



agenda

TE KOMITI WHAKAMANA HOTAKA HOU ACADEMIC APPROVALS COMMITTEE

Wednesday 4 December, 2019

SECTION 1 ITEMS TO APPROVE

1. **New Training Scheme Approval - Police Studies Preparation Training Scheme (Level 4) (POLTS)**

Recommendation

That the Te Komiti Whakamana Hotaka Hou | Academic Approvals Committee approves the establishment of the Police Studies Preparation Training Scheme (Level 4) (POLTS) and associated course POLC TS400 Introduction to Policing (Level 4, 15 credits), effective from 6 December 2019 from Cohort 50.



Training Scheme / Micro-Credentials Application Form

INFORMATION REQUIRED FOR APPLICATION TO UNITEC COMMITTEES

TO: **Programme Academic Quality Committee (for endorsement)**
Academic Approvals Committee (for approval)

FROM: **Darren Mark Tolmie**

DATE: 2 December 2019

SUBJECT: **Establishment of Training Scheme (non-NZQA approved):**
Police Studies Preparation Training Scheme
NZ Standard Classification of Education (NZSCED) Code: 091105 Police Studies
Peoplesoft Academic Programme Code: POLTS

**RECOMMENDATION
(FOR AAC):**

That the Academic Approvals Committee approves the establishment of the Police Studies Preparation Training Scheme (Level 4) (POLTS) and associated course POLC TS400 Introduction to Policing (Level 4, 15 credits) effective from 6 December 2019 from Cohort 50.

**INTRODUCTION TO THIS
PROPOSAL:**

The purpose of this Training Scheme is to provide the academic component of initial police recruit training. This Training Scheme will:

- Provide a foundation understanding of the knowledge, skills, and attributes required to be a police recruit in Aotearoa New Zealand.
- Ensure that all police recruits attending Police College come with the same base level of knowledge.
- Prepare police recruits for the exams that they will have to sit in their next phase of training at Police College.
- Enable police recruits to be better prepared for the intensity and nature of study and learning they will have to undertake as recruits in the next phase of training at Police College.

Note: The above changes are incorporated in the amended programme documentation (attached to this application) and the Programme Set-up Register.

1. CORE INFORMATION (may be attached in a formal programme document format)

TITLE:	Police Studies Preparation Training Scheme		
COURSE CATALOGUE CODE(S), NUMBER(S) AND NAME(S):	POLC TS400 Introduction to Policing (Level 4, 15 credits)		
LEVEL:	4	Credits/Hours:	15 credits/150 hours
SCHOOL/DISCIPLINE:	Community Studies		
DELIVERY MODE(S):	<input type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> On-line only <input type="checkbox"/> Work Based Learning	Course Type	Formally Assessed
PROGRAMME OWNERSHIP:	Unitec		

CERTIFICATION:	Certificate of Completion
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2. PROGRAMME INFORMATION (may be attached in a formal programme document format)

