



OTHM LEVEL 7 DIPLOMA IN POLICE LEADERSHIP AND MANAGEMENT

Qualification Number: 610/0870/9

Specification | May 2022

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QUALIFICATION OBJECTIVES

Globally, policing is undergoing a radical transformation driven by the desire for greater public accountability, the importance of community partnership and a growing crisis of confidence in both the integrity of services and more broadly police leadership. Policing in the future will shape decisions around transformation and how police forces use resources to help keep people safe and provide an effective, accessible and value for money service which can be trusted.

The principal objective of the OTHM Level 7 Diploma in Police Leadership and Management qualification is to develop the knowledge and skills which are required to operate in a senior leadership and management role within a police force where established authority and personal attributes translate strategic decisions into effective and efficient operational performance.

This is a specialised qualification which reflects current practice within the senior echelons of policing and offers learners the opportunity to study diverse aspects of the policing agenda within the context of public sector reform and to gain an enhanced appreciation and understanding of the skills and competencies required of senior police officers to meet modern day challenges.

Through engagement in study towards this qualification, learners will be required to participate in applied investigation. This will, through acquired knowledge, enable senior police officers to be in a stronger position to directly meet the requirements of evolving operating environments where a variety of challenges are posed to the role and function of policing created by the increasingly complex and globally connected world.

Learners will become competent and reflective practitioners, related to their current role, and in preparation for more challenging roles in the future.

The primary aims of this qualification are, therefore, to;

1. provide an international standard of strategic expertise in police leadership and management
2. develop the knowledge and skills required to support effective and efficient strategy implementation.
3. encourage an understanding of the importance and impact of strategic police leadership and management where responses to public sector reforms are key considerations.
4. support and encourage new ways of thinking and new approaches to actual and perceived problems within policing.
5. provide a police officer with the knowledge, skills and confidence to proactively engage in the implementation of change.

Upon successfully completing the OTHM Level 7 Diploma in Police Leadership and Management, learners will be able to;

- effectively support strategic decision making.
- act as an enabler for the creation of high performance teams.
- engage in effective continuing professional development.
- deliver change and become a change champion.
- establish, implement and control strategic projects.
- examine the context and impact of public sector reform.
- explore strategic challenges within a police force.
- design consultancy based research projects.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying level 7 qualifications to be considered for advanced entry into corresponding Master’s programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 7 Diploma in Police Leadership and Management
Qualification Ref. Number	610/0870/9
Regulation Start Date	06/05/2022
Operational Start Date	06/05/2022
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	480 Hours
Sector Subject Area (SSA)	1.4 Public Services
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM level 7 diplomas are located on the Regulated Qualifications Framework (RQF) and are recognised as being at the same level as Master’s degrees. However, they are shorter (120 credits) qualifications which means learners will have to proceed to the dissertation stage (60 credits) with an appropriate university to achieve a full Master’s qualification.

QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Police Leadership and Management consists of 5 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref.	Mandatory units	Credits	GLH	TQT
R/650/2452	Creating Strategic Leaders and Managers in Policing	20	80	200
T/650/2453	Public Sector Reform	20	80	200
Y/650/2454	Digital Transformation in Policing and Cybercrime	30	120	300
A/650/2455	Strategic Project Management	30	120	300
D/650/2456	Strategic Consultancy Research Project	20	80	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

This qualification is suitable for currently operational police officers who function in a senior leadership and management role. The qualification would also be suitable for police officers who have aspirations to operate in a strategic role.

The qualification is designed for learners who are typically aged 21 and above at the beginning of the course.

The entry profile for learners is likely to include at least one of the following:

- an honours degree in a related subject or UK level 6 qualification or an equivalent overseas qualification
- mature learners (aged over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the OTHM website.

Alternative professional qualifications with at least three years' relevant work experience in the public service field may also be considered. This could be in roles in local or national government, or in non-governmental and inter-governmental organisations, the voluntary and charitable sector, and private sector roles which support or deliver public services.

PROGRESSION

The OTHM Level 7 Diploma in Police Leadership and Management qualification enables learners to progress into or within employment and/or continue their further study.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners may be eligible to progress to Master's top-up at many universities in the UK and overseas with advanced standing. For more information visit the [University Progressions](#) page on the OTHM website.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

The qualification has been designed to take learners on a structured learning pathway. The sequencing of units is likely to encourage proactive engagement due to the nature of the subjects and topics therein, whilst also supporting learners to develop the learning and assessment skills required to be successful at level 7.

