

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' Faculty <i>(ICE / BCDI / SHS)</i>	FSSE
'Parent' School	Criminology Investigation and Policing
Professional accreditation body <i>(if applicable)</i>	None
Final award <i>(eg. BA Hons)</i>	BA
Title of programme(s)	Professional Practice in Effective Policing
Subsidiary award(s) <i>(if any)</i>	None
Honours type <i>(Single / Joint / Combined)</i>	Single
Duration and mode(s) of study	1 year Full time
Month/year of approval of programme	May 2025
Start date <i>(this version) (month and year)</i>	January 2026 and September 2026
Periodic review next due <i>(academic year)</i>	
HECoS subject code(s)	100486 Policing 100088 Leadership 100091 Public Services
UCAS course code & route code <i>(available from Admissions)</i>	
SITS codes <i>(Course / Pathway / Route)</i> <i>(available from Student Administration)</i>	PRPEPOL
Delivery venue(s) (please also indicate partner institutions where relevant)	Partner Institutions (please specify which approved partners, where relevant)None.

2. Aims of the programme

Rationale and general aims, including what is special about this programme <i>(from the student's and a marketing perspective)</i>
<p>The BA (Hons) Professional Practice in Effective Policing is designed for experienced police officers and staff who have developed substantial operational expertise and leadership capability through professional practice. This degree provides a flexible and accessible route to formal academic recognition via the integration of Recognition of Prior Experiential Learning (RPEL) and work-based learning.</p>

The programme is grounded in the professionalisation agenda across UK policing, including priorities articulated by the College of Policing, the Policing Education Qualifications Framework (PEQF), and national strategies such as Policing Vision 2030. It also supports wider workforce development objectives, particularly for officers and staff who have completed training outside of accredited degree pathways or who seek progression into leadership and specialist roles.

The programme is distinct from traditional undergraduate policing degrees in three key ways:

- **Work-Based and Experiential Focus:** Students critically examine and reflect upon their own lived policing experience, linking operational knowledge to academic frameworks and broader policy debates.
- **RPEL-Integrated Structure:** A significant proportion of credit can be achieved through a rigorous process of evidencing prior learning, enabling progression for mid-career professionals.
- **Flexible and Individualised Pathways:** The structure enables students to tailor their learning towards specific areas of professional interest, while aligning with nationally recognised Level 6 learning outcomes.

The programme has been developed in response to ongoing demand from police services for a qualification that reflects both operational competence and critical academic insight. It also aligns with Leeds Trinity University's mission to deliver professionally relevant, socially just, and applied education.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

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

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

On successful completion of the BA (Hons) in Professional Practice in Effective Policing, students will have demonstrated the following applied knowledge, cognitive skills, and professional capabilities aligned to Level 6 standards:

Knowledge and Understanding (K)

Graduates will be able to:

- K1: Explain and evaluate the structure, function, and cultural dynamics of contemporary policing in England and Wales.
- K2: Apply key legislation, policy, and professional standards to operational policing scenarios.

- K3: Analyse the ethical and organisational challenges in modern policing, including community engagement, vulnerability, and public trust.
- K4: Demonstrate an understanding of leadership, decision-making, and accountability frameworks within a policing context.
- K5: Examine the role of research, evidence-based practice, and problem-solving approaches in improving policing outcomes.

Intellectual Skills (I)

Graduates will be able to:

- I1: Analyse and interpret complex policing situations using appropriate theoretical and professional frameworks.
- I2: Evaluate alternative responses to policing problems, considering legal, ethical, and community-based perspectives.
- I3: Reflect critically on professional practice, drawing connections between lived experience and broader policy or theoretical debates.
- I4: Use reasoned judgement and structured thinking to support fair, proportionate, and effective decision-making.

Practical Skills (P)

Graduates will be able to:

- P1: Apply investigative and procedural skills to real-world policing tasks, including incident response, evidence gathering, and case progression.
- P2: Demonstrate effective communication and interpersonal skills in professional contexts, including with victims, witnesses, and colleagues.
- P3: Engage with reflective learning and development planning, identifying areas for growth and continuous improvement in practice.

Attributes and Skills (AS)

Graduates will demonstrate the following transferable and professional attributes:

- AS1: Work independently and take responsibility for planning, prioritising, and completing complex work-based tasks.
- AS2: Solve problems in unpredictable policing situations, drawing on appropriate research, knowledge, judgment, and prior experience.
- AS3: Use digital tools and data appropriately to support decision-making and operational effectiveness.
- AS4: Communicate ideas clearly and appropriately to different audiences, adapting style and tone for purpose.