PURPOSE STATEMENT:	Provide a foundation understanding of the knowledge, skills, and attributes required to be a police recruit in Aotearoa New Zealand.				
STRUCTURE:	<p>People interested in becoming a police officer register interest with the Police. This initiates a recruitment process. Initial phases of the recruitment process include psychometric testing (verbal reasoning, numerical reasoning, and abstract reasoning), personality profile, and literacy assessment. There are also other background checks and health testing that occur. Once these processes have been satisfied, the police applicants may apply to undertake this Training Scheme.</p> <p>This Training Scheme consists of a single course, which uses increasingly complex case studies that allow learners to build on their learning throughout the course. The learning outcomes provide a solid foundation for students to progress into the next level of their studies at Police College. The content is based on strategies, policies, procedures, and legislation relevant to the police. The content is relevant for an entry-level police recruit.</p>				
DELIVERY MODE AND METHODS:	<p>This training scheme is delivered on-line to police applicants from across New Zealand. There are three hours a week of direct engagement with learners. This includes live steamed lectures that can be reviewed at any time, video tutorial group sessions, and lecturer directed learning online. This is supported by readings, group activities, discussion forums, as well as formative and summative assessments.</p> <p>There is no practical component to this course. The intense practical learning for the police recruits will occur at Police College.</p> <p>Unitec has a commitment to uphold Te Tiriti o Waitangi. The Police Programme has adapted a Māori teaching and learning model: Te Waka O Te Whanau Hakinakina. This helps to underpin Kaupapa Māori philosophy in the course and creates space for Māori to achieve success as Māori. The course content includes the NZ Police strategy and policy around Māori and diversity (Te Huringa O te Tai) and its application to policing.</p> <p>The School of Community Studies has a dedicated Māori Champion and Kaihautū that supports the ongoing development of curriculum and staff capability.</p>				
STAFF RESOURCES:	<p>The staff have a range of capability and expertise spreading across policing, adult education, language teaching, and law. There is a mix of tenured and casual staff. The casual staff help support student engagement and assessments. They are vital with larger cohorts. All tenured staff have tertiary teaching experience and experience suitable for the delivery of the course. A list of qualifications are provided below.</p> <p>Unitec staff are supported to continually develop as academics. This is achieved through our performance partnering framework, suite of professional development workshops, and professional development leave. The performance partnering as well as our course reports, provide defined opportunities for self-assessment and targeted improvements.</p> <p>The teaching staff are also heavily supported by experts within the institute in the areas of education technology, e-learning, course design, and quality assurance.</p> <table border="1"> <thead> <tr> <th>Name</th><th>Qualification</th></tr> </thead> <tbody> <tr> <td>Darren Tolmie (Tenured, Academic Programme Manager)</td><td>: Bachelor of Arts in Social Anthropology and Minor in Spanish, Massey University, Auckland. GDHE Certificate, Unitec. 1998 -2015 - NZ Police – Qualified Detective, Constable, Auckland.</td></tr> </tbody> </table>	Name	Qualification	Darren Tolmie (Tenured, Academic Programme Manager)	: Bachelor of Arts in Social Anthropology and Minor in Spanish, Massey University, Auckland. GDHE Certificate, Unitec. 1998 -2015 - NZ Police – Qualified Detective, Constable, Auckland.
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	John Hetet (Tenured)	<p>: Unitec Institute of Technology Postgraduate Certificate in Educational Leadership and Management, 2014.</p> <p>Lydbury English Centre, United Kingdom LCCIEB Cert. in Teaching Business English (Distinction), 2000 (Acknowledged as a post CELTA/Trinity qualification).</p> <p>University of Cambridge, United Kingdom, PhD in English Language and Literature, 1987.</p> <p>Victoria University of Wellington, New Zealand, MA in English, 1982.</p> <p>Victoria University of Wellington, New Zealand, BA Hons. (1st Class Honours in English), 1979.</p> <p>University of Auckland, New Zealand BSc, 1977.</p>
	Vanessa Robertson (Tenured)	<p>: B.Sc. Grad Dip Teaching ACAT Registered Teacher/Practicing certificate expiry 2021.</p>
	Carolyn Flack (Tenured)	<p>: 2006 - UNIVERSITY OF SURREY, UK - Postgraduate Certificate in Applied Linguistics.</p> <p>2001 -University of Cambridge – D.E.L.T.A (Diploma in English Language Teaching To Adults).</p> <p>1998 Sheffield Hallam University, Sheffield, United Kingdom – M.A (Masters Honours) Film Studies.</p> <p>1999 - Certified Examiner for Cambridge F.C.E., Advanced and Proficiency.</p> <p>1990 The University of Sheffield – 2.1 (Upper Second Class Honours) English Literature.</p> <p>1996 - St. Giles College, Brighton, United Kingdom – R.S.A Celta (Certificate in English Language Teaching To Adults).</p> <p>1991- SHEFFIELD HALLAM UNIVERSITY, UNITED KINGDOM – P.G.C.E. (Postgraduate Certificate of Education in Secondary Teaching of English and Drama).</p> <p>1988 The University of Sheffield – 1.1 (First Class Dual Honours) Ancient History and Classical Civilization.</p>
	Roisin Bennett (Tenured)	<p>: Masters of Arts with Second Class Honours. Bachelor of Arts in Sociology, Bachelor of Arts with First Class Honours in Sociology.</p>
	John Gilbert (Tenured)	<p>: Diploma Teaching (Phys Ed).</p> <p>NZ Police - Qualified Police Detective and Sergeant.</p> <p>22 years in the Police (18 NZ, 4 Queensland) Approximately 2 years total Intermediate/Secondary teaching experience.</p>
	Rob Masters (Tenured)	<p>:Adult Trainers Course / Adult Learning Certificate Level 1 and 2. University Entrance Exams.</p>