Whilst Unit 4 Strategic Project Management may appear to be stand-alone, understanding the principles of project management at a strategic level, is quickly becoming a necessary requirement amongst senior leaders and managers.

Unit 5 Strategic Consultancy Research Project can be viewed as the 'capstone' unit which introduces new learning whilst at the same time consolidating learning from units 1 to 4.

CENTRE RESOURCE REQUIREMENTS

Tutor / Assessor Requirements

- Tutors/Assessors must be appropriately qualified and occupationally competent in the areas in which they are training.
- They must hold a Level 6 qualification or equivalent
- They should hold or be working towards a Level 3 qualification in Assessing Vocationally Related Achievement such as the OTHM Level 3 Award in Assessing Vocationally Related Achievement.

Internal Verifier Requirements

- Internal quality assurers or verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating.
- They must hold or be working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or a Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice such as the OTHM Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- They must demonstrate that they have undertaken Continued Professional Development (CPD) activities relating to occupational health and safety or auditing quality assurance to maintain and update their skills and knowledge within the last year.

OTHM will request to see copies of relevant qualifications from assessors and verifiers.

ASSESSMENT AND VERIFICATION

The units in this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

UNIT 1 CREATING STRATEGIC LEADERS AND MANAGERS IN POLICING

Unit Reference Number	R/650/2452
Unit Title	Creating Strategic Leaders and Managers in Policing
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading type	Pass / Fail

Unit Aims

The primary aim of this unit is to develop a learner’s understanding of strategic leadership and management in the context of policing. This will be achieved through an exploration of leadership and management theories, concepts and models where the contextualising of new knowledge is located in the learner’s organisation and its environment. Learners will explore ways in which strategic leaders and managers can improve the performance of teams and individuals within their area of responsibility whilst also focusing on their own performance as a strategic leader and manager.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand leadership and management theories, concepts and models.	1.1 Discuss leadership and management theories, concepts and models in the context of policing. 1.2 Critically examine the role of leadership and management within a police force. 1.3 Differentiate between contemporary challenges to leadership and management in the context of policing.	<ul style="list-style-type: none"> • Theories, concepts and models includes; <ul style="list-style-type: none"> ○ Leadership/management styles ○ Theories of motivation ○ Behavioural theories ○ Scientific management ○ Systems management ○ Emotional intelligence ○ Ethical leadership

	<p>1.4 Discuss the leadership and management behaviours required to deliver strategic goals.</p>	<ul style="list-style-type: none"> • Theorists include; <ul style="list-style-type: none"> ○ Deeming ○ Fayol ○ Drucker ○ Maslow ○ Goldman • Challenges include; <ul style="list-style-type: none"> ○ Delivering change ○ Employee engagement ○ Equality and diversity ○ Societal perceptions ○ Harassment and bullying ○ Organisational culture • Behaviours include; <ul style="list-style-type: none"> ○ Loyalty ○ Transparency ○ Empathetic ○ Compassionate ○ Open-mindedness ○ Problem -solving ○ Critical thinking
<p>2. Understand the key internal and external factors which influence strategic leadership and management.</p>	<p>2.1 Discuss the relationship between external and internal factors which influence strategic leadership and management in a police force.</p> <p>2.2 Critically examine the impact of external and internal factors on the ability to deliver strategic leadership and management in a police force.</p> <p>2.3 Compare ways in which a police force can respond positively to change.</p>	<ul style="list-style-type: none"> • External factors grouped by; <ul style="list-style-type: none"> ○ Political ○ Economic ○ Social ○ Technological ○ Legal ○ Environmental • Internal factors grouped by; <ul style="list-style-type: none"> ○ Strengths ○ Weaknesses ○ Opportunities ○ Threats • External impact examples include;

		<ul style="list-style-type: none"> ○ Political – change of government/doctrine ○ Economic – budget restrictions ○ Social – more social housing required ○ Technological – e procurement ○ Legal – GDPR ○ Environmental – reducing carbon footprints ● Internal impact examples include; <ul style="list-style-type: none"> ○ Strengths – improving skill sets ○ Weaknesses – budget restrictions ○ Opportunities – cross sector collaboration ○ Threats – increasing customer expectations ● Change responses include; <ul style="list-style-type: none"> ○ Creating urgency ○ Establishing the future organisational state ○ Generating commitment from stakeholders ○ Being ○ transformational not transactional
<p>3. Understand the role of leadership and management to improve organisational performance.</p>	<p>3.1 Critically examine the concept of organisational performance in the context of a police force.</p> <p>3.2 Discuss performance management as a strategic leadership and management tool.</p> <p>3.3 Examine a police force’s strategies which support organisational performance through mental health and well-being.</p> <p>3.4 Assess the impact of strategic leadership and management on the performance of a police force.</p>	<ul style="list-style-type: none"> ● Organisational performance as a concept; <ul style="list-style-type: none"> ○ Effective financial performance ○ Efficient management performance ○ Achievable goal setting ○ Improving quality of service ○ Reducing crime ○ Delivering value for money ● Performance management as a tool; <ul style="list-style-type: none"> ○ Developing performance management systems and processes ○ Creating high performing teams

