



Course Handbook

2020-2021

Higher National Diploma In Public Services (Crime and Criminal Justice)

Programme Specification

HND in Public Services - Crime and Criminal Justice (C&C)

Date of Publication to Students: September 2020

Awarding Body:	BTEC (RQF)
Teaching Institution:	Birmingham Metropolitan College
Final Award:	Higher National Diploma
Programme Title:	HND In Public Services (C&C)
Language of Study:	English
UCAS Code:	094L

Welcome to Birmingham Metropolitan College

Welcome to a year of opportunity. We aim to bring together challenging scenarios, first-class teaching and an engaging learning environment. Our aim is to help you become the best that you can be and exceed your own expectations.

The course team wishes you every success on your programme.

The course team is responsible for the planning and delivery of the learning programme including the marking of assignments, projects and units.

Course / Subject Structure.

This one year programme allows you to fully achieve the required unit credits for a HND in Public Services (Crime & Criminal Justice). It consists of 7 level 5 units delivered over the year. Teaching methods will include lectures, practical lessons and trips. You will be required to write reports, take part in professional discussions and carry out presentations in front of your peers and other academics.

We have extremely high expectations for the standard of work produced by our learners. The tutors are there to help you.

Unit Delivery Year 2

29	Research Project (Pearson Set)
30	Reflective Professional Practice
33	Justice, Punishment and Rehabilitation
34	Theories of Crime
36	Understanding and Leading Change
37	Critical Infrastructure Protection
45	Training, coaching and Mentoring Techniques

Equipment

Stationary – pens, paper/notepad, other general writing equipment

Laptop/College computers are available but you may use your own if you prefer.

Sports kit for sports sessions and field trips.

Valid Passport is strongly advised

Books / Resources/ websites / Moodle

There is no single core text book for this course. See the unit guidance sheets for specific unit recommended reading list.

Expectations

We aim to make your experience here at BMET both challenging and enjoyable. You will be encouraged to take responsibility for your own learning with the support of your tutors.

To help you settle into your course at BMET

- Attend all lessons and tutorials
- Arrive on time
- Wear your ID card at all times whilst on campus.
- Restrict mobile phones during lessons
- Come to college prepared to work (bring pens, books and other equipment)
- Meet deadlines for handing in work
- Use the internet appropriately
- Treat everyone with respect

Identification on college premises.

To ensure the safety and wellbeing of all, you are reminded of the following:

- All staff, students and visitors must wear a visible ID card at all times whilst on college premises.
- ID cards must not be given to any other person.
- If you forget your ID card you may purchase a day pass at reception.
- All staff, students and visitors must be identifiable; the face cannot be covered by any item of clothing whilst on college premises, this includes hats.

Personal Tutor

Personal development sessions are scheduled for all full time students throughout the course to provide:

- regular 'one to one' sessions with your Personal Tutor to review your progress and to set targets for your future.
- group sessions to enable us to address specific subjects with you throughout the year.

Attendance at the tutorial sessions is a compulsory requirement of the course.

Subject Tutors will record details of your progress, punctuality and attendance with online records for you to discuss with your Personal Tutor (Individual Learning Plan; ILP).

Attendance and Punctuality

We place great emphasis on the importance of both attendance and punctuality. Research shows that there is a strong link between good attendance and examination success, so please make every effort to be on time. The need for attendance at timetabled sessions is most important and we expect you to aim for 100%. Should you miss a session due to illness then you need to report it via the college absence line. It is also helpful if you email the course tutor.

If absent for any reason it is your responsibility to obtain copies of hand-outs and class notes you have missed by making contact and having discussions with your Subject Tutors

Authorised Absence

An authorised absence is one which has been agreed **in advance** by a Teacher or Personal Tutor.

Absences will normally only be authorised in the following circumstances:

- To attend the funeral of a close family member
- To attend an emergency appointment with your GP
- For religious holidays
- To care for an ill dependent child
- To attend a hospital appointment
- To sit a driving test
- To attend a job interview
- To attend court

Other general appointments, including with doctors and dentists, should be arranged within private study time or after College hours.

