIIP5003	Forecasting Future Challenges	Spring Semester	Project Work	April/May
SIIP5007	Digital Intelligence	Spring Semester	Written Assignment	April/May
Students exiting at this point with 360 credits would receive a DipHE Security Intelligence Investigative Practice				
SIIP6001	Global Threats and Risk Principals	Autumn Semester	Written Assignment	January

SIIP6002	Safeguarding Society	Autumn Semester	Report	January
SIIP6003	Freedoms and Protections	Spring Semester	Oral presentation Written Assignment	April/May
SIIP6004	Extremism	Spring Semester	Written assignment	April/May
Students exiting at this point with 420 credits would receive a BSc Security, Intelligence and Investigative Practice				
POLI6506	Dissertation / Work Based Project	Autumn-Spring Semester	Oral Assessment/Presentation Dissertation	April
Students exiting at this point with 480 credits would receive a BSc (Hons) Security, Intelligence and Investigative Practice				

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee • Level 3 Management Group
<p>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.</p>	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

<p>Date of Programme Specification Production:</p>	<p>February 2019</p>
<p>Date Programme Specification was last updated:</p>	<p>March 2024</p>
<p>For further information about this programme, refer to the programme page on the University website</p> <p>https://www.cumbria.ac.uk/study/courses/undergraduate/security-intelligence-and-investigative-practice-with-integrated-foundation-year</p>	