		<ul style="list-style-type: none"> ○ Promoting employee engagement ○ Supporting training and development ○ Encouraging professional development ○ Performance monitoring ○ Utilising appraisals ○ Providing reward and recognition ● Health and well-being as a performance tool; <ul style="list-style-type: none"> ○ Promoting self-care ○ Creating a positive work/life balance ○ Reducing stress ○ Encouraging physical health ○ Adopting value-based leadership ○ Instilling a code of ethics
<p>4. Be able to engage in continuing professional development to improve own ability as a strategic leader and manager.</p>	<p>4.1 Discuss how engaging in personal and professional development impacts on strategic leadership and management in a police force.</p> <p>4.2 Critically reflect on own interpersonal and professional qualities as a strategic leader and manager in the context of policing.</p> <p>4.3 Produce a professional development plan to improve own performance as a strategic leader and manager in the context of policing.</p>	<ul style="list-style-type: none"> ● Personal and professional development as a concept; <ul style="list-style-type: none"> ○ Personal SWOT ○ Reflection ○ Objective setting ○ Instilling motivation ○ Benefits to the individual ○ Benefits to a team ○ Benefits to an organisation ● Reflection techniques include; <ul style="list-style-type: none"> ○ Gibb's reflective learning cycle ○ Keeping a journal ○ Reflective statements ○ Engaging in wider experiences ○ Creating plans ○ Being self-aware ○ Being self-critical ● Professional development plans include; <ul style="list-style-type: none"> ○ Determining existing knowledge/skill set ○ Determining short, medium, long term goals

		<ul style="list-style-type: none"> ○ Establishing knowledge/skills gap ○ Establishing development opportunities ○ Create SMART action plan ○ Engage in professional development ○ Reflect and evaluate
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All LO 1 to 4	All AC under LO 1 to 4	Report	3500 words

Indicative Reading List

- Joyce, P. (2016) *Strategic Leadership in the Public Sector 2nd edition*, Routledge, Abingdon
- McCarthy, Q. (2016) *Police Leadership: A Primer for the Individual and the Organisation*, Palgrave MacMillan, London
- Roycroft, M and Brine, L. (2021) *Modern Police Leadership Operational Effectiveness at Every Level*, Palgrave MacMillan, London
- Walsh, W. and Vito, G. (2018) *Police Leadership and Administration: A 21st Century Strategic Approach*, Routledge, Abingdon

Additional Resources

[Chartered Management Institute](#)

[The Journal of Applied Leadership and Management](#)

UNIT 2 PUBLIC SECTOR REFORM

Unit Reference Number	T/650/2453
Unit Title	Public Sector Reform
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

The primary aim of this unit is to develop a learner's understanding of public sector reform in their home nation and the impact reform has on its public sector organisations. This will be achieved through an exploration of factors, both national and international, which influence and drive public sector reform. Learners will explore ways in which nations and public sector organisations respond to these influences where the impact of changes within the public sector on stakeholders is a key consideration.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand national and international factors which influence public sector reform.	1.1 Examine the international factors which influence public sector reform. 1.2 Examine the national factors which influence public sector reform. 1.3 Discuss the relationship between national and international factors as drivers of public sector reform. 1.4 Critically assess the potential impact of national and international factors on a nation's public sector.	<ul style="list-style-type: none"> • Factors include; <ul style="list-style-type: none"> ○ Shifting centres of economic activity ○ Demand for natural resources growing ○ Industry structures are changing ○ Demographic changes ○ Technological changes ○ Migration ○ The economics of knowledge ○ Societal changes ○ Aging population

