Buckinghamshire New University

# PROGRAMME SPECIFICATION

## 1. Key Information

| | |
|---|---|
| **Programme Title:** | BSc (Hons) Police Studies with Criminal Investigation<br>BSc (Hons) Police Studies with Criminal Investigation with Foundation Year<br>BSc (Hons) Police Studies with Criminal Investigation with International Foundation Year |
| **Awarding Institution:** | Buckinghamshire New University |
| **Teaching Institution(s):** | Buckinghamshire New University |
| **Subject Cluster:** | Policing |
| **Award Title (including separate Pathway Award Titles where offered):** | BSc (Hons) Police Studies with Criminal Investigation |
| **Pathways (if applicable)** | |
| **FHEQ level of final award:** | 6 |
| **Other award titles available (exit qualifications):** | Certificate of Higher Education<br>Diploma of Higher Education<br>BSc in Policing Studies |
| **Accreditation details:** | |
| **Length of programme:** | 3 years |
| **Mode(s) of Study:** | Full Time |
| **Mode of Delivery:** | In person (on-site) delivery |
| **Language of study:** | English |
| **QAA Subject Benchmark(s):** | Policing (2022) |
| **Other external reference points (e.g. Apprenticeship Standard):** | |
| **Course Code(s):** | BSPSCIFT / BSPSCIFY |
| **UCAS Code(s):** | |
| **Approval date:** | 01/12/2022 |
| **Date of last update:** | |

## 2. Programme Summary

Throughout this course, learners will study contemporary policing challenges and criminal justice processes, with a focus upon criminal investigation. This degree is for learners with an interest in policing who want to explore the wide-ranging career opportunities on offer within and beyond the criminal justice field.

Alongside the demands of operational and investigative policing, learners will enjoy a curriculum that covers a wide range of areas such as criminal law and justice, social science related research, operational policing priorities, miscarriages of justice, and major crime investigations. Learners will explore the legal and moral responsibilities of an investigator, forensic considerations, human rights considerations, in addition to the challenges presented by cyber-related crime and safeguarding the vulnerable from exploitation. Significant police reforms are examined including the code of ethics, professionalism and legitimacy. The programme has been examined against the current QAA Subject Benchmarks for Policing (2022) and Criminology (2022).

Building on our strong links with Thames Valley Police, learners may apply to be a volunteer Special Constable while studying for their degree. Selection to perform this role is subject to a selection process and criteria owned by Thames Valley Police and vacancies are subject to their resourcing requirements.

Other valuable volunteering opportunities in non-operational areas of policing or the wider criminal justice system and community initiatives are available. Through placements the course develops your future employability, self-confidence and resilience via experience of authentic work. Many of our graduates have successfully commenced rewarding careers as either Police Officers or non-warranted Police staff, and many others have followed careers within the wider criminal justice system such as Youth Justice, Child and Youth Protection, Probation, Police or Prison Services, Research, Private Security, Intelligence services, Home Office, Advocacy, Drugs Prevention, Local Government and Civil Service. Successful completion of the course will position the learner to undertake postgraduate studies in a variety of criminal justice, policing and other subjects.

## 3. Programme Aims and Learning Outcomes

### Programme Aims

This programme aims to:

1.  Provide learners a comprehensive grounding in the knowledge and skills necessary for those aspiring to employment within the police, intelligence agencies, civil service and the wider criminal justice system.

2.  Create an inclusive, current and versatile curriculum of study, which reflects the needs of both Policing and wider criminal justice practitioners and stakeholders.

3.  Prepare learners for employment or for postgraduate study by fostering an environment in which learners are encouraged to: develop academic skills; challenge knowledge; apply theory to practice; develop critical awareness, analysis and reasoning skills; solve problems; synthesise and evaluate information; and engage in research.

4.  Prepare learners to undertake research projects which are related to either policing or the criminal investigation framework.

### Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
| --- | --- |

| K1 | Demonstrate a systematic understanding of the concepts and characteristics of policing and criminal investigation as an area of academic and applied study. |
|----|----|
| K2 | Communicate a depth and breadth of awareness of the changing nature of policing and criminal investigation. |
| K3 | Synthesise an understanding of the external Political, Environmental, Economic, Social, Technological, Environmental and Legal (PESTEL) factors that drive changes within policing and criminal investigation, alongside organisational, cultural and ethical factors that impact upon policing and criminal investigation related processes and outcomes. |
| K4 | Recognise social science research methods and theories and their application to policing and criminal investigation. |
| K5 | Infer current research and primary sources (for example, referenced research articles and/or original materials appropriate to policing and criminal investigation). |

