

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University and West Yorkshire Police Force
<b>‘Parent’ Faculty</b> <i>(ICE / SAC / SSHS)</i>	Social Sciences & Education
<b>‘Parent’ School</b>	Criminology, Investigation and Policing (CIP)
<b>Professional body</b> <i>(if applicable)</i>	(licensed by) the College of Policing
<b>Final award</b> <i>(eg. BA Hons)</i>	BA (Hons)
<b>Title of programme(s)</b>	Professional Policing Practice (and Police Constable Degree Apprenticeship)
<b>Subsidiary award(s)</b> <i>(if any)</i>	CertHE in Professional Policing DipHE in Professional Policing Ordinary degree in Professional Policing (Fallback awards only)
<b>Honours type</b> <i>(Single / Joint / Combined)</i>	Single
<b>Duration and mode(s) of study</b>	3 years Full-Time
<b>Month/year of approval of programme</b>	December 2019
<b>Start date</b> <i>(this version) (month and year)</i>	August 2023
<b>Periodic review next due</b> <i>(academic year)</i>	2024-25
<b>HECOS subject code(s)</b>	100486
<b>UCAS course code &amp; route code</b> <i>(available from Admissions)</i>	Not required.
<b>SITS codes</b> <i>(Course / Pathway / Route)</i> <i>(available from Student Administration)</i>	PPOLPRC
<b>Delivery venue(s)</b>	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 student’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.

### 3. Learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- skills specific to the subject (S)
- professional behaviour (B)
- intellectual / cognitive / 'thinking' skills (I)

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, the learner will safely and lawfully be able to:

S1 apply Authorised Professional Practice and any local policy applicable to the operational policing context;

S2 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;

S3 gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness;

S4 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;

S5 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;

S6 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;

S7 provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people;

S8 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;

- S9 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;
- S10 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;
- S11 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;
- S12 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;
- S13 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.

On successful completion of the apprenticeship programme, learners will have demonstrated Full Occupational Competence (FOC) and will:

- B1 be accountable and take ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks;
- B2 maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate;
- B3 understand and effectively manage their own emotions in stressful situations, understanding motivation and underlying reasons for own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth;
- B4 have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Be committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach;
- B5 work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results;
- B6 role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted and help others to deliver their objectives effectively.

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.

#### 4. 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, published by the Institute for Apprenticeships, March 2018.

The programme is delivered under license by the College of Policing.

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

	<ul style="list-style-type: none"> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline.</p>
--	--

## 6. 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 and experiential learning.

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 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 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 (Research Project and End-Point Assessment Module). This requires the learner to complete an evidence-based research project supported with a written submission which will be tested at the End-Point Assessment for the apprenticeship in the form of a written report and presentation.

## 7. Structure

### 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.

<b>Duration</b>	3 years full time
-----------------	-------------------

<b>Total credit rating</b>	360 credits
----------------------------	-------------

#### 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	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

POL6006	Research Project and End Point Assessment ( <i>year-long</i> )	14	60
POL6012	Introduction to Coaching, Mentoring and Assessment	15	20
POL6022	Leadership in Policing	16	20

## 8. Learning, teaching and assessment

This 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.

The Research Project and End Point Assessment module in Level 6 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.

## 9. Programme Learning Outcomes

[illegible]

[illegible][illegible]

POL5002 Operational Practice																	
POL5012 Contemporary Policing																	
POL5022 Criminology																	
POL5032 Advanced Investigative Skills																	
POL5042 The Skilful Officer																	
POL5052 Advanced Understanding of the Police Service																	
POL6002 Advanced Professional Practice																	
POL6012 Introduction to Coaching, Mentoring and Assessment																	
POL6022 Leadership in Policing																	
POL6006 Research Project and End Point Assessment																	

---

## 10. Degree Apprenticeship Standard

Knowledge: The Police Constable will know and understand:

<b>Institute for Apprenticeship</b> <b>Police Constable Degree Apprentice Standard</b>	<b>Module learning opportunities:</b>
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.	<b>Level 4:</b> <ul style="list-style-type: none"><li>• An Introduction to the Police Service and Your Apprenticeship</li></ul> <b>Level 5:</b> <ul style="list-style-type: none"><li>• Advanced Understanding of the Police Service</li></ul> <b>Level 6:</b> <ul style="list-style-type: none"><li>• Leadership in Policing</li></ul>
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.	<b>Level 4:</b> <ul style="list-style-type: none"><li>• An Introduction to the Police Service and Your Apprenticeship</li><li>• The Investigation Process</li><li>• Policing Society</li><li>• Investigation Skills</li><li>• Supporting Victims, Witnesses and the Vulnerable</li></ul> <b>Level 5:</b> <ul style="list-style-type: none"><li>• Operational Practice</li><li>• Contemporary Policing</li></ul> <b>Level 6:</b> <ul style="list-style-type: none"><li>• Advanced Professional Practice</li><li>• Research Project and End Point Assessment</li></ul>