	<p>Police Internal Promotion Exams. Advanced Personal Trainer Certificate. NZ Police 1996 – 2015- Sergeant, Senior Sergeant</p>
	<p>Chantel Hoeft (Casual) :Bachelor of Law (Hons) & Bachelor of Arts (year 5) conjoint degrees at the University of Auckland.</p>
	<p>Jaz Faunt (Casual) : Bachelor of Law (Hons) & Bachelor of Arts (year 5) & conjoint degrees at the University of Auckland. Double-majoring in Māori Studies and Politics and International Relations within the BA degree.</p>
	<p>James McIntosh (Casual) : Bachelor of Law (Hons) & Bachelor of Commerce (year 5) conjoint degrees at the University of Auckland.</p>
	<p>Nathan Chicken (Casual) : Master's in Education Endorsed in E-learning and Technology (Level 9), Canterbury University – Current. Post Graduate Certificate in Applied Management (Level 8), Southern Institute of Technology –Current. Post Graduate Certificate in Education (Level 8), Canterbury University – 2019. Graduate Certificate in Applied e-learning (Level 7), Manukau of Institute of Technology 2018. National Diploma in Adult Education and Training (Level 6), Open Polytechnic 2018. National Certificate in Adult Education and Training (Level 5) Southern Institute of Technology June 2017. NZ Certificate in Adult Literary and Numeracy Education (Level 5), Open Polytechnic Feb 2017. New Zealand Diploma in Business (level 6), ATC Vision College Aug 2013. National Certificate in Animal Care (level 2), Otago Polytechnic Nov 2011. National Certificate in First Line Management (level 4), Christchurch Polytechnic Nov 2010.</p>
	<p>Carla McCarthy (Fixed-term) :Postgraduate Certificate in Education, Blackburn College 2009. GCSE's 9 grade B-C including English, Science and Maths. OCA & OCB in Fine Art Printmaking. Levels 1 & 2 in British Sign Language.</p>
CONTENT:	<ul style="list-style-type: none"> • New Zealand legal system and court functions • Police offense analysis framework • Relevant legislation, policy strategies and procedures relating to policing (e.g. Crimes Act (1961), Summary Offences Act (1981), the Trespass Act (1980), Bill of Rights /Evidence Act (2006)) • Police case studies
INFORMATION FOR STUDENTS: ADMISSION AND ENTRY REQUIREMENT	<p>Admission Requirements: To be eligible for admission to this Training Scheme, all applicants must be approved for entry through the New Zealand Police recruitment process.</p> <p>Selection criteria:</p>

	<p>Students will be selected by the New Zealand Police. This Training Scheme is not available to International students.</p> <p>Requirements for the award of the Training Scheme: To be awarded the Certificate of Completion, a student must successfully complete and achieve an overall score of at least 50% for each of the assessments.</p>																																																
INFORMATION FOR STUDENTS: ASSESSMENT REGULATIONS	<p>Assessment: Assessment in this Training Scheme is achievement based using an 11-point scale.</p> <p>Students must obtain an overall score of at least 50% for each of the assessments.</p> <p>Assessment Grading Basis: Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scale.</p> <p>Achievement based (11-point) assessment system</p> <table><tr><th>Grade</th><th>Meaning</th><th>Result</th><th>Percentage</th></tr><tr><td>A+</td><td>Distinction</td><td>Credits Earned</td><td>90 – 100</td></tr><tr><td>A</td><td>Distinction</td><td>Credits Earned</td><td>85 – 89</td></tr><tr><td>A-</td><td>Distinction</td><td>Credits Earned</td><td>80 – 84</td></tr><tr><td>B+</td><td>Merit</td><td>Credits Earned</td><td>75 – 79</td></tr><tr><td>B</td><td>Merit</td><td>Credits Earned</td><td>70 – 74</td></tr><tr><td>B-</td><td>Merit</td><td>Credits Earned</td><td>65 – 69</td></tr><tr><td>C+</td><td>Pass</td><td>Credits Earned</td><td>60 – 64</td></tr><tr><td>C</td><td>Pass</td><td>Credits Earned</td><td>55 – 59</td></tr><tr><td>C-</td><td>Pass</td><td>Credits Earned</td><td>50 – 54</td></tr><tr><td>D</td><td>Fail</td><td>No Credits Earned</td><td>40 – 49</td></tr><tr><td>E</td><td>Fail</td><td>No Credits Earned</td><td>0 – 39</td></tr></table>	Grade	Meaning	Result	Percentage	A+	Distinction	Credits Earned	90 – 100	A	Distinction	Credits Earned	85 – 89	A-	Distinction	Credits Earned	80 – 84	B+	Merit	Credits Earned	75 – 79	B	Merit	Credits Earned	70 – 74	B-	Merit	Credits Earned	65 – 69	C+	Pass	Credits Earned	60 – 64	C	Pass	Credits Earned	55 – 59	C-	Pass	Credits Earned	50 – 54	D	Fail	No Credits Earned	40 – 49	E	Fail	No Credits Earned	0 – 39
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ASSESSMENT METHODS (if req.):	<p>Participants will be advised of all matters relating to assessment at the start of the course. Specific assessment methods are identified in individual course descriptors.</p>																																																
ASSESSMENT STANDARDS INCLUDED (If req.):	<p>n/a</p>																																																
ASSESSMENT MANAGEMENT (If req.):	<p>Assessment in Te Reo Māori: All students have the right to submit any summative assessment task in te reo Māori. The process for submission of summative assessment work in te reo Māori is detailed in course material. Assessment in te reo Māori is governed by the Unitec Assessment in te reo Māori procedure.</p> <p>Submission and late submission of work:</p> <ol style="list-style-type: none">The due dates for all summative assessment work will be notified at the commencement of each course.Any assessment that is submitted late (and does not have a prior approved extension) will be penalised by a deduction of 5% per day of the student’s assignment mark, up to five (5) days, inclusive of weekends.Applications for extensions must be made to the lecturer, in writing, prior to the assessment due date. If granted, a maximum of five (5) days, inclusive of weekends may be given at the discretion of the lecturer.Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted.																																																