## Analysis and Criticality (C)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|----|----|
| C1 | Examine accurately established techniques of critical analysis and enquiry within policing and criminal investigation. |
| C2 | Reflect on the relationship between relevant theory and practice in work-based contexts. |
| C3 | Investigate arguments, assumptions, abstract concepts and data to make critically informed judgements, frame appropriate questions and propose solutions to problems. |
| C4 | Analyse the critical importance of both diversity and equality issues within policing and criminal investigations. |
| C5 | Differentiate the relationships between policing and criminal investigation, and the communities and environments in which this takes place. |

## Application and Practice (P)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|----|----|
| P1 | Apply the issues and principles of legitimacy, accountability, and social responsibility in the context of policing and criminal investigation. |
| P2 | Determine the nature and characteristics of contentious issues within policing and criminal investigation and examine and evaluate impact and legacies. |
| P3 | Execute effective planning for your personal and professional development in a work-based context. |
| P4 | Conduct an evaluation of the changing role of the state in both policing and criminal investigation. |
| P5 | Develop reflecting on your learning from work-based or in class practical experiences. |

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|----|------------------|
| **T1** | Demonstrate initiative and personal responsibility. |
| **T2** | Recognise the moral, ethical, and legal issues associated with the operational delivery and development of policing and criminal investigation. |
| **T3** | Apply learning from work-based or in class practical experiences to your future developmental goals and career plans. |
| **T4** | Review and use evidence systematically. |

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

This program provides a developmental approach for learners from the Foundation level through to level 6. The BNU attributes are developed and embedded in specific individual modules at all levels across the Programme and aims to develop learners' employability, self-confidence, and reliance via the experience of authentic, work-related/ work-based learning opportunities (P1-P5, T1-T3). During the Foundation Year, learners will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful learner at university (K4). At level 4 the core modules introduce learners to important social sciences, criminal law and policing-related knowledge, enabling learners to have a solid grounding and become immersed in the subject material that forms the foundation of their learning experience (K1-5). At level 5 learners further develop their ability in drawing from a wider range of literature sources and apply theoretical knowledge to practical problems or cases, showing a deeper understanding of the complexity of the subject and issues covered in the modules increase (K1-5, T4, C1-5). Learners are supported to make module choices based on their interests, development needs, potential career paths, and preferences (P1-5, T1-4). At level 6 learners will be seen to develop an abundance of independent learning skills whilst studying their core and optional modules (T1). Lecturers increasingly take a facilitative approach to enable learners to critically analyse theory, arguments and ambiguities, data, policy, and practice within the discipline area(s), interpreting, synthesising, and evaluating information from a wide range of sources (K1-5, C1-5). This approach further supports the learners in undertaking their ongoing dissertation or work-based project.

## 4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions / exceptions:

• UCAS Tariff score between 88 - 120

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process.

## 5. Programme Structure

Pathway 1 or stand-alone course **[add further tables for each additional pathway]**

| Level | Modules (Code, Title and Credits) | Exit Awards |
|---|---|---|
| **Foundation Year[1]** | **Core modules:** <br> Ways of Learning about the Social World <br> Preparing for Success Knowledge and Creativity <br> Preparing for Success Self-development and Responsibility <br> Inquiry Based Learning <br><br> **Option modules:** <br> No option modules are available at this level. | **N/A.** No credit is awarded at this Level. |
| **Level 4** | **Core modules:** <br> LAW4017 Social Sciences & Policing Practice <br> LAW4014 Introduction to Policing and the Course <br> LAW4015 Criminal Law and the Justice System <br> LAW4016 Criminal Law and Legislation <br> LAW4018 Policing, Governance and Ethics <br><br> **Opportunity modules:** <br> You must choose 2 x 10 credit Level 4 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules | **Certificate of Higher Education**, awarded on achievement of 120 credits at Level 4 |
| **Level 5** | **Core modules** <br> Research Methods <br> LAW5013 Criminal Investigation Past to Present <br> LAW5014 Police Concept Theories and Practices; inc. Crime Prevention <br><br> **Option modules:** <br> Choose modules to the total of 40 credits: <br> LAW5018 Special Constable/Voluntary Work Placement <br> LAW5016 Rural Policing <br> LAW5050 Police Crime and the Media <br><br> **Opportunity modules:** <br> In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules | **Diploma of Higher Education**, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5 |
| **Level 6** | **Core modules:** <br> LAW6020 Operational Policing <br> LAW6021 Criminal Investigation Systems | **Ordinary Degree**, awarded on achievement of 300 |

---

[1] Modules on the Foundation Year only apply to learners who are enrolled on the "with Foundation Year" programme.

| | | |
|---|---|---|
| | LAW6022 Criminal Investigations: Scope of the State<br>LAW6023 Dissertation/Independent Piece of Work<br><br>**Option modules:**<br>Choose modules to the total of 20 credits:<br>LAW6024 Policing Terrorism and serious organised crime<br>LAW6025 Progressing a Policing Degree towards leadership and management | credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5<br><br>**Honours Degree**, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6 |

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

# 6. Learning, Teaching and Assessment

## Learning and teaching

Our approach supports the learners in undertaking their ongoing dissertation or work-based project.

