

**Programme Specification**

**Programme Title: HND in Police Studies**

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	Bolton College		
<b>Division and/or Faculty/Institute:</b>	Sport and Public Services Department		
<b>Professional accreditation</b>	Professional body	Professional body URL	Status of graduates
<b>Final award(s):</b>	<b>Higher National Diploma (HND)</b>		
<b>Interim award(s)</b>	<b>None</b>		
<b>Exit or Fallback award(s)</b>	<b>Higher National Certificate (HNC) in Police Studies</b>		
<b>Programme title(s)</b>	<b>Police Studies</b>		
<b>UCAS Code</b>	L435		
<b>JACS Code</b>	N200		
<b>University Course Code(s)</b>	OCD0010		
<b>QAA Benchmark Statement(s)</b>	<p>QAA Code of Practice for the Assurance of Academic Quality and Standards in HE: Section 9 Work-Based and Placement Learning September 2007            No current Benchmarks exist for Police Studies Programme as bespoke course.  <i>QAA Foundation Degree Qualification Benchmark May 2010:</i>  <b>Employer involvement:</b>  <b>Accessibility:</b>  <b>Articulation and progression;</b>  <b>Flexibility:</b>  <b>Partnership:</b>  <b>Knowledge, understanding and skills:</b>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf</a></p>		

<b>Other internal and external reference points</b>	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice  UK Quality Code for Higher Education  University of Bolton awards framework
<b>Language of study</b>	English
<b>Mode of study and normal period of study</b>	Full time – 2 years
<p><b>Admissions criteria</b></p> <p>Applicants must provide to the College evidence of their ability to study at Level HE4 and HE5. A minimum of 160 UCAS Points are required to demonstrate that they can achieve this level.</p> <p>This evidence will be taken from:</p> <ul style="list-style-type: none"> <li>• Five subjects at GCSE at Grade C or above</li> <li>• 2 A levels at Grade C or above</li> <li>• BTEC Diploma / Extended Diploma at Grade Merit or above</li> <li>• Kite-marked Access Course</li> </ul> <p>Evidence of experiential learning not previously assessed by or contributing to, the awards of other institutions or award bodies which are open to scrutiny or where necessary assessment. Such evidence may take the form of reports the candidate has prepared as part of their professional practice i.e. substantial equivalent professional experience within the police or security industry.</p> <p>Applications will be considered from those who do not have the entry requirements outlined. The College / University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a Level 4/5 award.</p>	
<p><b>Additional admissions matters</b></p> <p>You will need to be able to demonstrate your commitment and reasons for wishing to do this course on your personal statement, apply for the post of volunteer within Greater Manchester Police or an equivalent related industry upon completion of their vetting process, and meet the initial entry requirements for this role. All volunteer posts will require a criminal background check, please ensure that tutors are made aware of any cautions or convictions, these may stop you gaining employment in these areas. You will have to attend an interview and provide a suitable reference.</p>	
<p><b>Fitness to practise declaration</b> N/A</p>	
<p><b>Aims of the programme</b></p>	

The aims of the programme are to enable students to develop the following:

**To develop the methodological and ethical consideration of research**

When working in the Police Service you are often faced with ethical considerations when dealing with incidents. It is important that you are able to consider these ethical dimensions in your role. Police skills are by discretion, the notion whereby a police constable can weigh / balance the legislation with the situation and decide upon the appropriate action. You will develop methods to deal with incidents and consider the ethical dimensions of a situation through your research to aid your understanding of these skills.

**To develop an understanding of the principles of police skills**

This programme of study is designed to encompass areas of police practices; it is therefore paramount that you develop effective police skills and produce excellent work. This course will develop those abilities to equip you with the necessary skills to develop into a good police officer or into other areas of employment.

**To situate the study of crime and the police within the interior and exterior contexts of theory, research, policy and practice**

The courses that you will study will equip you with an understanding of the study of crime, following theories from sociology and psychology encompassed in criminological theories. You will gain an understanding of how crime and polices practices have evolved, with reference to the theories, government policies and current practices of the police service.

**Engage students in extensive problem solving activities including case and practical assessment**

One of the central themes of this programme is to provide graduates with the ability to be able to solve problems relating to incidents. You will take part in both theoretical problem solving and some practical assessment which will aid your development and understanding of this topic.