	<p>e. No assignments will be accepted five (5) days (inclusive of weekends) after the due date. If the assessment is not compulsory, the student will receive a 'zero' grade for that assignment. If the assignment is compulsory, then the student will receive a Did Not Complete (DNC) grade for the entire course.</p> <p>Resubmission or Reassessment: A student may apply to undertake a resubmission/ reassessment for a failed assessment which scored less than 50% within 5 days of receiving their marked assessment.</p> <p>Students are entitled to:</p> <ul style="list-style-type: none"> only one reassessment or resubmission per course. <p>a. All resubmission/ reassessment will be carried out within a specified time period as agreed with the relevant academic authority.</p> <p>b. The maximum grade for any resubmission/reassessment of an assessment is 50%.</p> <p>c. Assignments that are handed in late are not eligible for resubmission or reassessment.</p> <p>Affected Performance Consideration*: Any student whose performance in a summative assessment is affected by factors beyond their control may apply for Affected Performance Consideration under the following conditions:</p> <p>a. The student was unable to complete the summative assessment item; or</p> <p>b. The students' ability to complete the summative assessment (preparation/performance) was impaired; or</p> <p>The student needs to request extra time to complete the summative assessment.</p> <p>*formerly known as Special Assessment Circumstances (SACs)</p> <p>Restricted passes: There are no restricted passes in this training scheme.</p> <p>Appeals: Students may appeal the decisions made under these regulations in accordance with the Student Appeal Procedure.</p> <p>Recognition of Prior Learning: Recognition /assessment of prior learning is not available within this Training Scheme</p>
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3. ACADEMIC QUALITY PLAN (may be attached in a formal programme document format)

COURSE EVALUATION:	<p>Course Evaluation and Planning [CEP] reports are a key component in the chain of self-assessment and academic quality compliance. They provide Teachers an opportunity to reflect on course outcomes and to plan improvements to their course and their own development as teachers. Course reports also provide evidence of Academic Quality Compliance.</p> <p>A CEP will be completed for each delivery of this Training Scheme.</p>
PARTICIPANT EVALUATION:	<p>Participant evaluation is a critical component of Unitec's repertoire of evaluative questioning processes. The purpose is to gather feedback on:</p> <ul style="list-style-type: none"> how well a course is meeting learners' learning needs and expectations; learners' experiences of courses; learners' views on areas of strength; learners' views of where improvements can be made; learners' assessments of teaching staff and, consequently, teaching staff's professional development needs. <p>At the start of the course, learners are told how the evaluation will be carried out and the evaluation time frames. Once evaluation has occurred, evaluation results and proposed actions are incorporated in the CEP. Improvements from student feedback is communicated back to students. This information is when the evaluations are made accessible to the students.</p>