- AS5: Show resilience, adaptability, and professional conduct when working in challenging and high-pressure environments.
- AS6/AS7/AS8: Collaborate effectively and professionally with others, valuing diversity and upholding ethical standards in line with the policing Code of Ethics.
- AS9: Demonstrate enterprise & entrepreneurship, communicating effectively across a range of formats and audiences, including peers, senior colleagues, partner agencies, and community stakeholders.

Linking to the RPEL Process

These learning outcomes are directly mapped to the *RPEL Estimator Tool* and provide the academic framework for assessing applicants' prior learning. Through the Learning Review and RPEL Portfolio, applicants will reflect on their operational experience and demonstrate how it aligns with Level 6 outcomes. Bloom's Taxonomy verbs such as *apply*, *evaluate*, *analyse*, and *reflect* are used to indicate the expected standard of academic engagement.

3a External benchmarks

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

All Leeds Trinity University undergraduate programmes are aligned with the Frameworks for Higher Education Qualifications (FHEQ), with this programme designed to meet the academic standards for a Bachelor's-level qualification (Level 6), as set out in the FHEQ.

The BA (Hons) in Professional Practice in Effective Policing is informed by a range of nationally recognised frameworks and sector guidance to ensure academic quality, professional relevance, and compliance with standards expected in contemporary policing education. These include:

- QAA Subject Benchmark Statement for Policing (2022) – which defines the academic and professional standards expected of policing graduates, including ethical practice, critical reflection, community engagement, and application of law and procedure.
- Policing Education Qualifications Framework (PEQF) – developed by the College of Policing, which outlines the required knowledge, skills, and behaviours for police officers, with a strong emphasis on evidence-based practice, problem-solving, and leadership.
- Code of Ethics (College of Policing, 2014) – which provides a values-led framework for ethical policing practice and underpins decision-making, professional standards, and public trust.
- Competency and Values Framework (CVF) – issued by the College of Policing, which articulates the behaviours and values expected across all ranks and roles in policing and is

embedded into assessment, learning outcomes, and professional development throughout the programme.

In addition, the programme aligns with the Leeds Trinity University Strategic Plan, the Learning, Teaching and Academic Experience Strategy, and the institution's Curriculum for Social Justice principles. These commitments ensure that the programme supports inclusive learning, personal and professional development, and the advancement of ethical, evidence-based policing practice.

4. Learning outcomes for subsidiary awards

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.

On successful completion of the BA (Hons), students will have demonstrated the ability to:

- Apply critical understanding of policing theories, legislation, and policies to real-world operational and community-based challenges.
- Evaluate complex situations in operational policing using ethical frameworks, the Code of Ethics, and evidence-based practice to inform decision-making.
- Demonstrate confident application of problem-solving skills, discretion, and professional judgement in varied policing contexts.
- Reflect critically on personal and professional practice to identify strengths, areas for improvement, and strategies for continuous development.
- Communicate effectively across a range of formats and audiences, including peers, senior colleagues, partner agencies, and community stakeholders.
- Show professional competence in managing incidents, supporting victims and witnesses, conducting investigations, and contributing to public safety.
- Integrate theoretical perspectives with operational knowledge to develop solutions that address risk, vulnerability, and complex social issues.
- Demonstrate leadership potential, adaptability, and resilience in professional policing roles, contributing to the effectiveness and integrity of policing practice.

Subsidiary Awards

The BA (Hons) in Professional Practice in Effective Policing is structured as a 360-credit undergraduate degree. Where students do not complete the full award, Subsidiary qualifications are available as follows, aligned with university regulations:

- **Certificate of Higher Education:** awarded for successful completion of 120 credits at Level 4.
- **Diploma of Higher Education:** awarded for successful completion of 240 credits including 120 at Level 5.
- **BA (Ordinary) Degree:** awarded for successful completion of 300 credits, including 60 at Level 6.

	These awards reflect achievement at key stages of undergraduate progression and provide formal recognition of learning where students do not complete the full honours degree.
--	--

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The **BA (Hons) in Professional Practice in Effective Policing** is designed around core thematic areas that underpin the academic and professional development of policing practitioners. These themes are embedded throughout the RPEL process and the taught components of the programme, providing a structured and progressive learning experience that supports reflective, evidence-based, and community-oriented practice.