**Engage students within the workplace environments to situate development and learning**

Students have the opportunity to put theory into practice in a systematic way and to be assessed on skills of working and researching in the community. The modules have been designed so it will enable you to apply for volunteering positions within the police or related industries to aid your acquisition of the skills and competencies that the security and police services require of a graduate.

**Produce graduates who have knowledge of the social and economic context in which the police service operates; further producing graduates who have knowledge of police procedure, law and practices to progress into the workplace**

The aim of this HND programme is to provide graduates with the knowledge and skills required to be effective and efficient within the police service and related industries. Graduates will be able to access voluntary work to enable them to work with the public and serving personnel (once criminal background checks have been completed); providing you with the necessary skills to progress your career intentions within the service. This course is designed to provide you with an understanding of the social and economic context of the police service, how the service operates at a management level and how the service is organised.

## **Distinctive features of the programme**

The curriculum directly meets the needs of the local and national economy, providing a vocationally relevant higher education programme to meet the demand for academic skills. This will allow you to pursue a number of career opportunities and to build confidence in terms of your development within the area of police skills. Career opportunities exist across the police and security industry, Group Four, MI5, British Transport Police, British Nuclear Fuels, Retail Security Officers, Corporate Security, Security Guard, HM Customs Officer, Military Police, Ministry of Defence Police and Door Security Managers.

The programme is based upon a widening participation ethos, which offers people from diverse backgrounds the opportunity to undertake vocationally–orientated higher education level learning. This means that you will develop academic skills throughout the programme and there will be strong emphasis upon support in both academic and personal development.

The emphasis upon personal learning allows much of the learning and some of the delivery to occur within a voluntary placement. This leads to recognition of the skills and knowledge developed when applying for work in the police or related industries. You will be encouraged to reflect upon practice and take learning back to your programme, thus drawing from your experiences in the workplace to relate it to academic theory. This will equip you with appropriate skills and knowledge, alongside your academic development

A collaborative approach is fundamental to the delivery of the programme, to ensure that the programme continues to meet the needs of both yourselves and employers. Hence there will be well co-ordinated practice and theory development, with regular interaction between Bolton College, the university and the voluntary placement.

## **Programme learning outcomes**

### **K. Knowledge and understanding**

On successful completion of the programme you will be able to demonstrate systematic knowledge and understanding of:

1. The students own development of skills, practices and professional practices required

for a successful career in the police service.
2. To be able to ascertain a place within the police community and their role within the police family or related industries.
3. To understand the role of the police in society.
4. The skills, attributes and knowledge to work effectively within the multi-agency partnership.
5. How to enforce the law and use police powers, applying relevant legislation, statutory regulation in different situations.
6. To learn how to reflect on practices and improve professional performance based on personal experience.
7. To develop ethical standards for police practices based on policy and procedure and disciplinary guidelines of the police or related industries.
8. To develop positive working practices considering human rights legislation.
9. To develop an understanding of legislation and police practices; investigation skills; use of English language; legal terms; interpretation of law and legislation.
10. Examine and evaluate police practices, developing their own value code when dealing with police situations.
11. The emotional, psychological, physical and social effect of crime on victims.
12. How to best integrate all aspects of police training into a form of practice which enhances the quality of professional judgement and decision making.
<b>C. Cognitive, intellectual or thinking skills</b>
On successful completion of the programme you will be able to demonstrate the ability to:
1. Use and organise data and research correctly and coherently to interpret and explore this area of study.
2. Compare and contrast methods used to obtain data and utilise them effectively in this area of study.
3. Reflection of work based practices and performance in given situations, refining and developing professional practices.
4. Discuss how ethical considerations can be applied in given situations.
5. To make difficult decisions based on legal statutes, work based policies and practices, investigation techniques and to be able to justify actions.
<b>P. Practical, professional or subject-specific skills</b>
On successful completion of the programme you will be able to demonstrate the ability to:
1. Complete practices to the required standards for assessment on the programme.
2. Perform professional tasks exercising personal responsibility and a capacity to make appropriate decisions.
3. Identify theoretical and professional research sources and use them appropriately within the context of the programme.
4. Articulate reflective and effective orientation to professional practice.
<b>T. Transferable, key or personal skills</b>
On successful completion of the programme you will be able to demonstrate the ability to:
1. Interact within different learning environments, work-based environments, giving and receiving information, building relationships within the professional context.
2. Locate and use effectively, different forms of ICT packages, ICT equipment within the

learning context to aid problem solving.