	Participant evaluation will occur for each delivery of this short course as agreed with Te Korowai Kahurangi.								
ASSESSMENT MODERATION (if req.):	<p>Unitec's Moderation of Assessment Procedure (AC 2.7) stipulates that a system of internal and external moderation is applied to summative assessments in an assessed course at Unitec. Both internal and external moderation of assessment will be undertaken to ensure valid, reliable and consistent standards of assessment are maintained throughout the scheme. Moderation will ensure that assessment decisions are fair and reflect the marking guides, learning outcomes and graduate profile. Moderation is a negotiated process of agreement between designer and moderator (pre) and between moderator and marker (post). External moderation for Short Courses must be external to the School/Discipline, but does not need to be external to Unitec.</p> <p>Moderation's main purpose is for continuous improvement with outcomes reported in a constructive and informative way. Results of moderation will be included in Self-Assessment and be recorded in CEPs.</p> <p>Quality moderation processes assure:</p> <ul style="list-style-type: none"> • All relevant information relating to the assessment process is provided. • Assessment documentation is complete and the instructions to the student are clear. • Assessments and learning activities are mapped to the learning outcomes and graduate profile and are at the appropriate level. • Marking criteria/guides, marks available and model answers are correct and clearly stated. • Assessment processes are valid, authentic, consistent and easily understood. • Changes recommended by moderators to improve assessments are incorporated where appropriate. <table border="1"> <thead> <tr> <th>Moderation Plan:</th><th>Moderator</th></tr> </thead> <tbody> <tr> <td>Internal Pre-Moderation of assessment will occur when any changes are made to assessments or significant content changes.</td><td>The moderator will be a tenured staff from Police Studies.</td></tr> <tr> <td>Internal Post-Moderation of assessment will occur following the completion of marking of every assessment</td><td>The moderator will be a tenured staff from Police Studies.</td></tr> <tr> <td>External Moderation will occur immediately following the first delivery of the newly approved course, and then bi-annually</td><td>External moderation will be in accordance with Unitec's procedures outlined above.</td></tr> </tbody> </table>	Moderation Plan:	Moderator	Internal Pre-Moderation of assessment will occur when any changes are made to assessments or significant content changes.	The moderator will be a tenured staff from Police Studies.	Internal Post-Moderation of assessment will occur following the completion of marking of every assessment	The moderator will be a tenured staff from Police Studies.	External Moderation will occur immediately following the first delivery of the newly approved course, and then bi-annually	External moderation will be in accordance with Unitec's procedures outlined above.
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STAKEHOLDER ENGAGEMENT AND FEEDBACK:	<p>Engagement with, and feedback from, relevant stakeholders will contribute to the evaluation, review, and improvement of academic provision. Such stakeholders include, but are not limited to:</p> <ul style="list-style-type: none"> • police; • participants; • staff; • employers/industry; • iwi, hapu, whānau, and other Māori stakeholders; and • members of other ethnic communities (for example, Pasifika). <p>This engagement will occur through bi-annual advisory committees, which is supported but Unitec's Industry Advisory Committee terms of reference. These meetings will be minuted. Any actions stemming from the committee meeting will be added to the annual action plan and/or the Programme Evaluation Plans (PEPs).</p> <p>There is also a steering group of consisting of senior leaders from NZ Police College and Unitec that meet every two months. These discussions contribute to the sharing of information and communication of industry changes. It is also a forum to discuss opportunities and areas of improvement.</p>								
COURSE REVIEW:	<p>Training Scheme Review is designed to ensure that the approved course remains relevant and current and continues to meet stakeholder's needs. A formal review (PEP) of this Training Scheme will occur annually.</p> <p>A key aim of the training scheme review will be to identify opportunities for improvement/development to ensure the course best meets the needs of learners, employers, industry, professional bodies, and the communities we serve.</p>								

This review is supported by internal and external moderation, the industry advisory committee, as well as the Unitec/Police Steering Group.

