



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' Faculty (ICE / BCDI / SHS)	Faculty of Social Sciences & Education
'Parent' School	School of Criminology, Investigation and Policing
Professional accreditation body (If applicable)	(Licenced by) College of Policing
Final award (e.g., BA Hons)	BA (Hons)
Title of programme(s)	Professional Policing
Subsidiary award(s) (if any)	BA in Policing Studies (Ordinary Degree) Diploma of Higher Education in Policing Studies Certificate of Higher Education in Policing Studies (Fallback Awards only)
Honours type (Single / Joint / Combined)	Single Honours Degree
Duration and mode(s) of study	3 Years Full Time
Month/year of approval of programme	June 2023
Start date (this version) (month and year)	September 2023
Periodic review next due (academic year)	2028
HECos subject code(s) <small>[OBS]</small>	100486
UCAS course code & route code (available from Admissions)	L400
SITS code	PROFPOL
Delivery venue(s) (please also indicate partner institutions where relevant)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme (From the student's and a marketing perspective)

The programme is designed to produce a dynamic new generation of practitioners skilled at harnessing emerging theoretical concepts, practices, and technologies within the arena of policing and investigations. It aims to provide expanded, inter-relational understanding of the core fields of

policing and criminology by offering a range of modules that address these areas within the context of evidence based policing perspectives.

This specialist degree has been designed using the College of Policing's Policing Education Qualifications Framework (PEQF). It will give you the pre-join qualification you need to apply for a police officer role in England or Wales. It will provide you with a wide range of knowledge and understanding of theories that the College of Policing has identified as being advantageous for those aspiring to join UK police forces.

You will have the opportunity to study a range of subjects including operational policing, legislation connected to police work, diversity, response and community policing, criminal investigation and safeguarding. Learning from lecturers with extensive experience working within the police, prisons and security services, you'll develop your knowledge of the UK police force and gain an understanding of the policing profession. Throughout your studies, you'll be encouraged to form professional links with police forces as a volunteer or in the role of a special constable in order to gain additional practical experience and further enhance your employability.

Completion of the degree course does not, however, guarantee entry into the policing profession. Candidates will be required to undergo the relevant police force's employment application process. The degree is valid as an entry qualification into the police force for **5 years** following its completion. If you choose to apply for policing after the **5 years**, the degree will no longer be a valid entry qualification.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P) (for example, lab skills and similar)
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

The learning outcomes for the programme are fully aligned with the published expectations from the College of Policing.

On successful completion of Level 4 will have demonstrated an ability to:

Knowledge and understanding (K)

K1 - Understand of a wide range of theories, concepts, legislation, models, and skills relating to policing.

K2 - Discuss a range of key concepts and theoretical approaches relating to criminology.

K3 - Understand research methods and their intrinsic link to evidence-based policing

K4 – Discuss how the police service works with other law enforcement agencies to deliver an effective national service.

Intellectual / cognitive / 'thinking' skills (I)

I1 - Assess and explain findings of empirical research regarding crime, victimisation and offending and skills relating to policing.

I2 - Analyse the legislation and supporting principles in relation to detention and interview of a person in police custody and disposal options available.

I3 - Debate police specific subjects with appreciation of wider research, and present conclusions

- I4 - Demonstrate value to diversity and inclusion in policing and the importance of maintaining professional standards in policing and the wider criminal justice system
- I5 - Examine the relationship between community engagement, the police and crime prevention strategies.
- I6 - Assess the strengths and weaknesses of models and their impact on operational policing.
- I7 - Recognise the complex social problems affecting crime, offending, victimisation, and the police response to it
- I8 - Critically evaluate the complex political, economic, social, technological, legal, and environmental current policing perspectives Identify the principles, legislation and powers related to conducting searches.

Professional behaviour (P)

- P1 - Illustrate the value of evidence-based policing and its contribution to operational policing practice
- P2 - Examine fundamental principles, legislation and powers related to conducting investigations.
- P3 - Review specific crime prevention initiatives.
- P4 - Show a working practical application of relevant policing legislation.

