



APPRENTICESHIP PROGRAMME SPECIFICATION BA

Professional Policing Practice

Approval of Programme WEF: June 2025

Level 4 WEF: Cohort 30 July 2025

Level 5 WEF: Cohort 26 June 2025

Level 6 WEF: Cohort 23 August 2025

1. General information

Awarding body / institution	Leeds Trinity University
Main provider	Leeds Trinity University
Sub-contracted provider	Leeds Trinity University and West Yorkshire Police Force
'Parent' Faculty <i>(BCDI / HW&LS / SSE)</i>	Social Sciences & Education
'Parent' School	Criminology, Investigation and Policing (CIP)
Professional accreditation body <i>(if applicable)</i>	(licensed by) the College of Policing
IfATE Apprenticeship Standard	BA (Hons)
Final University award <i>(eg. BA Hons)</i>	Professional Policing Practice (and Police Constable Degree Apprenticeship)
Title of apprenticeship programme(s)	CertHE in Professional Policing DipHE in Professional Policing Ordinary degree in Professional Policing (Fallback awards only)
Subsidiary award(s) <i>(if any)</i>	WEF: June 2025
Honours type <i>(Single / Joint / Combined)</i>	Single
Typical Duration	3 years Full-Time
Month/year of approval of programme	December 2019
Start date <i>(this version) (month and year)</i>	June 2025
Periodic review next due <i>(academic year)</i>	2030
HECoS subject code(s)	100486
UCAS course code	Not required.
SITS route code	PPOLPRC
Delivery venue(s)	Leeds Trinity University and West Yorkshire Police Training Centre

2. Aims of the programme

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

This qualification is part of a national drive to professionalise policing and reflects the recognition that the constable role requires application of a high degree of professional knowledge and skills across a range of complex and challenging situations and contexts, as well as demonstration of appropriate behaviours congruent with effective and appropriate front-line policing.

- The content of this degree apprenticeship broadly relates to learning and development across a comprehensive range of policing professional situations and contexts; enhancing the capability of the constable to perform effectively in key, specific areas of professional policing responsibility; and learning and development which specifically relates and is relevant to professional performance in core areas of policing.
- Based upon the curriculum produced by The College of Policing, it is professionally transformative and covers a breadth, depth and range of professional education.
- It aims to provide learners with a theoretical underpinning of operational policing skills, whilst developing a level of thought, reflection, academic knowledge and understanding.
- There is an expectation that this qualification will create police officers who are capable problem-solvers, communicators, negotiators and leaders, as well as being socially and emotionally intelligent individuals in the performance of their professional role. It will equip the learner with the ability to meet the physical and intellectual demands of the occupation, the high level of emotional intelligence, strong behavioural interpretation skills and ability to analyse and respond to rapidly evolving events.
- The modules reflect these requirements creating a learning experience that is varied in both content and delivery style, with a mix of professional policing operational activity and underpinning and informing academic input, providing the learner with opportunity to integrate the development of their professional practice with their intellectual and reflective practice.
- The apprenticeship has been designed with consideration to;
 - LTU's Apprenticeship strategy as per the directive of OfS regulations,
 - LTUs Strategic Plan 2021-2026 [AQO - LTU Strategic Plan 2021-2026.pdf - All Documents](#)
 - LTU Learning, Teaching and Academic Experience Sub Strategy, especially around key objectives and Supporting Principles. [AQO - Learning Teaching and Academic Experience Strategy 2022-26.pdf - All Documents](#)
 - TPAR regulations and framework [AQO - Taught Programme Academic Regulations.pdf - All Documents](#)
 - Ofsted , LTU
 - Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) [Qualifications Frameworks](#)
 - Ofsted quality of education principles considering the Intent, Implementation and Impact of curriculum design.

3. Apprenticeship KSB mapping – please see appendix

4. Apprenticeship learning outcomes

In addition to achieving the KSBs for the apprenticeship apprentices will achieve the following learning outcomes that directly relate to the academic award.

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- 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 Police Constable Degree Apprenticeship standard. Detailed mapping of learning opportunities against the Apprenticeship Standard is as shown below. This will help learners to provide evidence of how they have met the Apprenticeship Standard in their portfolio.