Further information can be found in the College Student Attendance Policy

Assignment Submission

Assignments must be submitted by the stated deadline unless there are exceptional circumstances or a prior agreement is in place. It is your responsibility to ensure that the requirements of the programme are met or you inform your course tutor in a timely manner.

Extensions

Extensions will only be given for legitimate reasons and extenuating circumstances. Illnesses declared on the day of submission will not normally be considered sufficient for the non-submission of work (at least electronically). If you have a genuine reason for requesting an extension you will need to apply formally to your course tutor stating the circumstances that are preventing you from meeting the deadline. If an extension is granted, the new deadline will be recorded and adhered to.

Resubmissions

One resubmission is allowed if your assignment does not achieve a pass on first submission (same assignment). The resubmitted work will be capped at **Pass** for that unit. You will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.

Non-Submission of Work

Instances where no submission is made by the stated deadline and no agreement for an extension is in place will be referred to the Lead Internal Quality Assessor for consideration. In such circumstances the expected outcome should be that the criteria relating to the submission will be marked as “Ungraded”. This will mean the entire unit in question will be graded as a fail.

Repeat units

A unit can be repeated if the Lead Internal Quality Assessor and the Assessment Board decide it is an appropriate course of action. The unit must be studied again, must be capped at a Pass grade and can only be repeated once.

Cheating & Plagiarism

You need to be aware that anything you submit for assessment must be your own work. Exam bodies and the College have very strict rules and you may be disqualified or withdrawn if you:

- copy someone else's work
- copy what someone else has written from a book or the Internet
- use unauthorised material in an examination
- post work for assessments on social media or other web-sites.

You are to make yourself familiar with the college cheating and plagiarism policy. It is important you understand the rules.

How to Appeal against an Assessment Decision

You may appeal against an assessment / grading decision if you have a reason to believe that the assessment has not been carried out according to the current guidelines for that course or programme.

Where you wish to appeal against the mark or result of an assessment or examination, you must follow the assessment appeals procedure. You should approach your course tutor in the first instance.

Progression

The first year of the HNC course naturally leads onto the progression of the second year of the course, which provides the full HND in Public Services. This can then lead onto the completion of a full bachelor's degree at a number of Higher Education suppliers.

Career pathways

Employment in the Public Services or further study in higher education. Career opportunities can include the Police, Fire Service, Prison Service, Her Majesty's Revenue & Customs and other Civil Service posts. The course is also designed to provide management skills for applications at Commissioned Officer level in all branches of the military.

How to Contact College

If you need to contact the college:

General Enquiries: 0121 446 4545
College Absence Line: 0121 362 1140

29: Research Project

Unit code M/616/7211

Unit type Core

Unit level 5

Credit value 30

Introduction

This unit is assessed by a Pearson-set assignment. The project brief will be set by the Centre, based on a Theme provided by Pearson (this will change annually). The Theme and chosen project within the Theme will enable students to explore and examine a relevant and current topical aspect of public services.

The aim of the unit is to develop students' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their higher educational programme and professional development. The topic of research depends on the student, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas from within the programme to form a holistic piece of work that will make a positive contribution to the student's area of interest. Students must also apply and reflect upon the theory that underpins formal research. Students should seek approval from their tutors before starting their research project.

On successful completion of the unit, students will be confident using research techniques and methods. This will include the elements that make up formal research, including the proposal, a variety of research methodologies, action planning, carrying out the research itself and presenting the findings.

Learning Outcomes

By the end of this unit students will be able to:

1. Design a relevant research proposal
2. Implement the research project within agreed procedures and to the proposal guidelines
3. Review the research outcomes
4. Present the research project.

Unit 30: Reflective Professional Practice

Unit code A/616/7213

Unit type Core

Unit level 5

Credit value 15

Introduction

Reflective professional practice provides an opportunity to reflect on your own actions and provides an opportunity to engage in a process of continuous learning.