3. Communicate effectively with people and teams within the programme and professional practice (general public, different ranks within the service, legal teams, CPS, other professionals).

4. Evaluate and reflect on personal practices, considering ideas and judgements and developing professional practice.

5. Organise and present ideas in different formats effectively.

6. Take responsibility for own learning and development and develop new skills in learning and development.

### Programme structure

2 years full-time, 3 Trimesters per year. 120 credits after one year, 240 credits on completion of the programme after 2 years. All modules are 20 credits each.

<http://www.bolton.ac.uk/Quality/QAECContents/APPR/Home.aspx>

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
	Police History, Development and Careers (HE4)	C	20	1 Trimester
	Fair Treatment, Ethics, and Diversity in the Police (HE4)	C	20	1 Trimester
	Law, Justice and Punishment (HE4)	C	20	1 Trimester
	Offences Relating to Property and Weapons (HE4)	C	20	1 Trimester
	Road Traffic Offences (HE4)	C	20	1 Trimester
	Public Order and Offences related to Persons (HE4)	C	20	1 Trimester
	Psychology and Human Behaviour (HE5)	C	20	1 Trimester
	Police Interview Techniques for Investigation Purposes (HE5)	C	20	1 Trimester
	Learning Development and Reflection in the Public Services (HE5)	C	20	1 Trimester
	Contemporary Police Issues (HE5)	C	20	1 Trimester
	Operational Police Skills (HE5)	C	20	1 Trimester
	Criminal Investigation Process (HE5)	C	20	1 Trimester

### Learning and teaching strategies

A variety of teaching methods are used during the programme to accommodate different

learning styles and provide you with a rich and varied learning experience. The aim throughout the programme will be to develop a wide range of knowledge and skills which will enhance learning and future academic and competency development.

Theory will be delivered at the College or out in a practice area on a dedicated study day. A combination of lectures, groups based activities and seminars will be used. There will also be some practical and skills session, for example, related to police skills. Active learning is promoted by seminars, self-directed study, lectures, video viewing and analysis, tutorials, IT sessions, library and guided study and simulation of incidents / practices. Students will complete voluntary work to aid both personal development and their career development.

Lectures play an important part throughout the course and will be used throughout your Higher National Diploma; the purpose of lectures is the dissemination of theoretical and empirical information. There will also be group discussion and group activities which will involve reflection upon the voluntary placement, which is essential in terms of the development of your skills.

Self-Directed Study time (SDS) is also an important aspect of the programme which will allow you to develop and extend your academic skills. There will be an expectation that study will take place individually and you will be encouraged to read around the subjects and make use of the VLE, which will have additional resources available for you. Laptop trolleys and laptop cabinets provide students with the ability to work throughout the college, effectively using your independent study in an environment conducive to you. The University facilities are also available to Bolton College students. Personal study time should be used to prepare for seminar activities, work on assignments or revise for examinations. At the beginning of the programme you will be given guidance around how to structure this time. As you make progress on the programme and you become more confident in your own abilities you will need less guidance, becoming increasingly able to identify what needs to be undertaken for your academic success.

There will also be an expectation that learning will take place in your voluntary placements, as this is crucial to the ethos of the Higher National Diploma. Learning is centred on the workplace environment with an emphasis on learning at work and learning through work. The theory–practice link is of great importance and will be made through the promotion of reflection on practice and drawing from practice experiences throughout the programme of study. You will have considerable one to one support from your tutors, who will work alongside you in assisting to develop you as an independent learner. Distance and on-line resources will also be used to compliment the learning process, which is once again associated with a positive learning environment and flexibility to meet your needs.

### Learning activities (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
<i>Scheduled learning and teaching activities</i>	31%	31%					
<i>Guided independent study</i>	61%	53%					
<i>Placement: (WBL)</i>	8%	16%					

### Assessment strategy

During the Higher National Diploma in Police Studies a variety of assessments will be used, including reports, essays, case study analysis, role play, group discussion and reflective accounts. You will also be involved in seminar discussion and individual presentations. Practical tests and written tests will also be used. Throughout the programme you will develop a portfolio which is based upon completion of competencies relevant to your role and linked to your academic learning. Other evidence will include witness testimony and reflective accounts.