ATTACHED DOCUMENTS SUPPORTING THIS APPLICATION

- ☐ Programme Document
- ☐ Course Descriptor(s) (Required)
- ☐ Business Case Approval (Required)
- ☐ Supporting Evidence (list names of documents)

OFFICE – TKK ONLY

Requirements	Yes	No	Comments:
Information for Students section completed	<input type="checkbox"/>	<input type="checkbox"/>	
Academic Quality Plan section completed	<input type="checkbox"/>	<input type="checkbox"/>	
Information for Academic Committee Consideration completed	<input type="checkbox"/>	<input type="checkbox"/>	
Course Descriptor attached	<input type="checkbox"/>	<input type="checkbox"/>	
Final sign-off prior to submission to PAQC	<input type="checkbox"/>	<input type="checkbox"/>	
Business Case approved	<input type="checkbox"/>	<input type="checkbox"/>	
All relevant supporting documents attached	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluation	Yes	No	Comments:
Course Descriptor sufficient	<input type="checkbox"/>	<input type="checkbox"/>	
Information for Students sufficient	<input type="checkbox"/>	<input type="checkbox"/>	
Academic Quality Plan sufficient	<input type="checkbox"/>	<input type="checkbox"/>	
Information for Academic Committee Consideration sufficient	<input type="checkbox"/>	<input type="checkbox"/>	

Submit completed application to PAQC for endorsement.

Following endorsement by PAQC, submit to AAC with extract of PAQC minutes.

AAC@unitec.ac.nz

Version Control

Version	Date of Change	Description of Change	Effective From	Approved by
1.0	AAC approval date	New Document	6 December 2019	Not yet approved

Appendix 1: Course Descriptors

POLC TS400 Introduction to Policing

POLC TS401: Introduction to Policing					
Course number:	POLC TS401	Level:	4	Credits:	15
Main programme:	The Police Studies Preparation Training Scheme			Compulsory	
NZSCED field of Study:	091105	Delivery mode:	Online		
Hours: Directed	Hours: Workplace	Hours: Self-directed	Total Hours		
36	0	114	150		

Students are expected to adhere to Unitec's [Student Disciplinary Statute](#) in respect of staff, fellow students, and in the use of resources and facilities.

Outcome statement

This course will provide a foundation understanding of the knowledge, skills, and attributes required to be a police recruit in Aotearoa New Zealand.

Learning outcomes

At the end of this course the student will be able to:

1. Define strategies, policies, procedures, and legislation relevant to the police
2. Determine the facts and legislation in a range of police case studies
3. Apply relevant legislation to the police case scenarios to support a case outcome

Teaching and learning

This course uses the following teaching and learning methods:

- Online;
- case-studies/scenario-based learning;
- interactive lectures;
- problem-based learning;
- quizzes;
- group discussions;
- tutorials.

Topics

The following topics are covered in this course:

- New Zealand legal system and court functions
- Police offense analysis framework
- Relevant legislation, policy strategies and procedures relating to policing (e.g. Crimes Act (1961), Summary Offences Act (1981), the Trespass Act (1980), Bill of Rights /Evidence Act (2006))
- Police case studies

Assessment:

Students will be advised of all matters relating to summative assessment at the start of the course.

Overall course grades will represent an assessment of achievement in relation to all stated learning outcomes.

Weighting	Assessment Type	Learning outcomes
70%	Written scenario assessments	1,2,3
30%	Quizzes	1,2,3

This course is assessed using achievement-based assessment. Students must attempt every marked assessment activity in order to pass and receive credit for this course.

Students who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits.

Learning resources

Resources used for this course include:

- Learning management system ("Moodle™"); this includes access to:
 - library resources;
 - course readings;
 - discussion forums;
 - zoom;
 - multi-media resources; and
 - course information.
- Stable connection to the internet and a laptop or computer are essential
- A basic level of computer-related literacy will be required

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1		6 December 2019		New

NZQA Level Descriptors**Certificates & Diplomas**

	<i>Knowledge</i>	<i>Skills</i>	<i>Application</i>
3	<i>Some operational and theoretical knowledge in a field of work or study</i>	<i>Select and apply from a range of known solutions to familiar problems</i> <i>Apply a range of standard processes relevant to the field of work or study</i>	<i>Limited supervision</i> <i>Requiring major responsibility for own learning and performance</i> <i>Adapting own behaviour when interacting with others</i> <i>Contributing to group performance</i>

L3 – describe, identify, label, list, match, name, outline, quote, recall, recognise, reproduce, select

	<i>Knowledge</i>	<i>Skills</i>	<i>Application</i>
4	<i>Broad operational and theoretical knowledge in a field of work or study</i>	<i>Select and apply solutions to familiar and sometimes unfamiliar problems</i> <i>Select and apply a range of standard and non-standard processes relevant to the field of work or study</i>	<i>Self-management of learning and performance under broad guidance</i> <i>Some responsibility for performance of others</i>

L4 – define, describe, distinguish, identify, match, outline, quote, recall, recognise, reproduce, state