This unit will enable students to discover, unpick and challenge their own understanding of the term 'reflection', giving them the opportunity to explore and engage with an empowering tool for their own future growth and development.

Reflective practice will enable students to reconstruct their knowledge and experiences to develop greater understanding. They will have the opportunity to explore theoretical concepts, providing exposure to the type and models of reflection, as well as reflective writing, questioning and contemporary practices. They will consider the purpose, value and pragmatic application of reflection and investigate the benefits and difficulties of reflecting in a purposeful manner. The unit will focus also on the importance of, and skills required for, critical thinking.

Sectors and roles that utilise reflective practices will be identified.

Opportunities will be provided for students to carry out a range of reflective accounts, employing diverse models, types and methods of recording accounts, and to take advantage of the required periods of reflection. Students will then review the impact of reflection on future development and next steps and consider the learning undertaken and personal growth.

On completion of the unit students will have developed a record of reflection and review which will provide a foundation for future growth.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the concept and application of reflection and reflective practice
2. Explore the types and models of reflective practice
3. Carry out a period of reflective practice utilising a range of methodologies
4. Review own use of reflective practice and examine its impact.

Unit 33: Justice, Punishment and Rehabilitation

Unit code L/616/7216

Unit level 5

Credit value 15

Introduction

Inherent within society is the notion of justice and fairness. Punishment of wrongdoing is an essential part of any justice system. However, on its own, it does not stop people reoffending. Effective rehabilitation options are needed to address the root of the problem and reduce reoffending.

This unit has been designed for students to develop an understanding of how justice is achieved through appropriate and effective punishments being applied, including accredited rehabilitation programmes. Students will explore topics, including the different types of justice, the aims and purpose of sentencing, the range of sentencing options available, and the use of sentencing guidelines and rehabilitation programmes that are available for the treatment of offenders. The effectiveness of justice and punishment will also be assessed through the exploration of current key issues. On successful completion of this unit, students will have examined the types and principles of justice and sentencing; explored the aims and types of punishment; discussed the rehabilitation options available for the treatment of offenders and investigated how the public services ensure that justice, punishment and rehabilitation is carried out effectively.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the types and principles of justice
2. Explore the aims and types of punishment
3. Identify the rehabilitation options available for the treatment of offenders
4. Investigate how the public services ensure that justice, punishment and rehabilitation is carried out effectively.

Unit 34: Theories of Crime

Unit code Y/616/7218

Unit level 5

Credit value 15

Introduction

There are many roles an individual can have when working in the criminal justice sector: frontline, support staff, directly with offenders or behind the scenes. In all roles, it can be beneficial to have an understanding of the theories that seek to explain offending behaviour.

This unit has been designed to provide students with a knowledge base of the different models and theories of crime, and develop their ability to apply theory to real-life examples. The unit topics to be covered include biological, sociological and psychological theories of crime. Students will be given the opportunity to examine one type of offending and to examine how different theories explain it. The factors that increase the risk of offending, as well as the factors that prevent and protect individuals from engaging in criminality, will also be examined.

On completion of this unit, students will be able to explore biological explanations for crime and deviant behaviour, additionally assessing sociological explanations and discussing relevant psychological explanations, and investigate risk and protective factors for offending.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore biological explanations for crime and deviant behaviour
2. Assess sociological explanations for crime and deviant behaviour
3. Explore psychological explanations for crime and deviant behaviour
4. Investigate risk and protective factors for offending.

Unit 36: Understanding and Leading Change

Unit code R/616/7220

Unit level 5

Credit value 15

Introduction

Organisational change is a constant theme in today's public services, driven by a number of factors, including government priorities, local issues, budgetary cuts and changes in leadership. The consequences of not managing change effectively can be long-lasting and damaging. Therefore, it is important for individuals seeking to work in the public sector to understand the potential issues and equip themselves with techniques to embrace and support such change.

This unit has been designed to introduce students to what change management is and why it is important in the public sector, the difficulties associated with implementing change and the implications of not managing change effectively, and the tools that can be employed to help ensure effective and successful change.