You will also be able to demonstrate the generic learning outcomes for the award of a Certificate of Higher Education described in section 4 below.

On successful completion of Level 5 will have demonstrated an ability to:

Knowledge and understanding (K)

- K1 - Demonstrate the principles related to conducting diverse types of investigations and evaluate the experience of victims and witnesses involved in them
- K2 - Draw on knowledge and understanding of a wide range of theories, concepts, legislation, models, and skills relating to policing.
- K3 - Interpret research methods and their intrinsic link to evidence-based policing
- K4 – Analyse the role and responsibilities of the police and other emergency services when dealing with critical and major incidents.
- K5 – Employ the importance of information and intelligence to key areas of policing.
- K6 - Apply an awareness of a range of relevant ethical and professional values and codes of conduct to personal and/or group decisions, actions, responsibilities, and outcomes in contexts of varying complexity.

Intellectual / cognitive / 'thinking' skills (I)

- I1 - Demonstrate value to diversity and inclusion in policing and the importance of maintaining professional standards in policing and the wider criminal justice system
- I2 - Outline research problems, interpreting statistics, and data from various sources, presenting it in appropriate formats
- I3 - Recognise complex concepts through both written and scenario-based role play exercises
- I4 – Appraise the theoretical perspectives of victimology
- I5 – Discuss how data protection regulations impact professional policing.
- I6 – Interpret the legislation relevant to public order policing.
- I7 – Analyse the principles related to conducting diverse types of investigations and evaluate the experience of victims and witnesses involved in them.
- I8 – Apply an understanding of the complex political, economic, social, technological, legal, and environmental current policing perspectives
- I9 – Investigate the main sources of information and academic research about evidence-based policing and to be able to use these materials for research purposes.

Professional behaviour (P)

P1 – Prepare the design of and implement research strategies

P2 - Investigate the psychological effects of being a victim of crime

P3 – Design and develop in effective decision-making and analyse the impact of differing ethics, values, and norms within diverse communities.

P4 – Question the specific challenges faced by response officers in more complex response situations and contexts.

P5 - Analyse the range of responses made by the criminal justice system to the victim, including the increasing consideration that is given to their rights.

P6 - Produce excellent written and oral communication skills, including a clear and articulate research presentation, academic debates, and students' own arguments

P7 – Employ the evidence gathering process and how evidence can be effectively managed throughout an investigation.

You will also be able to demonstrate the generic learning outcomes for the award of a Diploma of Higher Education described in section 4 below.

On successful completion of Level 6 and the full three-year programme, you will have demonstrated an ability to:

Knowledge and understanding (K)

K1 - Compare and contrast a critical understanding of the theories and concepts around how a person can become a victim.

K2 - Evaluate how abuse can manifest itself and the impact crimes relating to abuse can have on the victim.

K3 - Manage research or other project findings in the form of a dissertation which is relevant to a public policing organisation

K4 - Review key counter-terrorism legislation, concepts and organisational structures that exist in counter-terrorism policing.

K5 - Synthesise a range of academic and analytical skills

K6 - Evaluate the application of technologies in everyday policing.

Intellectual / cognitive / 'thinking' skills (I)

I1 - Critically analyse the term 'vulnerability' and the intrinsic and extrinsic factors that can lead to harm and risk, including inter agency working.

I2 - Critically analyse various forms of complex digital-facilitated crimes and the consequential impact on the individual, family, and businesses.

I3 - Manipulate academic research punctually and with relative autonomy

I4 - Systematically evaluate the complex and diverse nature of public protection policing and investigation.

I5 - Critically reflect upon a range of policing issues and offer solutions.

Professional behaviour (P)

P1 - Analyse the developing issue of youth gangs targeting vulnerable people and associated police responses.

P2 - Critically assess the process of managing offenders in a public protection context.

P3 - Critique the function of key counter-terrorism operations and the gathering of intelligence to combat terrorism.

P4 - Review the effect of media coverage on public protection policing strategies.