The assessment strategy is based around the development of academic skills alongside that of practical skills and knowledge. Your first year assessments focus upon increasing academic skills and moving towards increasing independence. Formative assessment will be built into your classes; for example, lectures will be followed by group work, which will seek to link



theory and practice. Class discussion will also be used as a way of sharing experiences and making further links between the learning and what occurs within the police. Making these connections will increase your confidence and intellectual ability. Furthermore, you will produce outlines and plans of your work to discuss at individual tutorials, which will give you the confidence and guidance to succeed. Advice and support will be offered by your tutor, enabling you make meaningful links between theory and practice.

In terms of summative assessment, you will receive detailed feedback; this will demonstrate how you have achieved the assessment criteria. Also, each assignment will include points for further development; this aims at increasing your academic awareness and skills. You will be invited to meet with your tutor in person to discuss assessment feedback, which will encourage you to develop an action plan to improve your skills, leading to greater academic confidence. The opportunities for further development of academic skills through the assessment process are a crucial part of widening participation.

Various types of assessment will be utilised with the intention of building different skills, linking with different learning styles. The intention is to give a varied and beneficial experience equipping you for future learning and role development. There will be different written assessments including essays, assignments, reports, reflections and examination papers. In addition individual and group presentations, seminar discussions and presentations will be employed.

#### **Assessment methods (KIS entry)**

	1	2
Written exams	<b>8%</b>	<b>0%</b>
Coursework	<b>92%</b>	<b>83%</b>
Practical exams	<b>0%</b>	<b>17%</b>

#### **Assessment regulations**

- Assessment Regulations for Undergraduate Modular Programmes

[www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AssandExam.aspx](http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AssandExam.aspx)

## Grade Bands

Grade Description	Mark %	Module and Overall Grade
Work of exceptional quality	70+	Distinction
Work of very good quality	60-69	Merit
Work of good quality	50-59	Pass
Work of satisfactory quality	40-49	Pass
Borderline fail	35-39	
Fail	Below 35	

## Grading

The award of HND with Distinction may be made where your overall average mark is at least 70%, normally calculated from modules at Level HE5.

The award of HND with Merit may be made where your overall average mark falls between 60 – 69.99 normally calculated from modules worth at Level HE5.

## Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

## Support for student learning

- The programme is managed by a Programme Leader
- Induction programme introduces the student to the College, University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) is integrated into all programmes
- Feedback given on formative and summative assessments
- College Student Services Department is the college hub for all support advice and services, counselling, disability advice, financial advice, careers and housing.
- University also has advice services include housing, counselling, financial advice, careers and disability. The University Student Centre provides a one-stop shop for information and advice
- A College Chaplaincy via student services and a dedicated prayer room.
- A dedicated prayer room available and located in Chancellors Mall at the University
- Library and IT services at both the College and University

- Student Liaison Officers attached to each Faculty (University)
- The Students' Union advice services (University)
- Programme Handbooks which provide information about the programme, specifically College and University regulations
- The opportunity to develop skills for employment in the police and related industries
- English language support for International students
- Each student will have a tutor, who will support the student both in University and in the workplace. They will link with the tutor to ensure the work place learning element is satisfactory and allows for competency development

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- Employers will be asked to evaluate as part of the collaborative partnership
- FE partners will also be subjected to and feed into Programme Evaluation

### **Other sources of information**

Student portal <http://www.bolton.ac.uk/Students/Home.aspx>

Students Union <http://www.ubsu.org.uk/>

Faculty or similar Handbook (add link)

Programme Handbook (add link)

Student Entitlement Statement

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentServices/Documents/StatementOfService.doc>

Module database (add link)

Moodle (for the programme?) (add link)