		<ul style="list-style-type: none"> ○ Information management ○ International regulation and legislation ○ Innovation ○ Customer is 'king' ● Potential impact of national and international factors on a nation's public sector include; <ul style="list-style-type: none"> ○ Rethinking policy ○ Leadership and management transformation ○ Developing reform agendas ○ Financial restrictions ○ Increasing public relations activities ○ Greater cooperation between governments and public servants ○ Multifaceted reform programs ○ Increased public accountability ○ Improved collaboration across the public sector ○ Improved resource management
<p>2. Understand how a nation's public sector responds to national and international influences.</p>	<p>2.1 Discuss the actual and potential challenges to a nation's public sector when responding to national and international influences.</p> <p>2.2 Critically examine the capacity of a nation's public sector to respond to national and international influences.</p> <p>2.3 Assess a nation's response to national and international influences on its public sector.</p>	<ul style="list-style-type: none"> ● Actual and potential challenges; <ul style="list-style-type: none"> ○ Rethinking policy ○ Leadership and management ○ Reform agendas ○ Financial restrictions ○ Increasing public relations activities ○ Multifaceted reform programs ○ Increased public accountability ○ Collaboration across the public sector ○ Resource management ● Public sector capacity includes; <ul style="list-style-type: none"> ○ Strength of governments ○ Ability to empower organisations and their people ○ Ability to deliver services

		<ul style="list-style-type: none"> ○ Desire to improve ○ Human resource management ○ Financial management ○ Strength of senior leaders and managers ○ Capacity building ○ Approaches to innovation ○ Approaches to service delivery
<p>3. Understand how a public sector organisation responds to national and international influences.</p>	<p>3.1 Discuss the actual and potential challenges to a public sector organisation when responding to national and international influences.</p> <p>3.2 Critically examine the capacity of a public sector organisation to respond to national and international influences.</p> <p>3.3 Assess a public sector organisation's response to national and international influences on its public sector.</p>	<ul style="list-style-type: none"> ● Actual and potential challenges; <ul style="list-style-type: none"> ○ Rethinking policy ○ Leadership and management ○ Reform agendas ○ Financial restrictions ○ Increasing public relations activities ○ Multifaceted reform programs ○ Increased public accountability ○ Collaboration across the public sector ○ Resource management ● Public sector capacity includes; <ul style="list-style-type: none"> ○ Strength of governments ○ Ability to empower organisations and their people ○ Ability to deliver services ○ Desire to improve ○ Human resource management ○ Financial management ○ Strength of senior leaders and managers ○ Capacity building ○ Approaches to innovation ○ Approaches to service delivery
<p>4. Understand the impact of a public sector organisation's response to national and international influences.</p>	<p>4.1 Discuss the impact on internal stakeholders of a public sector organisation following a response to national and international influences.</p>	<ul style="list-style-type: none"> ● Internal stakeholders include; <ul style="list-style-type: none"> ○ Management ○ Employees ● External stakeholders include; <ul style="list-style-type: none"> ○ Customers

	<p>4.2 Discuss the impact on external stakeholders of a public sector organisation following a response to national and international influences.</p> <p>4.3 Critically assess the extent to which a public sector organisation has effectively responded to external influences.</p> <p>4.4 Examine alternative approaches a public sector organisation could implement as responses to national and international influences.</p>	<ul style="list-style-type: none"> ○ Community ○ Suppliers ○ Local and national governments ○ Other public sector organisations ● Stakeholder analysis ● Stakeholder mapping ● External influences <ul style="list-style-type: none"> ○ Rethinking policy ○ Leadership and management ○ Reform agendas ○ Increasing public relations activities ○ Multifaceted reform programs ○ Increased public accountability ○ Collaboration across the public sector ○ Resource management ● Alternative approaches: <ul style="list-style-type: none"> ○ Empower organisations and their people ○ Ability to deliver services ○ Desire to improve ○ Human resource management ○ Financial management ○ Strength of senior leaders and managers ○ Capacity building ○ Innovation ○ Approaches to service delivery
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All LO 1 to 4	All AC under LO 1 to 4	Report	3500 words

Indicative Reading List

- Hoque, Z. (2021) *Public Sector Reform and Performance Management in Developed Economies: Outcomes-Based Approaches in Practice*, Routledge, Abingdon
- Lips, M. (2019) *Digital Government:: Managing Public Sector Reform in the Digital Era*, Routledge, Abingdon
- Van De Walle, S. and Groenveld, S. (2016) *Theory and Practice of Public Sector Reform*, Routledge, Abingdon

Additional Resource

[International Journal of Public Sector Management](#)

UNIT 3: DIGITAL TRANSFORMATION IN POLICING AND CYBERCRIME

Unit Reference Number	Y/650/2454
Unit Title	Digital Transformation in Policing and Cybercrime
Unit Level	7
Number of Credits	30
Total Qualification Time (TQT)	300 hours
Guided Learning Hours (GLH)	120 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

Policing is transforming. This is influenced by a number of factors to include the changing patterns of crime, the ever increasing expectations of the public and the need to be more efficient. Technology facilitates many of these factors but is also recognised to be an essential part of the solution. Many police services are exploring the use of technologies and digital transformation to improve citizen experience.