Students will explore topics such as the reasons for, and benefits of, change, resistance to change, and drivers for successful change. They will also be introduced to a range of theories, models and tools that can assist in the planning and implementation of change management, which they will then apply to analyse real-world examples.

On successful completion of the unit, students will have explored change management and why organisations need to change; analysed real-world examples of organisational change in the public sector; investigated the barriers to change and issues in the change management process; and assessed factors to effective and successful change.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore change management and why organisations need to change
2. Analyse examples of change in the public sector
3. Investigate the barriers to change and issues that can occur in the change management process
4. Assess factors for effective and successful change.

Unit 37: Critical Infrastructure Protection

Unit code K/616/7224

Unit level 5

Credit value 15

Introduction

Contemporary life sees terror attacks on people and places become more diverse, as have natural catastrophes, which has led to a greater emphasis from public services on critical infrastructure protection. Critical infrastructure protection has become of vital importance to all countries for the protection and safety of their citizens and visitors. Critical infrastructure, such as government and civic buildings and military bases, is often seen as a 'hard' target. However, a country's critical infrastructure also includes its cyber security and energy infrastructure as well as the buildings of everyday life: schools, hospitals, sports stadiums, bars, nightclubs, shopping centres, transportation hubs.

This unit will ensure that students understand the wide-ranging nature of critical infrastructure protection and the risk of attack or natural disaster. Students will gain an understanding of the various organisations which have a role to play in this, including police, fire and government. A major part of critical infrastructure protection is the planning for, and preparedness of, the physical infrastructure and of organisations to the types of threats they face. Students will analyse the planning and preparation process by first considering the contemporary threats and risks faced. They will also look at the responsibilities of each organisation involved, the legal requirement associated with critical infrastructure protection and how the chain of command works during the different levels of critical infrastructure protection such as operational, tactical and strategic.

Students will have the opportunity to investigate command and control procedures, which will provide a deeper understanding of the types of threats faced and the considerations and command skills required to deal with each specific threat. Students will also consider the post-incident impact of a failure in critical infrastructure. Finally, the unit will allow students to appraise the future of critical infrastructure protection in relation to threats and risks. Related to this, students will consider society's reliance on technology and the threat to cyber security this brings in areas such as hacking, ransomware viruses and cyber terrorism. On successful completion of this unit students will have gained a rounded view of critical infrastructure protection which will provide an excellent foundation in the workplace in areas such as civil protection and blue light services.

Learning Outcomes

By the end of this unit students will be able to:

1. Analyse the types of critical infrastructure and organisations involved in critical infrastructure protection
2. Explore the emergency planning methods for critical infrastructure protection
3. Investigate command and control procedures in the management of critical infrastructure scenarios
4. Review threats to critical infrastructure.

Unit 45: Training, Coaching and Mentoring Techniques

Unit code M/616/7239

Unit level 5

Credit value 15

Introduction

The development of training, coaching and mentoring techniques are key to a successful public service organisation. It provides opportunity for professional development, allows for change in individuals and draws on expertise from more experienced colleagues within the organisation.

The aim of this unit is for students to understand current training, coaching and mentoring methods in the public services. Students will be able to research different coaching and mentoring techniques and give a holistic account of each of the factors that impact a public service environment. Students will gain a thorough understanding of public sector coaching methods and what types of training are required as an employee in the public services. The topics in the unit include coaching philosophies, target setting, mentoring processes and methods of evaluating and reviewing the mentoring process. On successful completion of this unit, students will be able to be critical about different methods and models of training and coaching. They will be able to analyse each aspect of these and understand contemporary techniques used in training, coaching and mentoring in public services organisations. In addition, students will have gained a greater understanding of the need for a mentoring system in the public services.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore different coaching methods, exploring current models used in the public sector
2. Assess different methods of training within the public sector
3. Explore the need for mentoring in the public sector
4. Review the use of training, coaching and mentoring in the public sector.