On successful completion of the three-year degree apprenticeship programme, the learner will know and understand:

- K1 the ethics and values of professional policing including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights;
- K2 key cross-cutting and inter-dependent areas of policing, including: roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk;
- K3 applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads/ transport), including how to:
 - effectively respond to incidents, preserving scenes and evidence when necessary
 - manage and resolve conflict safely and lawfully
 - arrest, detain and report individuals safely and lawfully
 - conduct diligent and efficient priority and high-volume investigations
 - effectively interview victims, witnesses and suspects
 - systematically gather, submit and share information and intelligence to further policing-related outcomes
 - meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
 - optimise the use of available technology
 - risk manage health and safety for self and for others;
- K4 how to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context;
- K5 social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities;
- K6 the causes, mitigations and prevention of crime and how this knowledge and understanding can influence and be applied to accountable decision-making in all operational policing environments;
- K7 in-depth knowledge, understanding and expertise relevant to organisational/ local needs, including the following operational policing contexts: response, community, intelligence, investigation and roads/ transport;
- K8 different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and

further positive outcomes. These may relate to internal organisational practice or external social or criminal factors;

- K9 coherent and detailed subject and professional knowledge and understanding, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing.

On successful completion of the three-year apprenticeship programme, learners will have demonstrated:

- I1 secure use of analytical techniques appropriate to policing;
- I2 critical evaluation of approaches to solving problems in the context of policing;
- I3 effective and sustained communication of results and arguments;
- I4 understanding of the limits of their knowledge and the consequent influence on their analysis.

On successful completion of the programme, the learner will safely and lawfully be able to:

- P1 apply Authorised Professional Practice and any local policy applicable to the operational policing context;
- P2 communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use their own communication skills to manage planned and uncertain situations, and to persuade/ lead others as needed;
- P3 gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness;
- P4 manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions;
- P5 manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law;
- P6 provide an initial, autonomous and on-going response to incidents which can be complex, confrontational and life-threatening, to bring about the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encountered, that require the management and preservation of evidence and exhibits;
- P7 provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people;
- P8 manage and conduct effective and efficient priority and high volume investigations. Use initiative to diligently progress investigations, identifying, evaluating and following lines of enquiry to inform the possible initiation of criminal proceedings. Apply an investigative mind-set when decision-making. Present permissible evidence to authorities where required;
- P9 interview victims, witnesses and suspects (including those who may be non-compliant, or have been intimidated or coerced) effectively, in relation to a range of investigations, some of which may be multi-dimensional;
- P10 assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research and analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so;
- P11 use police legal powers to deal with suspects, victims and witnesses across various challenging situations, conducting all actions in a balanced, proportionate and justifiable manner;

P12 proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility;

P13 plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies.

Attributes and Skills Outcomes

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.

5. External benchmarks

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

+++The degree programme is congruent with the Framework for HE Qualifications (FHEQ).

The learning outcomes are fully aligned with the Police Constable Degree Apprenticeship standard, first published by the Institute for Apprenticeships, March 2018. Date updated: 01/04/2025.

Approved for delivery: 27 March 2018

The programme is delivered under license by the College of Policing

The following are additional sources of external frameworks/ requirements that have informed the apprenticeship programme:

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

The following are additional sources of external frameworks/ requirements that have informed the apprenticeship programme:

- IfATE Apprenticeship Standard

[Police constable \(integrated degree\) / Institute for Apprenticeships and Technical Education](#)

- ESFA Funding Rules_

[Apprenticeship funding rules 2024 to 2025](#)

- Ofsted's Education Inspection Framework_

[Education inspection framework \(EIF\) - GOV.UK](#)

- IfATE's External Quality Assurance Framework (for integrated apprenticeship)

[EQA framework Feb 2020](#)

[External quality assurance of apprenticeships / Institute for Apprenticeships and Technical Education](#)

- QAA Characteristics Statement for Apprenticeships_

[AQO - UK Quality Code for Higher Education Advice & Guidance \(Partnerships\).pdf - All Documents](#)

- Product Licence Schedule Police Constable Degree Apprenticeship (PCDA)

[Product Licence Schedule: Police Constable Degree Apprenticeship \(PCDA\)](#)