<p>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:</p> <ul style="list-style-type: none"> <li>• effectively respond to incidents, preserving scenes and evidence when necessary</li> <li>• manage and resolve conflict safely and lawfully</li> <li>• arrest, detain and report individuals safely and lawfully</li> <li>• conduct diligent and efficient, priority and high volume investigations</li> <li>• effectively interview victims, witnesses and suspects</li> <li>• systematically gather, submit and share information and intelligence to further policing-related outcomes</li> <li>• meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces</li> <li>• optimise the use of available technology</li> <li>• risk manage health and safety for self and others</li> </ul>	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> <li>• Contemporary Policing</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> </ul>
<p>How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context.</p>	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> <li>• Supporting Victims, Witnesses and the Vulnerable</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> <li>• Contemporary Policing</li> </ul>

	<b>Level 6:</b> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
Social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Policing Society</li> </ul> <b>Level 5:</b> <ul style="list-style-type: none"> <li>• Contemporary Policing</li> <li>• Criminology</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
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.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> </ul> <b>Level 5:</b> <ul style="list-style-type: none"> <li>• Contemporary Policing</li> <li>• Criminology</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
In-depth knowledge, understanding and expertise relevant to organisational/local needs, including the following operational policing contexts: response, community, intelligence, investigation and roads/transport.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Investigation Skills</li> <li>• Community-orientated Policing</li> <li>• Supporting Victims, Witnesses and the Vulnerable</li> </ul>

	<p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> <li>• Contemporary Policing</li> <li>• Advanced Understanding of the Police Service</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
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.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• Policing Society</li> <li>• Investigation Skills</li> <li>• Community-orientated Policing</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Advanced Investigative Skills</li> <li>• Criminology</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>

**Skills: The police constable will safely and lawfully be able to:**

Apply Authorised Professional Practice and any local policy applicable to the operational policing context.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> <li>• Community-orientated Policing</li> <li>• Supporting Victims, Witnesses and the Vulnerable</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> </ul>
---	--

	<b>Level 6:</b> <ul style="list-style-type: none"> <li>Advanced Professional Practice</li> <li>Research Project and End Point Assessment</li> </ul>
Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>An Introduction to the Police Service and Your Apprenticeship</li> <li>The Investigation Process</li> <li>Investigation Skills</li> </ul> <b>Level 5:</b> <ul style="list-style-type: none"> <li>Operational Practice</li> <li>Advanced Investigative Skills</li> <li>The Skilful Officer</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>Leadership in Policing</li> <li>Advanced Professional Practice</li> <li>Coaching, Mentoring and Assessment</li> <li>Research Project and End Point Assessment</li> </ul>
Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>Investigation Skills</li> </ul> <b>Level 5:</b> <ul style="list-style-type: none"> <li>Operational Practice</li> <li>Advanced Investigative Skills</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>Advanced Professional Practice</li> <li>Research Project and End Point Assessment</li> </ul>
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.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>Policing Society</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>Advanced Professional Practice</li> <li>Research Project and End Point Assessment</li> </ul>

<p>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.</p>	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> <li>• Community-orientated Policing</li> <li>• Supporting Victims, Witnesses and the Vulnerable</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> <li>• Contemporary Policing</li> <li>• Criminology</li> <li>• The Skilful Officer</li> <li>• Advanced Understanding of the Police Service</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Leadership in Policing</li> <li>• Advanced Professional Practice</li> <li>• Coaching, Mentoring and Assessment</li> <li>• Research Project and End Point Assessment</li> </ul>
<p>Provide an initial, autonomous and ongoing 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.</p>	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> </ul>

Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>Supporting Victims, Witnesses and the Vulnerable</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>Contemporary Policing</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>Advanced Professional Practice</li> <li>Research Project and End Point Assessment</li> </ul>
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.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>The Investigation Process</li> <li>Policing Society</li> <li>Investigation Skills</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>Operational Practice</li> <li>Advanced Investigative Skills</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>Advanced Professional Practice</li> </ul>
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.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>An Introduction to the Police Service and Your Apprenticeship</li> <li>The Investigation Process</li> <li>Policing Society</li> <li>Investigation Skills</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>Operational Practice</li> <li>Advanced Investigative Skills</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>Advanced Professional Practice</li> </ul>
Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>An Introduction to the Police Service and Your Apprenticeship</li> </ul>