At Level 4 modules include:

1. Criminology, Crime Prevention and Criminal Justice
2. Learning Review
3. Legislative Practice for Policing
4. Planning Personal and Professional Development
5. Planning Practitioner Projects

- **These modules may not be applicable due to the RPEL Process**

At Level 5 modules include:

1. Criminal Investigation & the Justice System
2. Evidence-Based Policing and Problem Solving
3. Police Accountability, Decision-Making, and Discretion
4. Police Response, Critical and Major Incidents
5. Victims and Witnesses

- **These modules may not be applicable due to the RPEL Process**

At Level 6 modules include:

1. **Work-Based Learning Portfolio:** This module supports students in critically evidencing their learning and development through structured reflection on professional policing practice. It enables students to demonstrate how operational experiences have contributed to their academic and professional growth. The portfolio consolidates workplace learning, academic insight, and values-based decision-making.

- 2. Advanced Investigative Interviewing (PIP 2):** This module focuses on the development and application of advanced investigative interviewing techniques, in line with Professionalising Investigation Programme Level 2 (PIP 2) standards. It prepares students to manage complex, sensitive, and high-risk interviews with professional rigour and legal compliance.
 - 3. Work-Based Project:** This module represents the culmination of the programme and requires students to undertake an independent, applied project in their workplace. Students will identify a real-world problem or development area within their professional context and design a project that generates insight, learning, and potential improvement.
 - 4. Designing Practitioner Research:** This module prepares students to plan and design a small-scale, practitioner-led research project grounded in their professional policing context. It introduces research design, literature review, ethics, and methodology.
- **RPEL is not applicable for modules at Level 6**

Themes are introduced in early-stage modules and progressively developed through advanced work-based projects and applied research at Level 6. This scaffolding supports students in building the intellectual, practical, and reflective skills necessary for effective, ethical, and resilient policing practice.

6. Structure

The BA (Hons) Professional Practice in Effective Policing is designed to recognise and accredit the extensive prior learning of experienced policing professionals, while offering a structured academic pathway to complete a full undergraduate degree. The programme combines up to 240 credits of RPEL for learning at Levels 4 and 5 with a fully taught Level 6, ensuring academic integrity, progression, and relevance to contemporary policing practice.

Level 6 – with effect from January 2026

Students are required to take:

Code	Title	Semester	Credits
POL6405	Work-Based Learning Portfolio	1	15
POL6403	Advanced Investigative Interviewing (PIP 2)	1	30
POL6415	Designing Practitioner Research	2	15
POL6406	Work-Based Project	2	60
		Total	120

This structure ensures that experienced professionals can complete their undergraduate studies through a blend of recognised experience and critical academic engagement, with a focus on applied learning, ethical leadership, and evidence-based practice.

7. Learning, teaching and assessment

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

The learning, teaching, and assessment strategy for the BA (Hons) Professional Practice in Effective Policing aligns with Leeds Trinity University's Learning, Teaching and Academic Experience (LTAE) Strategy 2022–26, with a strong focus on equity, inclusion, applied learning, and professional development.

This undergraduate programme is specifically designed for experienced policing professionals, recognising their prior learning while offering structured opportunities to develop critical academic and practitioner capabilities. It blends Recognition of Prior Experiential Learning (RPEL) with a final year taught curriculum that reflects the expectations of Level 6 study and the needs of the contemporary policing workforce.

Learning and Teaching

The programme uses a flexible, inclusive, and accessible delivery model tailored to the needs of working professionals. Key approaches include:

- Blended learning, combining online study materials, recorded lectures, live online sessions, and in-person workshops.
- Virtual Learning Environment (VLE) support, including discussion boards, quizzes, and structured learning pathways.
- Problem-based and enquiry-led learning, grounded in real-world operational scenarios, encouraging critical reflection and practical application.
- Collaborative learning, enabling students to share knowledge and best practice from diverse policing roles and experiences.

These are Work-based learning programmes, where assessment is based on authentic, real work activities drawn from the students own practice and/or experience. (Boud and Solomon 2001, p56; Rowe, 2018; Barr 2025, p 13)) As such students are constructively aligning their curriculum learning activities and assessments to meet their own personal and professional development needs within the overarching structure of the programme and modules learning outcomes, and their professional competencies. For example:

BA

WBL Portfolio P 1- the Los and indicative content emphasise the reflection, analysis and synthesis of the students own professional practice, using a personalised professional portfolio.