Guest speaker inputs from a range of expert professional practitioners provide a valuable additional learning experience and operational insight. There is emphasis on guided learning with an aim for learners to learn the skill of being self-directed through recommended reading and later independent research as they progress through their programme at level 5 and 6.

Learners are regularly invited to evaluate their learning and ongoing representation of the learner voice is valued at all levels. BNU has a highly active Student's Union who engage constructively with the programme team.

The team are mindful that the material and scenarios used as part of the indicative content is potentially sensitive, challenging, and difficult for some of their learners. Whilst they exercise care in approaching certain highly emotive, sensitive, or challenging subjects, they are also mindful of BNU services that learners can be signposted should they show signs of distress or require additional support. Staff and learners work within a BNU 'learning agreement' promoting mutual dignity, courtesy, and respect.

## Assessment

Assessments will focus on applied learning and provide learners with the opportunity to demonstrate a grounding in blended theory and applied practice. Assessments will test a mix of academic study and skills that are relevant for the broad contemporary policing and criminal justice workforce, enabling individuals to become professional and reflective practitioners in a range of settings. All learners will have the opportunity to engage in a critical exploration of contemporary policing as they develop the skills which can be applied in professional practice. Discussions and the critique of policing concepts alongside a focus on contemporary research will underpin the learners' learning and assessment environment, where autonomous thinking is encouraged, and individuality nurtured in creating more engaged, critical and reflective learners.

This strategy will be delivered by way of, essays, reports, presentations, portfolios, projects.

## Contact Hours

Modules are delivered through blended learning with a combination of:

Workshops or lectures supported by seminars which are typically semi-structured and interactive in their nature and may include formative exercises such as:
- o Simulated role play type scenarios carried out in our Code of Practice suite – which includes a simulated bedsit area, custody area and interview facility
- o Research based activities
- o Classroom based discussion

Individual tutorials

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central learner services, including teams supporting academic skills development, career success, learner finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Student's Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader
- Quality and standards on each programme are assured via the following mechanisms:
- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment

- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

## Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Benchmark / Standard requirement** | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Apply an in-depth understanding of the interdisciplinary nature of policing, criminal justice, and criminology to their current or future professional responsibilities | X | X | X | X | | | | | | | | | | | | | | | | |
| Understand and evaluate the application of criminal law to policing | | | | | X | X | X | X | | | | | | | | | | | | |
| Apply in-depth knowledge and understanding of safe, lawful and effective policing | | X | | | X | | | | X | X | | | | | | | | | | |
| Understand a range of policing specialisms such as response, community, roads, information and intelligence, and the conduct of investigations | X | | X | | | | | | X | X | | | | | | | | | | |
| Select and apply appropriate contemporary | | | X | | X | X | X | | | | | | | | X | | | X | | |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark / Standard requirement | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| policing strategies to complex and interrelated contexts | | | | | | | | | | | | | | | | | | | | |
| Apply broad knowledge and understanding of digital policing and technology-related crime | | X | X | | | | | | | | | | | | | | | | | |
| Understand and adopt an ethical approach, reflecting the highest professional values and standards of the police service | | | X | | | | | | X | | X | | X | X | | X | X | | | |
| Take personal responsibility for promoting equality, diversity, inclusivity and human rights | | | X | | | | | | X | X | X | | X | X | X | X | X | | | |
| Synthesise specialist interrelated contemporary theories, ideas and methods which can be adopted to provide support to victims, witnesses, the vulnerable, and those at risk | X | | X | | | | | X | X | X | | X | | | | | X | | | |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Benchmark / Standard requirement** | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Adopt specialist interrelated contemporary theories, ideas and methods to prevent and detect crime, deal with suspects and offenders | | | X | | | | | | X | X | X | | X | X | X | X | X | | | |
| Critically evaluate and apply evidence-based research to the complexities of policing | | | | X | X | | X | X | | | | X | | X | | | | | X | |
| Select and apply specialist strategies, methods and evidence-based research to the complexities of problem solving | | | X | X | X | X | | | | | | | | X | X | | | X | X | |
| Make informed decisions in complex, unpredictable and interrelated situations, founded upon critical thinking and the evidence-base | | | | X | X | X | X | X | X | | | | X | | | X | | X | X | |
| Act within selected guidelines and apply professional discretion | | X | X | | | | | | X | | | | X | | X | X | X | X | X | |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark / Standard requirement | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Understand and apply the skills of conflict management | | X | | | | | X | | X | X | X | X | X | X | X | X | | | | |
| Apply an in-depth understanding of leadership, team and partnership-working | | | X | | | | X | | X | | X | X | X | X | X | X | | | | |
| Understand and apply techniques to ensure the wellbeing and resilience of self and others in all situations | | | X | | | | | | X | X | X | X | X | | X | X | X | X | | |
| Actively engage in continual self-reflection, evolving strategies to improve own practice. | | | | | | | | X | | | | | X | | X | X | X | X | X | |
| **GENERIC SKILLS** Accurately deploy a range of established techniques for the design, collection, analysis and interpretation of research | X | | | X | X | X | X | | | | | | | | | | | | | |
| Organise and communicate interrelated information to a range of | X | X | | | X | | X | X | | | | | | | X | | | | | |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark / Standard requirement | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| specialist and non-specialist audiences | | | | | | | | | | | | | | | | | | | | |
| Critically evaluate arguments, assumptions and abstract concepts to identify possible solutions | X | | | | X | X | | X | | | | X | | X | X | | | X | | |
| Act autonomously and take responsibility for achieving personal and/or group tasks in complex contexts | | | | | | | | | | | | X | | X | X | | | X | X | |
| Appreciate the current political, economic, social, technological, environmental, legal and ethical discussions impacting the discipline | X | | X | | | | | | | X | X | | | | | | X | | | |
| Understand contemporary debates with regard to equality, diversity, inclusion and sustainability | | | X | | | | | | X | | X | | | | | | X | | | |
| Understand the impact of culture on working practices | | | | | | | | | | | | X | X | | X | X | X | X | X | |
| Apply a range of innovative methods and | | | | X | | | | X | | | | X | X | X | | X | X | X | | |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Benchmark / Standard requirement** | **K1** | **K2** | **K3** | **K4** | **K5** | **C1** | **C2** | **C3** | **C4** | **C5** | **P1** | **P2** | **P3** | **P4** | **P5** | **T1** | **T2** | **T3** | **T4** | **T5** |
| techniques learned to employment | | | | | | | | | | | | | | | | | | | | |
| Select and apply a range of digital skills and techniques in the workplace | | | X | | | | | | | | | | | | | | | | | |
| Actively engage in self-reflection, to identify and address own learning needs | | | | | | | | | | | | | X | X | X | X | X | X | | |
| Understand the importance of engaging with continuing professional development. | | | | | | | | | | | | | X | X | X | X | X | X | | |

## Mapping of Programme Learning Outcomes to Modules

| Programme Learning Outcome | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Module Code (Core)** | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| **Level 4** | | | | | | | | | | | | | | | | | | | | |
| Social Sciences & Policing Practice | | | | X | X | | | | | | | | | | | | | | | |
| Introduction to Policing and the course | X | | | | X | | | | | | | | | | | | | | | |
| Criminal Law and the Justice System | | X | | | X | | | | | | | | | | | | | | | |
| Criminal Law and Legislation | X | | | | X | | | | | | | | | | | | | | | |
| Policing, governance and ethics | | | X | | X | | | | | | | | | | | | | | | |
| **Level 5 (above as well)** | | | | | | | | | | | | | | | | | | | | |
| Research Methods | | | | | | X | X | | | | | | X | | X | | | | X | |
| Criminal Investigation. Past to Present | | | | | | | X | | X | X | X | X | | X | | | | | X | |
| Police Concept Theories and Practices; inc. crime prevention | | | | | | | X | X | | X | X | X | | X | | | | | X | |
| **Level 6 (above as well)** | | | | | | | | | | | | | | | | | | | | |
| Operational Policing | | | | | | | | | | | | | | | | | X | X | | |

| Programme Learning Outcome | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Module Code (Core) | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Criminal Investigation Systems | | | | | | | | | | | | | | | | | X | | | |
| Criminal Investigations: Scope of the State | | | | | | | | | | | | | | | | | X | | | |
| Independent work | | | | | | | | | | | | | | | | X | | X | | |