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

### **Document control**

**Author(s)**

**Chris Greenhalgh**

**Approved by:**

**Date approved:**

<b>Effective from:</b>	
<b>Document History:</b>	

## Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	K9	K 10	K 11	K 12	C1	C2	C3	C4	C5	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6		
Police History, Development and Careers (HE4)		C	DT A	DT A	DT A	DT		DT A	D	D	DT A	D		D	DT A	DT A	DT A	DT	DT	DT A	DT A	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A		
Fair Treatment, Ethics, and Diversity in the Police (HE4)		C	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	DT A	D	D	DA	DA	DT A	DT A	DT A	DT A	DA	D	DT A	DT A	D	DT A	DT A	DT A	DT A	D	
Law, Justice and Punishment (HE4)		C	DT A	D	D	DT A	DT A	DT A	D	DT A	DT A	D	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D	
Offences Relating to Property and Weapons (HE4)		C	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D	DT A	D	
Road Traffic Offences (HE4)		C	DT A	D	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	D	
Public Order and Offences Related to Persons (HE4)		C	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D
Psychology and Human Behaviour (HE5)		C	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT DA	DT A	DT DA	DT DA	DT A	D	
Police Interview Techniques for Investigation Purposes (HE5)		C	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A
Learning Development and Reflection in the Public Services (HE5)		C	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A
Contemporary Police Issues (HE5)		C	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A
Operational Police Skills (HE5)		C	DT A	DT A	DT A	DT A	DT A	DT A	D	D	DT A	DT A	D	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A
Criminal Investigation Process (HE5)		C	DT A	DT A	DT A	DT A	DT A	D	D	D	DT A	DT A	D	DT A	DT A	D	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A

**K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills**

**Complete the grid using the following (Developed = D, Taught = T, Assessed = A)**

Programme specification: HND Police Studies

Date: 16.7.2012

## Module listing

Module title	Mod Code	New ? ✓	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Police History, Development and Careers (HE4)			4	20	C	Core	NA	CW	70	N	WBL	30	Y
Fair Treatment, Ethics, and Diversity in the Police (HE4)			4	20	C	Core	NA	CW	50	N	CW	50	y
Law, Justice and Punishment (HE4)			4	20	C	Core	NA	CW	70	N	CW	30	Y
Offences Relating to Property and Weapons (HE4)			4	20	C	Core	NA	CW	100	Y			
Road Traffic Offences (HE4)			4	20	C	Core	NA	EXAM	70	N	CW	30	Y
Public Order and Offences Related to Persons (HE4)			4	20	C	Core	NA	CW	70	N	CW	30	Y
Psychology and Human Behaviour (HE5)			5	20	C	Core	NA	CW	70	N	CW	30	Y
Police Interview Techniques for Investigation Purposes (HE5)			5	20	C	Core	NA	CW	30	N	PRAC	70	Y
Learning Development and Reflection in the Public Services (HE5)			5	20	C	Core	NA	CW	30	N	CW	70	Y
Contemporary Police Issues (HE5)			5	20		Core	NA	CW	30	N	CW	70	Y
Operational Police Sills (HE5)			5	20	C	Core	NA	CW	70	N	PRAC	30	Y
Criminal Investigation Process (HE5)			5	20	C	Core	NA	CW	100	Y			

## Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact &	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Police History, Development and Careers (HE4)		C	DTA	DTA	D	DTA		D	D	DTA	DTA	DT	D			D
Fair Treatment, Ethics, and Diversity in the Police (HE4)		C	DTA	DTA	DTA	DTA		DTA	DTA	DTA	D		D	DTA	DTA	DTA
Law, Justice and Punishment (HE4)		C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	D	DTA
Offences Relating to Property and Weapons (HE4)		C	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA
Road Traffic Offences (HE4)		C	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	D				DTA	DTA
Public Order and Offences related to Persons (HE4)		C	DTA	D	D	DTA	D	DTA	DTA	DTA	D				D	DTA
Psychology and Human Behaviour (HE5)		C	DTA	DTA	D	DTA		DTA	DTA	DTA	D		D	DTA		DTA
Police Interview Techniques for Investigation Purposes (HE5)		C	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA
Learning Development and Reflection in the Public Services (HE5)		C	DTA	D	D	DTA	D	D	DTA	DTA	DTA	D	DTA	D	D	D
Contemporary Police Issues (HE5)		C	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DTA	D	DTA
Operational Police Skills (HE5)		C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D		DTA
Criminal Investigation Process (HE5)		C	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	D	D	DTA

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)