The primary aim of this unit is to strategically develop a learner's understanding of digital policing, digital transformation and cybercrime within a fast changing and challenging context. This will be achieved through an exploration of digital policing, digital transformation and disruption concepts alongside developing an appreciation of the elements of cybercrime which are occupying a high level of importance in policing within a digital age. Additionally, learners will be introduced to key terminology associated with digital technology and gain an insight into how technology can be used in everyday policing and criminal investigations.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand how technology is used in policing.	1.1 Critically examine how digital technology may be used in assisting with public engagement.	<ul style="list-style-type: none"> • Use of Digital technology: <ul style="list-style-type: none"> ○ Community engagement ○ Managing incidents (instant messaging, public appeals for information etc.)

	<p>1.2 Examine how to build the right ecosystem to identify incidents through digital public engagement platforms.</p> <p>1.3 Examine the key considerations for the use of digital tools in policing.</p> <p>1.4 Assess the usefulness of digital tools in investigation and predictive policing.</p>	<ul style="list-style-type: none"> ○ Enhancing a criminal investigation (device location, attribution etc.) ○ Enhancing communications ● Considerations in the use of technology within policing: <ul style="list-style-type: none"> ○ Legal restrictions on investigatory use of technology ○ Digital footprint, personal and work devices ○ Professional standards ○ Disclosure considerations ● Digital Enablers in policing <ul style="list-style-type: none"> ○ Integration: The extraction of information from multiple social media platforms used by the public ○ Advanced analytics/ Predictive modelling - Making informed decisions using historical data and real-time data. ○ The use of digital intelligence in processing of mass amounts of video surveillance data
<p>2. Understand the drivers and influences of digital transformation in policing.</p>	<p>2.1 Critically analyse the core concepts of digital transformation and digital disruption.</p> <p>2.2 Assess models and technologies which are leading digital transformation and digital disruption.</p> <p>2.3 Examine the future of digital transformation and disruption.</p> <p>2.4 Examine the impact of emerging regulation on technology and its power.</p>	<ul style="list-style-type: none"> ● Core concepts of Digital transformation in policing: <ul style="list-style-type: none"> ○ Understand the difference between digital transformation and digital disruption ○ Investigate the range of factors that have led us to the current fast changing environment and explore the technology behind the change and in turn explains what this means for police services.

		<ul style="list-style-type: none"> ○ Review the key differences between, and impacts of, platforms, AI and blockchain technology ○ How to structure, shape and manage police services to best utilise the requirements of modern day stakeholders who engage through digital technologies. ● Models of Technology Acceptance Models: <ul style="list-style-type: none"> ○ Innovation and Diffusion Theory ○ The Unified Theory of Acceptance and use of technology ○ Technology Acceptance Model ○ Technology to performance chain (TPC) ○ TAM / TTF model ○ Model of task-technology fit, user evaluations, and performance ● Embrace the future of digital disruption: <ul style="list-style-type: none"> ○ Examine emerging regulation ○ Understand the impact of regulation on technology and its transformative disruptive power ○ Understand the future of involving, complex network of interconnected digital systems where algorithms would dominate basic to complex activities in policing
<p>3. Understand the different types of cybercrime and the prevalence of digitally-facilitated crimes.</p>	<p>3.1 Examine common and complex types of digital-facilitated crimes. 3.2 Analyse cybercrime challenges from a criminological cyber-security perspective.</p>	<ul style="list-style-type: none"> ● Types of cybercrimes: including Cyber dependent, cyber enabled crime and the Internet of Things by considering a variety of forms of cybercrime <ul style="list-style-type: none"> ○ Hate crime