In addition, on successful completion of the programme, you will have demonstrated the following graduate attributes and skills:

AS1 Working Independently - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;

AS2 Research & Thinking Critically - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;

AS3 Digital Confidence - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;

AS4 Adaptability - the ability to make the most of changing circumstances and adapt to new conditions;

AS5 Resilience - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;

AS6 Professional Outlook - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;

AS7 Effective Communication - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;

AS8 – Ethics, Diversity, Sustainability - making a positive impact on society and the environment as a whole;

AS9 – Enterprise and Entrepreneurship - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements
(Including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE (Higher Education) Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework.)

The programme is aligned to the Policing Education Qualifications Framework (PEQF) and delivered under licence by The College of Policing. The programme has also been designed with reference to the QAA (Quality Assurance Agency) Subject Benchmark Statement for Policing (2022)

4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p>Learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more</p>	<p>Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques;

than one module over Levels 4, 5 & 6.	<ul style="list-style-type: none"> ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline.</p>
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5. Content

Summary of content by theme

(Providing a 'vertical' view through the programme)

Core Areas of Professional Policing

The Professional Policing Degree provides the learner with a thorough grounding in the core domains of the profession (for example, police powers, standards, ethical practice, evidence-based policing, equality and diversity, social responsibility) along with the knowledge and understanding of key pieces of legislation used in the role. This grounding is enhanced throughout the programme as the work-based learning aspect of the degree apprenticeship gives opportunity to exercise the powers given to a constable using appropriate legislation. A greater understanding of the profession is developed at Level 5 and 6, both through taught modules and experiential learning.

The programme will utilise a case study intention as a core element and spine running through each of the levels, to enable students to align theory and practice.

Due to the licensing expectations a work-based module is not explicitly identified as all modules are relevant to work and future careers as police officers.

Critical and Analytical Thinking, Decision Making and Problem Solving

A major set of themes running through the programme involves a broad understanding of the complexities of policing, crime, and the causes of crime. This allows the learner to explore the challenges of the role in its current context. From a knowledge base, the learner develops a critical and analytical understanding of such issues, providing the learner with a more solution-based focus through which to understand modern-day issues, and be able to deliver a relevant and appropriate service.

Research Skills

Skills in research and analysis are introduced and developed throughout the programme, with practical work embedded within the modules and related to the topic areas covered. The culmination of the programme is the completion of the Level 6 evidence-based Research Project.

Professional challenge and employability

The programme will utilise a case study approach running through the modules. This will allow you to actively engage with modern policing issues. The link with Citizens forms a dynamic and real-life approach to social organising and different forms of relational power, and the programme will utilise community-based issues for the students to work on and consider within the context of the modules. This will allow for the greater development of professional awareness and challenges within the modern policing landscape.

You will also be encouraged to reflect and develop your employability profile during all three years of the programme; and will be strongly encouraged to consider volunteering opportunities which will enhance your social skills. You will take part in the university led professional challenge project, as well as two professional case study weeks at level 4, the opportunity to join a cold case investigation group which will run throughout level 5 and take part in employment preparation skills during the professional development period at the end of level 5.

Professional Challenge Projects

The Professional Policing Degree does not offer placements, as per the licence conditions from the College of Policing. As an alternative, enrichment activities have been embedded both into the curriculum to ensure students are exposed to as much 'real life' material as possible, but also in the professional challenge project weeks which take place at the end of semester 2 in both year 1 and year 2.

Year 1 will culminate in a practice-led block where learning from the year, and particularly from modules 5 and 6 will be integrated for the final assessments. You will then take part in the University's Professional Challenge, where you will work with students across different schools and disciplines to better understand how the United Nations Sustainability Development Goals (UNSDGs) impact on the Leeds City Region and you will have the opportunity to actively engage with a topic relevant to policing, such as poverty, equality or community during the block period.

Throughout year 2, you will be given the opportunity to attend a weekly session which will concentrate on cold cases and learn how to set up an investigation incident room, progressing enquiries and managing information over the course of the semester. This will integrate skills from modules studied so far, including taking statements, interviewing, custody process and reviewing material for lines of enquiry. The work generated by the student group will then be used for cross-discipline learning, for example with students studying law school and broadcast journalism.