Advanced professional Interviewing – students produce a case file, drawn from their own professional practice and includes reflection on improving and enhancing interview practice.

Throughout the taught modules, students will develop skills in critical thinking, reflective practice, and academic writing, while engaging with ethical and professional issues relevant to operational policing.

Research and Evidence-Based Practice

Research is embedded as a core element of professional practice, with students introduced to applied research principles through the Work-Based Enquiry module and given the opportunity to lead their own practitioner investigation through the Work-Based Project. These modules support:

- Ethical research design and data collection

- Critical engagement with literature and evidence
- Practical recommendations for service improvement

Students are encouraged to view research as a vital aspect of professional development and organisational learning.

Assessment

Assessment is designed to be authentic, flexible, and professionally relevant, with formats including:

- Portfolios and reflective accounts
- Case studies and scenario-based analysis
- Research proposals and practitioner projects
- Presentations and academic essays

Assessment tasks are directly aligned with real policing challenges and allow students to draw on their operational experience. Opportunities for negotiated assessment formats are available where appropriate, to support individual learning styles and professional roles.

Employability and Professional Development

Professional skills development is embedded throughout the programme, including:

- Critical reflection on personal learning and leadership development (Learning Review)
- Ethical and evidence-based decision-making (Applied Professional Practice)
- Research-informed innovation in practice (Work-Based Project)

Students will build a cumulative portfolio of learning that supports career progression, academic achievement, and professional recognition. The programme aims to foster reflective, capable, and ethically grounded professionals equipped for senior and specialist roles in policing and public service.

7b) Programme learning outcomes covered

		Assessed learning outcomes of the programme												Attributes and skills outcomes								
Level	Module Title	K1	K2	K3	K4	K5	I1	I2	I3	I4	P1	P2	P3	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
		Core knowledge	Awareness of research	Research methods	Variability and diversity	Society and social justice	Analytical techniques	Ethical practice	Evidence and knowledge	Real-world applications	Research projects	Communication	Personal development	Working independently	Research & thinking critically	Digital confidence	Adaptability	Resilience	Professional outlook	Effective communication	Ethics, diversity, sustainability	Enterprise & entrepreneurship
4	Criminology, Crime Prevention and Criminal Justice	x			x	x	x	x	x			x		x	x				x	x	x	
4	Learning Review	x			x		x	x	x	x		x	x	x			x	x		x	x	x
4	Legislative Practice for Policing	x	x			x	x	x	x	x					x		x	x	x	x	x	
4	Planning Personal and Professional Development		x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
4	Planning Practitioner Projects		x	x		x				x	x		x		x	x			x	x	x	x
4	Contemporary Issues in Policing Communities	x	x		x	x		x	x	x		x							x	x	x	x
5	Evidence-Based Policing and Problem Solving	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
5	Police Accountability, Decision-Making, and Discretion	x	x		x	x	x	x	x	x		x	x	x	x		x	x	x	x	x	x
5	Police Response, Critical and Major Incidents	x	x		x	x		x	x	x		x	x	x	x		x	x	x	x	x	x
5	Victims and Witnesses	x	x		x	x		x	x	x		x	x	x				x	x	x	x	
5	Criminal Investigation & the Justice System	x	x		x	x	x	x	x	x		x	x	x			x	x	x	x	x	x

6	Designing Practitioner Research		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
6	Work-Based Learning Portfolio		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6	Work-Based Project		x	x			x	x		x	x	x	x	x	x	x				x	x	x
6	Advanced Investigative Interviewing (PIP 2)	x	x		x	x		x	x	x		x			x		x	x	x	x	x	

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	No
Detail of any deviation from and/or addition to the	Academic Requirement Hold a Level 2 qualification in English (Language or Literature). Acceptable qualifications include:

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<ul style="list-style-type: none">• The following regulations apply, together with the General Taught Academic Regulations:• Bachelor's Degree Programme Regulations• Diploma of Higher Education Programme Regulations• Certificate of Higher Education Programme Regulations

10. Prerequisites and additional information

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
Students must complete and pass the RPEL modules pre-enrolment, which combine up to 240 credits of RPEL encompassing Level 4 and 5 learning.

11. Additional support needs

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