	<p>3.3 Assess the contemporary issues surrounding the policing and management of cybercrime within complex global, diverse, and uncertain organisational environments.</p>	<ul style="list-style-type: none"> ○ Extortion ○ Abuse, bullying, stalking and threats or harassment ○ Online fraud ○ Child sexual exploitation ○ Radicalisation ○ Financial crime ○ Cyberespionage and cyberwarfare. ● How criminals engage in complex internet-dependent crimes and the impact of such criminality: <ul style="list-style-type: none"> ○ Hacking/cracking ○ illegal marketplaces, ○ Malware ○ Phishing ○ Denial of service ○ Browser hi-jacking ○ Ransomware ○ Data manipulation ○ Cryptocurrency and cryptolocker offences ● Dealing with challenges that cybercrime presents for organisations <ul style="list-style-type: none"> ○ Regulation and policing – how/to what extent these offences can be prevented ○ How can offenders be caught and brought to justice. ● Contemporary issues <ul style="list-style-type: none"> ○ Assess the impact on cybercrime and how these influence the development of policy in policing, the setting of priorities and the design and delivery of services
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		<ul style="list-style-type: none"> ○ Analyse the developments and contemporary advancements of cybercrime prevention mechanism to reduce the impact of complex digital-related crimes on individuals and businesses ○ Examine the importance of data governance and future of cybersecurity
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All LO 1 to 3	All AC under LO 1 to 3	Report	4000 words

Indicative Reading List

- Blakemore, B., 2016. *Policing cyber hate, cyber threats and cyber terrorism*, Routledge, Abingdon
- Boon, B. (2015) *Blackstone's Leadership for Sergeants and Inspectors*, Oxford University Press, Oxford.
- Bryant, R. ed., 2016. *Policing digital crime*, Routledge, Abingdon..
- Gillespie, A (2015) *Cybercrime: Key Issues and Debates*, Routledge, Abingdon..
- Lister, S and Rowe, M (2016) *Accountability of Policing* (1st edition), Routledge, Abingdon..
- Silke, A. ed., 2018. *Routledge Handbook of Terrorism and Counterterrorism*, Routledge, Abingdon.
- Taylor, R.W., Fritsch, E.J. and Liederbach, J., (2014). *Digital Crime and Digital Terrorism*, Prentice Hall, New Jersey.

Additional Resources

- Broadhurst, R, Grabosky, P, Alazab, M and Chon, S (2014) *Organizations and cybercrime: an analysis of the nature of groups engaged in cybercrime*.
- *European Review of Organised Crime*, 1(1), pp.143-159 Horsman, G., (2017). *Can we continue to effectively police digital crime?*.
- Leukfeldt, E.R., Lavorgna, A. & Kleemans, E.R. (2017) *Organised Cybercrime or Cybercrime that is Organised? An Assessment of the Conceptualisation of Financial Cybercrime as Organised Crime*. *Eur J Crim Policy Res* **23**, 287–300
- McMurdie, C., (2016). *The cybercrime landscape and our policing response*. *Journal of Cyber Policy*, 1(1), pp.85-93.
- Richardson, L., Beadle-Brown, J., Bradshaw, J., Guest, C., Malovic, A. and Himmerich, J., (2016). *“I felt that I deserved it”—experiences and implications of disability hate crime*. *Tizard Learning Disability Review*, 21(2), pp.80-88.
- Science & Justice, 5 Jones, C., (2015). *Managing extremist offenders: The TACT-ics of policing thought*. *Probation Journal*, 62(2), pp.172-180.7(6), pp.448-454.
- Wall,D.S and Williams,M (2013) *Policing Cybercrime: Networked and Social media technologies and the Challenges for Policing*. *Journal of Policing and Society*, 23(4), pp 409-412

UNIT 4 STRATEGIC PROJECT MANAGEMENT

Unit Reference Number	A/650/2455
Unit Title	Strategic Project Management
Unit Level	7
Number of Credits	30
Total Qualification Time (TQT)	300 hours
Guided Learning Hours (GLH)	120 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading type	Pass / Fail

Unit Aims

The primary aim of this unit is to develop a learner’s understanding of project management in a strategic context. This will be achieved through an exploration of project management principles and concepts alongside developing an appreciation of the key roles and responsibilities which exist within a strategic project. Additionally, learners will explore ways in which projects are designed, planned and monitored so that they are in a strong position to strategically support an organisation which uses project management as an approach to achieving its strategic objectives.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand project management concepts and principles.	1.1 Discuss key project management theories, concepts and models. 1.2 Differentiate between the stages of the project life cycle. 1.3 Critically examine the relationship between strategic project management and an organisation’s strategy.	<ul style="list-style-type: none"> • Projects as stand-alone activities • Projects as drivers for change • Project models such as; <ul style="list-style-type: none"> ○ Hybrid ○ SCRUM ○ Agile • Project management concepts include; <ul style="list-style-type: none"> ○ Work break-down structure (WBS) ○ Project execution strategy (PES)