You will focus on the application process for policing during the professional development and placement block at the end of year 2. The time will be used to assist you in your preparation for initial application, SEARCH centre assessment, interviews, and police specific examinations. The challenging and competitive nature of an application to the police force is recognised, and to address, strengthen and improve employability, this time will be utilised to ensure that you understand the requirements of the police application process, and what makes a 'stand out' candidate.

In year 3 you are expected to demonstrate more advanced and developed critical analysis in the consideration of Policing issues. The 40 credit Research Project module allows you to focus on a subject of your choosing across the year. The Level 6 Co-Created Project for Policing module augments the research project module, by allowing you to participate in the creation of the curriculum and focus on areas of policing which will enable you to produce high quality research and evidence based, critical thinking on the most topical and current policing issues.

6. Structure

BA (Hons) Professional Policing (Single Honours)				
3 Years Full Time				
Total Credit Rating 360				
Level 4 – with effect from September 2023				
Module Code	Module Title	Semester		Credits
POL4062	Policing Overview & Understanding the Police Constable Role	1		20
POL4072	Policing Communities	1 & 2		20
POL4082	Research Methods & Academic Skills	1		20
POL4092	Legislative Practice for Policing	2		20
POL4102	Criminology & Crime Prevention	2		20
POL4112	Criminal Justice	2		20
Level 5 – with effect from September 2024				
POL5	Criminal Investigation	1		20
POL5	Police Accountability, Decision Making & Discretion	1		20
POL5	EBP (Evidence Based Policing) & Problem Solving	1		20
POL5	Information & Intelligence	2		20
POL5	Victims & Witnesses	2		20
POL5	Police Response, Critical & Major Incidents	2		20
Level 6 – with effect from September 2025				
POL6	Policing Mental Health, Vulnerability & Risk	1		20
POL6	Serious & Organised Crime	1		20
POL6	Policing Abuse & Public Protection	2		20
POL6	Co-Created Project for Policing	2		20
POL6	Research Project	1&2		40

* All module are core (mandatory). None of the above modules are available to visiting students.

7. Learning, teaching, and assessment

7a) Statement of the strategy for learning, teaching, and academic experience for the programme

This programme has been designed to meet the curriculum requirements written by The College of Policing. It fulfils the standards produced for the degree in Professional Policing. It meets the requirements of the University's Strategic Plan and Learning, Teaching and Academic Experience Strategy. In meeting all these requirements, the modules are slightly different than those of a typical of a three-year undergraduate degree programme that does not have any Professional, Statutory or Regulatory Body requirements to address. Notably the modules are all 20 credits, and there are no placements. A considerable proportion of the time on this programme, is spent in assimilating knowledge using case studies and assessment against the mandatory requirements of the College of Policing Curriculum and this experiential learning is integrated with and compliments the learning and assessment set out in the University modules.

The learning, teaching and assessment strategy for the programme is centred on the principles of studying appropriate theory which will underpin and support experiential learning, reflective practice, and critical thinking. As a future police officer, the learner is expected to display leadership, initiative and drive, and the development and demonstration of those skills is evident throughout the programme.

The programme allows the learner to study in a safe environment where their understanding of key concepts, legislation and theory will be delivered at the University utilising key speakers and recognised industry specialists. Delivery methods will be varied to suit the needs of the learner; and will be exciting and engaging to ensure this experience is positive and encourages a love of learning. This is supported by experiential learning, where the learner is given opportunity to practice and develop their policing skills using case studies. This experience will feed into reflective practice ensuring constant development and learning from every interaction. This cycle will see the learner consistently develop operational skills as the programme progresses.

The programme has been developed to ensure the higher-level skills that a degree-based educational approach can be imported to the profession of policing. The modules are designed to develop strong critical thinking skills in the learner combined with an analytical and curious mind-set. All the modules have a particularly strong intellectual theme designed to provide the learner with a deep understanding of policing issues and the complexity of policing.