6. 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>: The student will have successfully completed all modular learning and assessment at level 4.</p> <p>On successful completion of 120 credits at Level 4, apprentices 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;

<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>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<ul style="list-style-type: none"> 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 and behaviours relevant to the Apprenticeship Standard and employment.</p> <p>Learning outcomes for the award of <u>Diploma of Higher Education</u>: The student will have successfully completed all modular learning and assessment at level 5.</p> <p>On successful completion of 240 credits, including 120 at Level 5, apprentices 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 and behaviours relevant to the Apprenticeship Standard and employment .</p> <p>Learning outcomes for the award of an <u>Ordinary Degree</u>: The student will have successfully completed all modular learning and assessment at level 6.</p> <p>On successful completion of 300 credits, including 60 at Level 6, apprentices 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; 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 and behaviours relevant to the Apprenticeship Standard and employment.</p>
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7. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Core Areas of Professional Policing

The Professional Policing Degree Apprenticeship 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, experiential learning and reflective practice.

The work-based element of the degree apprenticeship starts off in the general operational policing environment, with opportunity to undertake more advanced learning in specialised policing roles in Level 5 in the form of a deployment rotation. At Level 6, the learner will select a specialism and have opportunity to develop their skills and knowledge in that area of policing in line with their career aspirations.

The apprentices will receive support throughout their apprenticeship from an established partnership relationship between the partners. This will include a regular tripartite review meeting held approx. every 12 weeks, which will provide an opportunity to discuss the progress made in both the degree programme and the achievement of operational competencies associated with the wider role of Police Constable Degree Apprentice; each meeting will include the apprentice and representative from both LTU and WYP.

Critical and Analytical Thinking, Decision Making, Reflective Practice 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 reflective, critical and analytical understanding of such issues, providing the learner with a more solution-based focus through which to understand modern-day issues, and ultimately 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 research project. This requires the learner to complete an evidence-based research project supported with a written submission

8. Structure

Please list modules in the order in which they are delivered. The delivery schedule is available in a separate NP3a Programme and Assessment Gantt chart

Programme Structure – Professional Policing Practice BA (Hons)

Module delivery is sequential and does not conform to a standard academic year. A delivery schedule will be established for each cohort. The programme is aligned to the University's current Learning, Teaching and Academic Experience Sub-Strategy

Duration	3 years full time
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Total credit rating	360 credits
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Level 4

Core: Learners are required to take the following modules:

Module Code	Module Title	Delivery sequence	Credits
POL4002	An Introduction to the Police Service and Your Apprenticeship	1	20
POL4012	The Investigation Process	2	20
POL4022	Policing Society	3	20
POL4032	Investigative Skills	4	20
POL4042	Supporting Witnesses, Victims and the Vulnerable	5	20
POL4052	Community-orientated Policing	6	20
Level 5			
Core: Learners are required to take the following modules:			
Module Code	Module Title	Delivery sequence	Credits
POL5002	Operational Policing	7	20
POL5022	Criminology	8	20
POL5032	Advanced Investigative Skills	9	20
POL5012	Contemporary Policing	10	20
POL5042	The Skilful Officer	11	20
POL5052	Advanced Understanding of the Police Service EPA related	12	20
Level 6			
Core: Learners are required to take the following modules:			
Module Code	Module Title	Delivery sequence	Credits
POL6002	Advanced Professional Practice	13	20
POL6014	Research Project (<i>year-long</i>)	14a	60
POL6012	Introduction to Coaching, Mentoring and Assessment	15	20
POL6022	Leadership in Policing	16	20

Indicate as applicable:

- * There is a prerequisite for enrolment on this module – see section 14.