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 & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so.	<ul style="list-style-type: none"> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> <li>• Supporting Victims, Witnesses and the Vulnerable</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> <li>• Contemporary Policing</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
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.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> <li>• Supporting Victims, Witnesses and the Vulnerable</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> <li>• Contemporary Policing</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> </ul>
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.	<p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Leadership in Policing</li> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• Community-orientated Policing</li> <li>• Supporting Victims, Witnesses and the Vulnerable</li> </ul>

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.	<p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Contemporary Policing</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
--	---

### Behaviours – what is required?

Taking accountability	Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> <li>• The Investigation Process</li> <li>• Policing Society</li> <li>• Investigation Skills</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• The Skilful Officer</li> <li>• Advanced Understanding of the Police Service</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Advanced Professional Practice</li> <li>• Research Project and End Point Assessment</li> </ul>
Professional integrity	Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> </ul> <p><b>Level 5:</b></p>

		<ul style="list-style-type: none"> <li>Advanced Understanding of the Police Service</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>Leadership in Policing</li> </ul>
Emotionally astute	Understand and effectively manage own emotions in stressful situations, understanding motivations and underlying reasons for own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>An Introduction to the Police Service and Your Apprenticeship</li> <li>Policing Society</li> <li>Investigation Skills</li> </ul> <b>Level 5:</b> <ul style="list-style-type: none"> <li>Operational Practice</li> <li>The Skilful Officer</li> <li>Advanced Understanding of the Police Service</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>Leadership in Policing</li> <li>Advanced Professional Practice</li> <li>Coaching, Mentoring and Assessment</li> </ul>
Curious and innovative	Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>Investigation Skills</li> </ul> <b>Level 5:</b> <ul style="list-style-type: none"> <li>Operational Practice</li> <li>Advanced Investigative Skills</li> </ul> <b>Level 6:</b> <ul style="list-style-type: none"> <li>Leadership in Policing</li> <li>Advanced Professional Practice</li> <li>Research Project and End Point Assessment</li> </ul>
Collaborative	Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results.	<b>Level 4:</b> <ul style="list-style-type: none"> <li>The Investigation Process</li> <li>Policing Society</li> <li>Investigation Skills</li> </ul>

		<p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• Advanced Investigative Skills</li> <li>• The Skilful Officer</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Leadership in Policing</li> <li>• Advanced Professional Practice</li> <li>• Coaching, Mentoring and Assessment</li> <li>• Research Project and End Point Assessment</li> </ul>
Supportive and inspirational leading	Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively.	<p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>• An Introduction to the Police Service and Your Apprenticeship</li> </ul> <p><b>Level 5:</b></p> <ul style="list-style-type: none"> <li>• Operational Practice</li> <li>• The Skilful Officer</li> <li>• Advanced Understanding of the Police Service</li> </ul> <p><b>Level 6:</b></p> <ul style="list-style-type: none"> <li>• Leadership in Policing</li> <li>• Advanced Professional Practice</li> <li>• Coaching, Mentoring and Assessment</li> <li>• Research Project and End Point Assessment</li> </ul>

## 11. Entry requirements

### Honours degree programmes

The recruitment on to the degree apprenticeship will be mainly managed by West Yorkshire Police with the support of Leeds Trinity University.

Police regulations require officers to hold a level 3 qualification, and Leeds Trinity University will set a UCAS tariff score based on related programmes, and other Force recruitment standards. Applicants must be aged 18 or above at the point of application. It is anticipated that, due to the vocational nature of the programme, applicants will come from diverse educational backgrounds. Some might have limited formal qualifications, and in these cases an entry essay may be submitted for consideration by the Programme lead.

All learners on the programme must have achieved Level 2 Functional Skills in English and maths prior to starting the degree apprenticeship and support will be given to those who need to achieve this prior to entry.

The University's Centre for Apprenticeships, Work-Based Learning and Skills will work with West Yorkshire Police to ensure that all candidates are suitably prepared for degree level study in this area; this will include diagnostic tests in numeracy and literacy. The Programme Lead is required to sign off all applications before apprentices can be enrolled.

## 12. 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 must 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:

- the General Academic Regulations
- Programme Regulations for Taught Undergraduate Degrees
- Additional Regulations for Professional Policing Practice

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.

In addition, the learner must have achieved 'Independent Patrol Status' (IPS). They will be required 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. The College of Policing have stated that IPS is a compulsory gateway into year 2 (Level 5), alongside successful completion of the first year of degree study.

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.

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.

The learner's education will culminate in completion of an evidence-based research project, which will have a written report element and also a reflective component in the form of a presentation and panel discussion. The pass mark in each of these two components is 50%. This, together with a professional discussion on the Operational Competence Portfolio, will form the End-Point Assessment (EPA) of the apprenticeship. Successful completion of the degree in policing is integrated into the EPA.

### 13. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level  
*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.

### 14. Additional support needs

Arrangements made to accommodate students 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.