There is emphasis on teamwork, given the nature of policing, and learners will have a learning and developmental experience that reflects the need to collaborate, work alongside and support colleagues. Teaching will be done in an experiential manner where sharing knowledge, skills and behaviour will be required. Where appropriate, working in small groups, with the onus of delivery placed upon the learners, features throughout the three years, and is designed to ensure learners take responsibility for their own, and their colleagues, growth in the role in a collegiate manner.

The experiential learning cycle sits at the heart of the more operationally focused modules, and, through reflective writing and witness testimony, the learner will collate a portfolio of evidence. This allows the learner to develop the level of skill required for the constable role and apply their learning in an operational context for future employability.

The learner will be required to demonstrate an autonomous approach to learning, using strong analytical and research skills which allows them to formulate conclusions and tangible outcomes that could be used to the benefit of the police service and the public it serves. It is expected that the research focus will reflect the challenges facing policing at this time.

Assessment within the programme employs a full range of written documents, presentations, witness testimony, exams, and practical activities to test the academic and employability skills being developed throughout. Assessment at each level has been designed to ensure there is a good variety and balance reflective of the requirements of the police constable role.

Level 4: to understand the nature of policing, particularly in its inter-disciplinary nature, the range of skills and abilities required for professional practice, and the basic methods required and for research.

Level 5: to practise those disciplines and provide a greater understanding of the complex issues for policing.

Level 6: to gain critical expertise in policing and be able to apply this to a range of contexts.

Assessment methods will vary according to the module level.

Assessment

This programme operates within the University's Regulatory Framework and conforms to the University regulations on assessment.

Assessment is an integral part of the teaching and learning process, allowing you, the learner to demonstrate an appropriate level of achievement of desired outcomes in knowledge and understanding as well as intellectual, subject, and transferable skills. Moreover, the testing of knowledge and skills inherent in assessments are of value beyond their academic context, reinforcing your preparation to fulfil (in the future) the complex role requirements of policing practitioners within a professional setting.

Given your need to develop skills necessary for future careers as effective professionals, this programme will ensure a broad portfolio of assessments designed to test your knowledge and skills. This approach ensures:

- Each assessment has (transferability) value and relevance to professional police practice
- Academic rigour to test and achieve the module/programme learning outcomes

Method(s) of assessment in each module are designed to measure achievement of module learning outcomes. You will be introduced to these learning outcomes at induction, and again at the beginning of each module. A module description/handbook will be provided, in which the respective module assessment requirements are detailed. While studying on the module, you will be provided with both formative and summative feedback. Assessment marking criteria will be clearly explained at the point of issuance of assignment instructions.

A flexible approach has been taken in developing the programme's assessment strategy, to allow for individual students. A range of formative and summative assessment methods are employed to elicit demonstration of practical skills or competencies relevant to professional roles in policing such as: ethical and accountable decision making, formulation of Investigative strategies, application of Investigative interviewing models, application of crime scene management.

Formative assessments will be ongoing and used not only to augment a structured learning approach (for group or individual learning) but to also provide feedback you, which is particularly important in the initial stages of a module's delivery (where possible this will be undertaken via blended learning approaches). Formative assessments may include knowledge checks, debates, case study evaluation, role-play, group work and presentations, as well as enquiry-based learning and problem-based learning activities.

Summative assessment methods which will be used (either singly or in combination) within the modules to meet the module learning outcomes include the following:

- Essay: A written essay involving an in-depth case study analysis, based on an extensive review and synthesis of research literature and/or the critical examination and discussion of a given real-life scenario/problem. This approach allows critical analysis and integration of knowledge relating to the police organisation and its environment or management practices together with underpinning criminological theories.
- Poster presentations. This provides the students the opportunity to demonstrate knowledge and understanding in a visually impactful way, relying on the information gleaned from literature and presented in a critical way.
- Group presentations with peer group assessment. This approach lends itself to the development of subject specific and transferable skills.
- Group and individual case study work sessions with peer group assessment. This can provide a useful means to deliver formative and or summative feedback to the student. It engages the student and encourages utilisation of transferable and intellectual skills.

- Assessed observational immersive scenarios . This allows you to develop the professional transferrable policing skills required and will be undertaken at the end of level 4 and level 5.
- Written knowledge checks, interim and final exam as required by the College of Policing curriculum assessment.

In the case of group work assignments or presentations, individual students are expected to contribute an equivalent share of effort or involvement as the other members of their team. Individual contribution may be identified through techniques such as self-assessment, peer reviews or personal reflections.

7b) Programme learning outcomes

The overarching programme learning outcomes will show that students are proficient in the following core areas, in accordance with the licencing agreement with the College of Policing:

- Core Areas of Professional Policing
- Critical and Analytical Thinking, Decision Making and Problem Solving
- Research Skills
- Professional challenge and employability

The learning outcomes above are also fully aligned with the University's graduate attributes and skills framework (Section 3).

Detailed mapping at module-level is shown below.

	Level 4															
	I1	I2	I3	I4	I5	I6	I7	K1	K2	K3	K4	P1	P2	P3	P4	
	Analyse legislation	Debate policing	Demonstrate diversity	Community engagement	Operational policing models	Complex social problems	Political social challenges	Knowledge and understanding of theory	Criminology	Research methods	Cooperative policing	Evidence based policing	Fundamental principles and legislation	Crime prevention	Applied legislation	
POL4062 Policing overview	x							x			x					
POL4072 Policing communities	x	x	x			x	x					x				
POL4082 Research Methods & Academic Skills	x	x								x						
POL4092 Legislative practice for policing	x							x					x		x	
POL4102 Criminology and Crime Prevention				x	x				x			x		x		
POL4112 Criminal Justice								x							x	

	Level 5																						
	I1	I2	I3	I4	I5	I6	I7	I8	I9	K1	K2	K3	K4	K5	K6	P1	P2	P3	P4	P5	P6	P7	
	Valuing diversity	Understanding research	Complex policing	Victimology	Data protection	Legislation	Conducting investigations	Complex social cultural	Evidence based policing	Types of investigations	Knowledge and	Research methods	Multi agency working	Intelligence led policing	Ethical and professional	Research strategies	Psychology of victims	Decision making in	Policing complex	Victims rights	Written skills	Evidence gathering	
POL5xx Criminal investigation			x							x												x	
POL5xx Police accountability ...	x							x							x			x					12
POL5xx EBP and problem solving		x							x			x										x	
POL5xx Information and intelligence					x									x		x							
POL5xx Victims and witnesses				x			x				x						x				x		
POL5xx Police response...						x							x				x		x				

Level 6

	I1	I2	I3	I4	I5	K1	K2	K3	K4	K5	K6	P1	P2	P3	P4
	Vulnerability	Complex digital facilitated	Academic research	Public protection policing	Policing issues	Victimology	Policing abuse	Managing research	Counter terrorism	Academic and analytical skills	Application of technology	Youth gangs	Management of offenders	Counter terrorism	Media and policing
POL6xx Mental health, vulnerability, and risk															
POL6xx Serious and organised crime		x					x		x					x	
POL6xx Policing abuse ...				x			x					x	x		x
POL6xx National investigator															
POL6xx Research project	x		x			x		x		x		x			

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	N/a

9. Progression, classification, and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g., exclusion of Level 4 module marks from Foundation Degree classification)
The following Taught Programme Academic Regulations apply: <ul style="list-style-type: none">• General Academic Regulations• Programme Regulations for Taught Undergraduate Degrees• A Core requirement (4) from the College of Policing requires successful completion of all modules to a pass standard meaning that modules are non-compensatory/non-condonable. Therefore, the provision for Marginal failure (condonement) within the Programme Regulations for Taught Undergraduate Degrees does not apply. Each module descriptors states that the module assessment must be passed at the minimum threshold (40).

10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
All modules must be passed or be subject to re-submission before enrolment on a module at a higher level. This is an expectation of the University, and a condition of licence by the College of Policing.

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.