9. Core Apprenticeship Curriculum

In line with Ofsted's Education Inspection Framework, please summarise how/ when the following have been embedded within the apprenticeship curriculum and delivery:

Safeguarding	<p>Safeguarding management and provision is evident throughout the apprenticeship and modular learning as a core principle given the nature of the occupation.</p> <p>A PC may interact with colleagues at all levels of seniority within their organisation. Outside of their organisation they will liaise and work with external stakeholders at all levels, within networks and institutions, ranging from those in other police and judicial and social organisations, such as social services, NHS, crown prosecution service, as well as other community-based groups or organisations such as schools, victim and welfare support groups and members of the public, both collectively and individually’</p> <p>Police constable (integrated degree) / Institute for Apprenticeships and Technical Education</p>
Prevent	<p>PREVENT strategy and principles are <u>evident throughout the apprenticeship and modular learning given the nature of the occupation.</u></p> <p>Police constable (integrated degree) / Institute for Apprenticeships and Technical Education</p> <p>Several modules cover British Values, Prevent and Safeguarding as they are key aspects of Upholding law and order through the detection, prevention and investigation of crime.’</p> <p>British Values, Prevent and LTU belong are discussed within the theme of progress reviews.</p>
Equality, diversity and inclusivity (EDI)	<p>Equality, Diversity and Inclusion are core principles interwoven into the curriculum given the nature of the occupation and is highlighted in the IfATE overview of the role of police officer.</p> <p>PCs exercise wide-ranging powers to maintain the peace and uphold the law across complex and diverse communities.</p> <p>Police constable (integrated degree) / Institute for Apprenticeships and Technical education</p>
Personal Development, eg careers guidance and supporting readiness to succeed	<p>Developing communication, leadership and decision-making qualities are not only integral to the role of police officer but encouraged to offer ongoing career guidance to ensure operational competence and longer-term development.</p> <p>‘K23: Theories and concepts of leadership across policing, including the limits of their authority and the actions they can take in line with organisational policy, including escalation procedures.’</p> <p>Personal Development is also supported by the progress reviews</p> <p>.Police constable (integrated degree) / Institute for Apprenticeships and Technical Education</p>

British Values of 1) democracy, 2) individual liberty, 3) the rule of law and 4) mutual respect and tolerance	1) Democracy forms a core principle interwoven into the curriculum given the nature of the occupation and is highlighted in the IfATE overview of the role of police officer.
	2) Individual Liberty and surrounding legislation and Human Rights input form a core principle interwoven into the curriculum given the nature of the occupation and is highlighted in the IfATE overview of the role of police officer.
	3) Rule of Law forms a core principle interwoven into the curriculum given the nature of the occupation and is highlighted in the IfATE overview of the role of police officer.
	Mutual respect and tolerance form a core principle interwoven into the curriculum given the nature of the occupation and is highlighted in the IfATE overview of the role of police officer.
Behaviour and attitudes	<p>Direct links to the College of Policing Code of Ethics as well as force Professional Behaviours form a core principle interwoven into the curriculum given the nature of the occupation and is highlighted in the IfATE overview of the role of police officer.</p> <p>Code of Ethics College of Policing</p>
English, Maths and Digital Literacy	<p>There is a firm expectation that apprentices will develop these skills within their academic and workplace development. The programme will support the development of these throughout the apprenticeship.</p> <p>English, Maths and Digital Literacy are also supported as part of the progress review.</p>
Sustainability Goals	As per Leeds Trinity University guidelines sustainability goals are addressed through the completion of projects.
Knowledge, Skills and Behaviours	<p>As per the appendix</p> <p>Within the Police Constable (integrated degree) / Institute for Apprenticeships and Technical Education there is a clear driver for the embedding and recognition of KSBs throughout the apprenticeship.</p>

10. Learning, teaching and assessment

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

Concise reference should be made to the LTAE Strategy 2022-26.

Please also refer to how graduate skills/attributes are developed throughout the programme.

This degree apprenticeship has been designed to meet the curriculum requirements written by The College of Policing. It fulfils the standards produced for the degree apprenticeship. It meets

the requirements of the University's Strategic Plan and Learning, Teaching and Assessment Strategy. In meeting all of these requirements the module teaching hours are, in a number of cases, significantly higher than those typical of a three-year undergraduate degree programme that does not have any Professional, Statutory or Regulatory Body requirements to address. A considerable proportion of the time at work on this apprenticeship, particularly at Level 4, is spent in training 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 police constable, the learner is expected to display leadership, initiative and drive, and the development and demonstration of those skills is evident throughout the apprenticeship. The learner will be expected to display the same levels of ownership and accountability to their studies as to their operational learning.

There is a national drive by the College of Policing to deliver a work-based assessment strategy, representing the purpose of an integrated apprenticeship within the optimisation framework. Within the context of national research with HEA 'A Marked Improvement', they highlight

Therefore, assessment has an important part to play in supporting this wider curriculum for 21st-century graduates. Much traditional assessment tends to focus on remembering and repeating conceptual knowledge and understanding, whereas employability is more likely to be predicated on students' ability to apply that knowledge in different contexts: solving problems, thinking critically, performing in professional settings or analysing case studies. If assessment continues to focus largely on knowledge acquisition and understanding, and less on the capacity to find things out and use the knowledge in context, then it will steer tutors and students away from learning for employability. Furthermore, in an environment where knowledge is advancing so rapidly, it is important to broaden the focus of assessment to embrace the skills of lifelong learning.

The degree apprenticeship allows the learner to study in a safe environment where their understanding of key concepts, legislation and theory will be delivered at both West Yorkshire Police's training facility and at the University. Delivery methods will be varied 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 in an operational environment supported by a mentor. 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 degree apprenticeship progresses.

The degree apprenticeship has been developed to ensure the higher-level skills that a degree-based educational approach supplies 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. The Criminology and Contemporary Policing 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 of suitability in the rank, which will demonstrate how they are achieving the standards and will be subject to a progress review every 12 weeks. This allows the learner to develop the level of skill required for the constable role and apply their learning in an operational context. Initially supported by a work-based mentor, the learner will develop the ability to critically analyse and evaluate their performance and interactions to ensure their growth in the role is constant. At level 6, the learner will have opportunity to specialise in one aspect of professional practice which allows for greater opportunity to develop the skills and behaviours relevant to that specialism. This specific focus will also give opportunity for the learner to consider their career path.

Level 6 study will provide an opportunity to test the professional performance of the learner, the knowledge and skills acquired and their ability to meet the standard of professional behaviours reflective of the role. 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 Advanced Professional Practice specialism choice.

Assessment within the programme focusses on the transition between education and practice. The range of assessments ensures apprentices are able to demonstrate their learning in recognition of their professional roles. This allows the development of practice and scaffolding learning. Using this approach aligns with the principles of apprenticeships and the expectations of the Institute for Apprenticeships & Technical Education (IFATE) in that the assessment method most clearly aligned to the working environment and should give the most assurance to employers about an apprentice's competence it results in reliable, valid and authentic data. It takes place in the apprentice's normal workplace which enables familiarity and is cost-effective for the employer and allows for the assessment of skills and behaviours that relate to interaction with customers/members of the public which cannot be demonstrated in a skills test task.

Teaching is an essential element of the programme and ensuring there is an appropriate strategy to engage learners. The changes to the teaching schedules allows for the programme to follow the direction of LTU, in terms of Pre-Post-Live. The removal of smaller workgroup sessions allows for the effective delivery of the programme and the efficiency of the programme.

Tests are included predominately to assess apprentice/student knowledge relevant to the learning. Professional discussions allow an exploration of their in-depth understanding of their work and how this aligns with the academic underpinning and research. In this respect, it differs from an interview, which tends to consist of an assessor asking questions and the apprentice answering them, with less scope for interaction and discussion. Utilising presentations with questions provide an apprentice/student to demonstrate their knowledge in a way to showcase their understanding. It also provides scaffolding for them to prepare for the End Point Assessment at level 6. Using posters and leaflets the apprentice/student is able to showcase their knowledge in a manner that is usable and to the point. It creates a greater opportunity to use their research within the workplace and so has direct impact on the wider workforce, sharing and exchanging knowledge.

It is the assessment method most clearly aligned to the working environment and should give the most assurance to employers about an apprentice's competence it results in reliable, valid and authentic data

It takes place in the apprentice's normal workplace which enables familiarity and is cost-effective for the employer it allows for the assessment of skills and behaviours that relate to interaction with customers/members of the public which cannot be demonstrated in a skills test/simulated practical task

The assessment changes link to LTU's Learning, Teaching and Academic Experience Sub-Strategy, specifically within Objective 3

3.2 Ensuring our approach to assessment is authentic, creative and open. It will support students in understanding how knowledge and skills are applied to real-world scenarios, utilise a range of formats, and permit student negotiation and choice. We will provide an equitable and innovative assessment portfolio with co-production, negotiation and choice.

11. Programme learning outcomes covered

[illegible]

POL5052 Advanced Understanding of the Police Service									
LEVEL 6									
POL6002 Advanced Professional Practice									
POL6012 Introduction to Coaching, Mentoring & Assessment									
POL6014 Research Project									
POL6022 Leadership in Policing									
	Intellectual thinking skills								
	I1	I2	I3	I4					
All modues are core to the programme.	Ethics and values	Cross-cutting areas of policing	Professional Practice (AAP)	Interpret & apply law					
LEVEL 4									
POL4002 An Introduction to the Police Service and Your Apprenticeship									
POL4012 The Investigation Process									
POL4022 Policing Society									
POL4032 Investigative Skills									
POL4042 Supporting Witnesses, Victims and the Vulnerable									
POL4052 Community-orientated Policing									
LEVEL 5									
POL5002 Operational Policing									

POL5022Criminology				
POL5032 Advanced Investigative Skills				
POL50122 Contemporary Policing				
POL5042 The Skilful Officer				
POL5052 Advanced Understanding of the Police Service				
LEVEL 6				
POL6002 Advanced Professional Practice				
POL6012 Introduction to Coaching, Mentoring & Assessment				
POL6014 Research Project				
POL6022 Leadership in Policing				

[illegible]

12. 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)	The recruitment on to the degree apprenticeship is predominantly managed by West Yorkshire Police with the support of Leeds Trinity University. Police regulations require officers to hold a level 3 qualification

13. Progression, classification and award requirements

Details of requirements for apprentice 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)
<p>The Leeds Trinity University Taught Programme Academic Regulations apply:</p> <ul style="list-style-type: none">• General Academic Regulations• Programme Regulations for either Undergraduate Degrees or Postgraduate Degrees• Additional Regulations for either Higher and Degree Apprenticeships or Work-based Learning• Additional Regulations for Professional Policing Practice <p>In summary, the regulations for the programme stipulate that in order to progress from Level 4 to Level 5 the learner will need to have demonstrated adequate knowledge, understanding and professional application of all of the Level 4 learning undertaken during the first year.</p> <p>The College of Policing requires that 'Independent Patrol Status' (IPS) is achieved prior to commencement of year 2 (Level 5). This involves being able to demonstrate sufficient competence in role so as to function independently, safely and lawfully in the workplace, alongside their other policing colleagues in the operational arena.</p> <p>In order to progress from Level 5 into Level 6, the learner will need to have demonstrated adequate knowledge, understanding and professional application of all of the Level 5 learning undertaken during Level 5. This will be measured through successful completion of all relevant Level 5 modules, incorporating elements of practical professional performance.</p> <p>At Level 6, the learner must pass all modules and have demonstrated Full Occupational Competence (FOC) which will be managed in an operational setting by West Yorkshire Police.</p> <p>Each apprentice must meet the requirements of End Point Assessment Gateway. This involves the successful completion of the Full Operational Competence portfolio and successful completion of all the degree modules. Once Gateway requirements have been achieved an independent assessor will sign off the apprenticeship as complete.</p> <p>If the student has passed the assessments set for a Bachelor's Degree, the university will award that degree. The classification of the award shall be determined by the Progression and Award Board.</p>

14. Prerequisites

Details of modules apprentices must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

All modules must be passed or be subject to re-submission before enrolment on a module at a higher level. This has been agreed with West Yorkshire Police and is an expectation of the College of Policing.

15. Additional support needs

Arrangements made to accommodate apprentices with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

- All learners on this programme will need to be able to carry out the duties of an operational police officer. West Yorkshire Police will determine if learners with disabilities can be supported in the police constable role and conduct a medical assessment of the individual to establish this.
- Leeds Trinity University will support learners who have successfully passed the police medical assessment, and, where they have a disability or other needs, they will be supported via the normal University support systems.
- Leeds Trinity University commits to accommodating individual needs and, wherever possible, will make reasonable adjustments to do so.
- How support planning will be emphasised to minimise requests for Breaks in Learning. Ongoing interaction from Progress Tutors supports the development and progression of students. Any requirement for supportive provision is signposted and brought to the attention of module and programme leads to ensure timely progression to minimise the need for Break in Learning.