	<p>1.4 Assess the role of collaborations and partnerships in the context of strategic project management.</p>	<ul style="list-style-type: none"> ○ Organisation break-down structure (OBS) ○ Cost break-down structure (CBS) ○ Project scope ○ Project scheduling ○ Total Quality Management (TQM) ● Stages of a project life cycle; <ul style="list-style-type: none"> ○ Initiation ○ Planning ○ Execution ○ Monitoring and Control ○ Closure and Handover ● Levels of organisational strategies include; <ul style="list-style-type: none"> ○ Corporate ○ Business ○ Functional ○ Operational ● Types of collaborations include; <ul style="list-style-type: none"> ○ Joint venture ○ Equity alliance ○ Non-equity alliances
<p>2. Understand key roles and responsibilities within a project.</p>	<p>2.1 Compare ways in which strategic projects are structured. 2.2 Discuss the role and responsibilities of a project manager. 2.3 Discuss the role and responsibilities of a project team. 2.4 Compare the roles of other project stakeholders.</p>	<ul style="list-style-type: none"> ● Project structures include; <ul style="list-style-type: none"> ○ Functional ○ Matrix ○ Projectised ○ Composite ● Project manager roles and responsibilities include <ul style="list-style-type: none"> ○ Planning and scheduling ○ Monitoring ○ Project assurance ○ Budgeting ○ Risk management

		<ul style="list-style-type: none"> ○ Quality management ● Project team role and responsibilities include; <ul style="list-style-type: none"> ○ Provide specific expertise ○ Achieve team and individual deliverables ○ Contribute to project objectives ○ Work collaboratively ● Project stakeholders include; <ul style="list-style-type: none"> ○ Project sponsor ○ Investors ○ Suppliers ○ Consultants ○ End user
<p>3. Understand how to deliver projects through effective planning and control.</p>	<p>3.1 Discuss the importance of effective project planning and control to the management of a project.</p> <p>3.2 Compare organisational approaches to the planning and control of a strategic project</p> <p>3.3 Discuss key project management constraints.</p> <p>3.4 Compare ways in which an organisation's project manager and teams can overcome project constraints.</p>	<ul style="list-style-type: none"> ● Project planning involves; <ul style="list-style-type: none"> ○ Setting objectives ○ Identifying deliverables ○ Scheduling ○ Planning tasks ● Project planning methods include; <ul style="list-style-type: none"> ○ PERT ○ CPA ○ Waterfall ○ Kanban ● Project control cycle ● Project control focus includes; <ul style="list-style-type: none"> ○ Performance ○ Cost ○ Time ● Project control methods include; <ul style="list-style-type: none"> ○ Cybernetic control ○ Go/No Go control ○ Post-performance control ● Project management constraints include

		<ul style="list-style-type: none"> ○ Costs ○ Risks ○ Benefits ○ Quality ○ Scope ○ Time
<p>4. Be able to design an integrated project plan.</p>	<p>4.1 Discuss the importance and role of an integrated project plan to a key organisational stakeholders.</p> <p>4.2 Differentiate between the components of an integrated project plan.</p> <p>4.3 Design an integrated project plan for a proposed project.</p>	<ul style="list-style-type: none"> ● Three main components of an integrated project plan (IPP) are; <ul style="list-style-type: none"> ○ Scope ○ Budget ○ Timeline ● Roles of an IPP include; <ul style="list-style-type: none"> ○ Determining requirements ○ Establishing control measures ○ Encouraging collaboration ○ Delivering a project on time and to budget ● Components of an IPP include; <ul style="list-style-type: none"> ○ Establishing the requirement ○ Defining the scope ○ Creating a work break-down structure ○ Defining project activities ○ Sequencing project activities ○ Estimating activity duration, costs and resource requirements ○ Assigning resources to work packages

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All LO 1 to 4	All AC under LO 1 to 4	Report	4000 words

Indicative Reading List

- Association for Project Management (2019) *Body of Knowledge 7th edition*, APM, Princes Risborough
- Fielding, T. (2019) *How to Manage Projects: Essential Project Management Skills to Deliver On-time, On-budget Results*, Kogan Page, London
- Schmidt, T. (2021) *Strategic Project Management Made Simple*, John Wiley, New Jersey

Additional Resources

[Association for Project Management](#)

[Project Management Journal](#)

UNIT 5 STRATEGIC CONSULTANCY RESEARCH PROJECT

Unit Reference Number	D/650/2456
Unit Title	Strategic Consultancy Research Project
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

The primary aim of this unit is to support a learner's ability to conduct an investigation, underpinned by research, into an organisation's strategic challenges.

The unit requires learners to apply their understanding to an organisational challenge where there are strategic consequences and effects. Learners will research a strategic challenge which an organisation faces based on an understanding of what is required to conduct effective consultancy based research. This will enable a learner to in a position to produce a proposal, based on their findings, which, if taken forward, has the potential to address a strategic challenge.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand key principles and concepts of a strategic research project.	1.1 Critically examine strategic consultancy as a research resource and process. 1.2 Discuss the value of strategic research to an organisation. 1.3 Compare different approaches to conducting a strategic research project.	<ul style="list-style-type: none"> • Strategic research as a concept; <ul style="list-style-type: none"> ○ Utilising internal or external expertise ○ Collecting primary and secondary data ○ Conducting in-depth analysis ○ Developing hypothesis ○ Supporting strategic decision making ○ Supporting action planning • Value from strategic consultancy include;

	<p>1.4 Discuss the personal and professional attributes required to be a research consultant.</p>	<ul style="list-style-type: none"> ○ Improving financial management ○ Improving performance management ○ Creating and exploiting opportunities ○ Identifying and removing threats ○ Exploiting an organisation's strengths ○ Establishing and minimising weaknesses ● Required attributes include; <ul style="list-style-type: none"> ○ Having subject expertise ○ Being a methodical researcher ○ Being a discussion leader ○ Having an eye for detail ○ Taking a critical approach ○ Being assertive ○ Being a driver and champion for change
<p>2. Understand an organisation's strategic challenges.</p>	<p>2.1 Critically assess the strategic challenges currently faced by an organisation. 2.2 Examine the actual and potential impact on an organisation of its strategic challenges. 2.3 Discuss previous responses to an organisation's strategic challenges.</p>	<ul style="list-style-type: none"> ● Key strategic questions to identify strategic challenges include; <ul style="list-style-type: none"> ○ What is our business? ○ What will our business be? ○ What should our business be? ○ What do we need to achieve our mission/vision? ○ What are our capabilities? ○ What systems do we need? ○ What changes must be made? ● Strategic challenges include; <ul style="list-style-type: none"> ○ Insufficient finance ○ Ineffective leadership and management ○ Dysfunctional systems ○ Employee dis-engagement ○ Resistance to change ○ Stakeholder influence ○ Conflicting priorities ○ Inadequate leadership development ○ External influences

<p>3. Be able to design a strategic research project.</p>	<p>3.1 Discuss alternative frameworks which inform the design of a strategic research project.</p> <p>3.2 Discuss research techniques which would be used as part of a strategic research y project.</p> <p>3.3 Prepare a literature review to inform the research project.</p> <p>3.4 Produce a research project design which would be used to investigate solutions to an organisation’s strategic challenges.</p>	<ul style="list-style-type: none"> ○ Internal influences ● Strategic consulting framework examples; <ul style="list-style-type: none"> ○ Porter’s 5 Forces Analysis ○ BCG Matrix ○ McKinsey 7S ○ Balanced Scorecard ○ Customer, Competition, Cost and Capabilities ● Research techniques include; <ul style="list-style-type: none"> ○ Primary and secondary research ○ Quantitative and qualitative research ○ Research tools such as interviews, surveys and questionnaires <p>Literature review: structure, themes, search, topics, evidence to support/challenge arguments, findings, academic referencing.</p> ● Strategic consulting design example; <ul style="list-style-type: none"> ○ Define the problem ○ Establish the scope/impact of the problem ○ Prioritise issues ○ Develop analysis plan ○ Conduct the analysis ○ Synthesise findings ○ Develop implementation options
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All LO 1 to 3	All AC under LO 1 to 3	Report	3500 words

Indicative Reading List

- Baaij, M. G. (2022) *An Introduction to Management Consulting*, SAGE Publications, Thousand Oaks
- Dawson. C. (2019) *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project* 5th edition, Robinson, London
- Wickham. L and Wilcock. J (2020) *Business and Management Consulting: Delivering an Effective Project* 6th edition, Pearson, Harlow

Additional Resources

[Institute of Consulting](#)

[Management Consulting Journal](#)

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk