

## Programme Specification for BA (Hons) Degree in Professional Policing

**This document applies to Academic Year 2025/26 onwards**

*Table 1 - programme specification for BA (Hons) Degree in Professional Policing*

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	This programme is licenced and approved by the College of Policing as the professional body in policing in England and Wales.
4.	<b>Final award or awards</b>	BA (Hons)
5.	<b>Programme title</b>	BA (Hons) Degree in Professional Policing
6.	<b>Pathways available</b>	Single Honours
7.	<b>Mode and/or site of delivery</b>	Taught programme at University of Worcester
8.	<b>Mode of attendance and duration</b>	Full -Time (3 years); 42 week timetabled academic year Part-Time (Up to 5 years)
9.	<b>UCAS Code</b>	N499
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">College of Policing, Policing Education Qualifications Framework 2020</a>  <a href="#">PPD National Police Curriculum Feb 2024</a>  <a href="#">QAA subject benchmark statement, Policing March 2022</a>  <a href="#">QAA subject benchmark statement, Criminology October 2019</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved at ASQEC June 2022 August 2022 – AQU amendments July 2023 – annual updates April 2024 – CMAS Amendments to Modules July 2024 – new links added Section 10 January 2025 – CMAS - COPS2004

### 12. Educational aims of the programme

In 2018, the College of Policing (CoP), the national professional body for policing in England and Wales, introduced the Policing Education Qualifications Framework (PEQF); the aim of which is to work in partnership with the police service and the Higher Education Sector to set minimum education levels for the police service. As of January 2024, there are four principal entry routes into policing at the rank of police constable:

- A degree-level apprenticeship linked to achievement of the Degree in Professional Policing (PPD)
- A graduate entry programme to the policing profession for entrants who have a degree in any subject (other than the CoP licenced pre-join Degree in Professional Policing)
- Graduate Entry for those who have graduated with the BA (Hons) Degree in Professional Policing from a licenced – known as the ‘Pre-join Degree’ Graduate Entry Route
- Non-degree entry route – (with in-force training equating to a Level 5 Certificate in Professional Policing)

The BA(Hons) Degree in Professional Policing (PPD) is licenced by the CoP and is an academic knowledge-based degree based upon the national curriculum for the police constable

role, developed by the CoP. The PPD has primarily been designed to meet the learning needs of students who wish to embark on a career in the police service (police and police staff) but will also be useful for those wishing to work in other related areas, for example the National Crime Agency, probation service, military police, private security industry, civil service, local authority, banking and similar organisations where investigative or practical legal knowledge are required. Upon graduating from this degree programme, students have five years within which they can apply to join a police force via the 'Degree in Professional Policing Graduate Entry Route' ([College of Policing – Entry Routes](#)).

The national curriculum for the PPD, as prescribed by the CoP as the professional body for policing, has been developed so that students receive a comprehensive education, based on the professional responsibility of the police service and all who work within it to serve and protect the public in the most effective ways possible. The curriculum is maintained on an annual basis to reflect the latest learning in respect to key policing activities. A principal professional aim of the national curriculum for the BA (Hons) Degree in Professional Policing is therefore to **develop knowledge relating to professional performance of the police constable role**, permitting learners who are subsequently recruited to the police service to pursue a career as a police constable.

This College of Policing licenced programme has a currency of five years, subject to individual police force requirements. After this time, a 'refresher programme' will need to be completed if the student has not entered the policing profession and chooses to do so after the currency period.

The overall aims for this programme are:

1. To provide students with the opportunity to develop theoretical knowledge, understanding and practical policing skills and contextualise their learning in a policing context without the need to engage in frontline policing.
2. To enable students to understand how they will be able to engage in lawful, safe and effective front-line policing in the specific professional areas of response policing, community policing, roads policing, information and intelligence and when conducting investigations.
3. To ensure the specialised and diverse graduate skills and knowledge developed by students studying the programme can be contextualised to wider policing, community safety and criminal justice issues.
4. To enable students to develop an understanding of policing, its relationship with wider criminal justice agencies within the criminal justice system of England and Wales and to include the wider social and political context through the development of comprehensive understanding of theories, themes, legislation and policies that impact modern policing.
5. To develop the student's critical thinking, critical analysis skills and reflective practice within ethical and professional boundaries providing a critical and scholarly understanding of policing, policy, legislative framework, policing practices and ethical practice in line with professional policing standards.
6. To enhance specialised and diverse skills and knowledge that reflect the individual student's area of interest and career aspirations.
7. To grow and progress the student's skill, knowledge and understanding of evidence-based policing. Students will be enabled to research, develop, implement and review, from an academic perspective, evidence-based initiatives to improve police performance in these areas and in doing so, contribute themselves to the evolving evidence base for effective policing; culminating in a dissertation in their third year.

8. To equip students to progressively develop their intellectual capacity, career management and employability skills, commensurate with role competences as outlined in policing.

### 13. Intended learning outcomes and learning, teaching and assessment methods

The learning outcomes take account of the University's [Curriculum Design Policy](#), [Assessment Policy](#) and [Guidance on writing learning outcomes](#) and developing assessment criteria. In line with the College of Policing's licencing arrangements, the programme outcomes have been referenced to the [Degree in Professional Policing, PEQF National Policing Curriculum, Feb 2023](#), the [Pre-Join Degree in Professional Policing National Programme Specification](#) and the [College of Policing Quality Assurance Standards](#). The outcomes are also informed by the [QAA subject benchmark statement for Policing, March 2022](#), [QAA subject benchmark statement, Criminology October 2019](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#) (revised in 2014).

Table 2 - knowledge and understanding outcomes for module code/s

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code</b>
1	Demonstrate a critical awareness of the underpinning principles, ethics and values of policing within an operational context, including the importance of the proactive consideration of equality and diversity, human rights considerations as a core function of professional practice (CoP ILO)	COPS3108
2	Critically evaluate the value and need for police to operate in partnership with wider criminal justice agencies and the community, including support organisations, and how policing relates to the wider criminal justice system	COPS3108 COPS3109
3	Critically discuss fundamental criminological theories, with particular emphasis upon community policing and crime prevention (CoP ILO)	COPS1003 COPS3110
4	Critically analyse the terms 'autonomy' and 'professional discretion' in the context of operational policing and policing approaches (CoP ILO)	COPS2003 COPS3108
5	Critically evaluate modern policing strategies and theoretical concepts of policing in the context of an operational setting (CoP ILO)	COPS3004
6	Justify the application of legislation within an operational policing context	COPS2003 COPS3108
7	Explain appropriate support to victims and witnesses of crime, within the community, the criminal justice system and as relevant to policing (CoP ILO)	COPS3109
8	Critically review current governance and structures within policing, including policy and procedures and the impact they have on the community, public confidence and within operational policing	COPS2110 COPS3110 COPS3108
9	Critically evaluate how various investigative methodologies, including the concept of effective digital policing, can be utilised in bringing offenders to justice, with specific reference to internet-related crime. (CoP ILO)	COPS3005
10	Critically evaluate the fundamental responsibility of the police service to identify and provide professional support to those who are vulnerable and at risk, whatever the context, including public protection (CoP ILO)	COPS3108 COPS3109

11	Critically evaluate the need for police engagement and information-sharing within a multi-agency/partnership forum to address safeguarding issues in the public protection arena	COPS3108
12	Critically review evidence-based initiatives in the context of preventative policing and problem solving (CoP ILO)	COPS3110
13	Critically review national strategies in relation to countering terrorism (CoP ILO)	CRMN3608

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
14	Critically evaluate aspects of policing, including the management of intelligence, investigative practice, treatment of offenders and how these connect to the wider criminal justice system	COPS3004 COPS3108
15	Research and develop practical, evidence-based initiatives to improve policing performance in professional areas of; response policing, policing communities, policing the roads, information and intelligence and conducting investigations (CoP ILO)	COPS3110
16	Demonstrate appropriate research skills and methods in order to understand how to put evidence-based policing initiatives into practice and allow the design of an ethically sound empirical piece of Evidenced-Based Policing research (CoP ILO)	COPS2000 COPS3110
17	Critically utilise underpinning knowledge in order to prioritise competing policing demands, to stratify risk and to take a balanced approach to the management of risk	COPS3004 COPS3108
18	Appraise lawful, safe and effective front-line policing in specific professional areas of response policing, policing communities, policing the roads, information and intelligence and conducting investigations (CoP ILO)	COPS2003 COPS3005 COPS3004
19	Justify policing approaches taken and decisions made while evidencing a willingness to concede positions and re-evaluate approaches in the face of new information or intelligence	COPS3004 COPS3108
20	Conclude how policing-related decisions can be made in complex professional situations and contexts, demonstrating appropriate knowledge of powers, legislation and Authorised Professional Practice (CoP ILO)	COPS3004 COPS3108
21	Demonstrate an evidence-based approach, incorporating research methods and techniques learned, to review, consolidate, extend knowledge and understanding, initiate and carry out projects	COPS2000 COPS3110

Table 4 skills and capabilities related to employment outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>

<b>Skills and capabilities related to employability</b>		
22	Justify their decisions in policing, including those made in complex professional situations and contexts, demonstrating appropriate knowledge of powers, legislation and Authorised Professional Practice	COPS2003 COPS3108
23	Taking a problem-solving approach, utilise and adapt a range of policing methods and tactical options to provide ethical approaches to operational policing including the proactive consideration of equality and diversity and human rights.	COPS2003 COPS3004 COPS3108
24	Implement and evaluate an investigation plan from the instigation of an investigation to evidential and case management evaluation, developing reasoned and logical strategies to meet the diverse range of criminal offences and needs of victims, witnesses and suspects with fast-track actions, investigatively important actions and case management/disclosure needs considered.	COPS2110 COPS3005 COPS3108

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
25	Apply reflective practice including continual self-reflection and personal development plans to improve their own professional knowledge and ensure continual professional development, recognising the value of life-long learning	COPS2110 COPS3005
26	Apply critical self-awareness and emotional intelligence, understanding the impact they have on effective communication and others; exhibiting care and compassion for others as well as employing health and wellbeing strategies for self-care.	COPS2001 COPS2003 COPS3108 COPS3109
27	Generate and evaluate knowledge of underpinning professional practice through independent research and enquiry in addition to the critical evaluation of the existing body of knowledge.	COPS3110
28	Exercise independent thought and problem-solving skills to find appropriate solutions to situations as a practitioner, leader, team worker and safeguarder.	COPS3108
29	Develop a clear understanding of their professional accountability, responsibility, and the professional standards of behaviour expected of them as a member of the criminal justice system.	COPS3108 COPS3109
30	Evaluate and adapt their communication style and interpersonal skills, using their emotional intelligence, to any given situation they encounter, to support individuals, convey information, negotiate and manage conflict.	COPS2002 COPS3108

### **Learning, teaching and assessment**

The core intention of learning, teaching and assessment extends beyond the confines of the CoP PPD curriculum itself, embedding higher-level skills that are transferable to the profession of policing. Students who successfully complete the programme and progress to become police officers will contribute to the policing profession by being capable problem-solvers, communicators, negotiators and leaders, as well as being increasingly socially and emotionally intelligent individuals in the performance of their professional role. Learning, teaching and assessment aims to provide the essential foundation for the education of police officers of the future, supporting key aspects of police training and development through academic qualification,

recognising the skills and knowledge of the modern police workforce. Graduate-level skills and attributes (e.g., critical thinking and analysis, communication skills, reflection, independent decision making, problem solving in complex and unpredictable contexts and research skills) are already demonstrated on a daily basis by members of the police service and will become increasingly important in policing. Such skills are essential in embedding evidence-based policing and will also support a highly skilled police workforce capable of working more autonomously and efficiently, with less supervision hence their inclusion within the learning, teaching and assessment requirements on this degree programme. Further information can be found in the Course Handbook.

The programme is professionally transformative, in that it contains comprehensive, contemporary, and up-to-date coverage of areas of knowledge, skills and professional approaches that have been identified as critical to the 21st century policing role of the constable. These include the five principal areas of professional functionality (known as Police Practice areas) that have been specified as core to the performance of the police constable role, which are: Response Policing, Policing Communities, Policing the Roads, Information and Intelligence and Conducting Investigations. Learning, teaching and assessment facilities include the University's Crime Scene House, mock courtroom and simulations through which students are prepared for 'real-world' policing within a supportive environment and immersed in realistic, live-action crime scene scenarios which allow them to work in groups to secure and preserve the scene and gather material and evidence. Investigative interviewing skills are harnessed and developed using face-to-face interviews with victims, witnesses, and suspects (using role-players) and the use of the local police force's custody and interviewing training suite. Investigations are seen through to evidential evaluation and case management stages using practicing barristers acting as members of the Crown Prosecution Service and defence teams, culminating in simulated criminal proceedings using the University's mock courtroom facilities.

The PPD is designed to equip students to take advantage of the wide range of employment opportunities with the broader policing context. The enhancement of graduate attributes including transferrable, employable and career skills are woven into the fabric of the programme. Opportunities to volunteer with and alongside the local policing force and community organisations are critical elements to familiarising students with the world of professional policing.

The programme, as specified by the College of Policing, is knowledge-based and the use of simulation and role-play exercises in modules are key to enabling students to transfer their theoretical understanding and requisite skills into future policing careers, developed in a safe and developmental environment. Modules also support operational police practice by allowing students to address learning needs arising from simulations and role-play to better prepare them to meet those needs when they embark on their policing career. Modules take a blended approach to learning and teaching with students participating in lectures, seminars, and group-work, most of which will be face to face on-campus learning complemented with online learning materials and online activities. The virtual learning environment (VLE) is utilised as a point of access for information, such as course materials, session recordings, recorded presentations and static presentations. Learning, teaching, and assessment integrate the professional requirements, core subject knowledge and professional attributes required by the College of Policing as a licenced degree programme to promote the development of knowledgeable, safe, competent, and rounded professional police officers.

### **Evidence-Based Policing**

Learning, teaching and assessment also require students to undertake evidence-based policing research to develop an understanding and appreciation of evidence-based policing approaches, mandatory as a College of Policing core requirement. Evidence-based practice is integrated into learning, teaching and assessment throughout the programme and will therefore provide a clear record of evidence-based learning. This gives students the opportunity to critically evaluate complex bodies of academic and police-related knowledge throughout their degree studies and support is offered through the provision of academic examples of the application of appropriate

research methodologies and techniques, culminating in the student's opportunity to include this in their final dissertation.

Furthermore, learning, teaching and assessment will include analytical techniques and the development of problem-solving skills to be applied in a policing context – students will produce evidence-based crime prevention strategies, risk assessment plans, multi-agency safeguarding plans and briefing documents. Students will develop a critical evaluation of the term 'evidence' by reviewing arguments, assumptions, and academic findings to reach their own sound judgement, further developing their communication and transferrable key skills in the presentation of their own findings through written reports, essays, debates and presentations. Evidence-based research and project development will culminate in a final year dissertation.

## Teaching

Teaching is research led; the National Police Curriculum is developed and augmented by staff who have researched and written extensively on many areas of policing, from the history of policing and police leadership, multi-agency partnerships, public order and the hidden aspects of police corruption and deviance. Teaching will relate to real-world examples and 'lived experiences', whether in relation to police practice, the behaviour of individuals or the specifics of legislation, policy, procedures and strategies and implementation of such into practice. The teaching team will draw on relevant research, analysis and evaluation, use current literature such as Serious Case Reviews, government and policing reports, world news and social media publications and wider media sources, such as documentaries and podcasts, to consider and introduce alternative views, perspectives and evidence within the examination of policing and the wide, diverse and far-ranging societies and communities it serves.

Teaching aims to encourage and support students to take responsibility for their own learning, to become increasingly independent and autonomous in their academic and professional development. This approach further seeks to foster an understanding and adoption of a lifelong approach to learning, firmly embedded in professional practice. Teaching is fundamental in attaining this realisation through the integration of reflective practice throughout the programme across academic years. Theoretical modules provide the underpinning knowledge and intellectual skills as a foundation for both evidence-based practice and academic development. Students on the PPD will not be taught in isolated 'policing only' lectures; they will join inter-disciplinary modules (Law, Criminology and Sociology) throughout their degree studies so as to benefit from peer learning and differing perspectives to policing issues in order to further advance evidence-based practice within their policing studies. This link with other academic disciplines, student bodies and Criminal Justice communities within a safe, learning environment is designed to encourage multi-agency working, broader thinking and enhance understanding of the wide reach of policing issues and strategies. This methodology is also designed to enhance communication skills between disciplines and encourage involvement of broader concepts in the design of evidence-based policing initiatives and research areas. Policing is not an isolated service in today's modern society and therefore, those studying Professional Policing will also not be isolated from associated communities within the University student body.

Teaching adopts a blended, approach combining face to face, on campus learning with synchronous and asynchronous teaching sessions to create a stimulating, flexible and exciting learning experience for students. Formal lectures and seminars are complemented by a 'flipped classroom' approach, a blended learning strategy that reverses traditional learning. It is an active learning approach that requires students to complete a range of pre-reading of key information provided via the VLE, prior to attending lectures, which then forms the basis of in-class discussion, activities, and projects.

Simulation opportunities provide a teaching methodology to bridge theory and practice and are designed to enable students to understand and interpret the application of theory in a safe practice environment. Simulation allows students to discover ways in which the theory helps them to tackle real world policing situations, engage in professional and ethical practice and to develop practical

skills in a safe and supportive environment. In these simulations, students broaden their learning and experience, being able to take risks, make mistakes, evaluate alternative policing approaches, and hone skills in a safe learning environment. It also allows students to address their learning needs which cannot be assured in the opportunistic learning environment provided in the role of a front-line police officer. Simulation will be undertaken in environments as close to reality as possible, utilising wider University Schools and facilities including the Medical Training Facilities, where students will take part in an inter-disciplinary simulation involving nursing students, in tackling confrontational patients, mental health patients and uncooperative, intoxicated patients where human volunteers, experienced actors and mannequins will simulate patients. This approach allows students to engage in experiential learning closely aligned to their levels of knowledge and experience as well as preparing them for future multi-agency and inter-disciplinary police incidents with competing priorities posing ethical dilemmas. Simulation will enhance student competence and confidence; it also promotes and develops the sense of professionalism.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course. Students are also able to access tutorials with the module team and final year dissertation supervision. The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Contact time**

In a typical week students will have around 12-15 contact hours of teaching. The precise contact hours will depend on taught modules and in the final year there is normally slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around some of the following activities:

- 3 hours of lectures and/or seminars
- 6 hours of interactive workshops/ simulations
- 2-4 hours of group activities
- 1-2 hours of other activities (observations, online activities)

### **Independent self-study**

In addition to the contact time, students are expected to undertake up to 24 hours of personal self-study per week. Typically, this will involve researching, reading, planning and designing projects, completing formative and summative assignments, working with other students in group activities and meeting with their PAT or Supervisor, Academic Writer in Residence or Academic Librarian.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources including the dedicated Professional Policing resources; which includes a University subscription to 'Policing Insight'; an online virtual resource offering learning and research resources and access to 'The Policing Student', an online resource supporting students embarking on Professional Policing studies.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course and students will meet several current and former

police practitioners throughout the programme. Teaching staff have significant policing and police leadership experience in key specialisms such as investigation, domestic violence and abuse, child protection, major incidents, covert policing, risk management and response policing. Staff have prior experience of policing within the University's local community and are therefore able to utilise existing working relationships and partnership arrangements/ contacts within the delivery of the programme modules. Teaching staff also have prior experience of training operational police officers and staff and delivery and/or contribution to the development of College of Policing licenced programmes. All teaching staff are dual professionals, in that they hold relevant Level 7 teaching qualifications and are Associate Fellows/ Fellows of the Higher Education Academy. This dual professionalism in teaching staff provides students with unparalleled access to real-life examples of theoretical content to aid and enhance their learning experience.

## Assessment

The course provides opportunities to assess knowledge, understanding and learning informally through the completion of practice or 'formative' assignments and individual assessment tutorials with Module Tutors. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. The assessment schedule is balanced so as not to 'overload' the student with submission deadlines and summative assessments designed in relation to course and module learning outcomes (constructive alignment). Module learning outcomes will be assessed in isolation within summative assessments; assessments are not designed to continually require a student to achieve learning outcomes more than once in more than one assessment. This is to add clarity and comprehension to assessment briefs for the benefit of the learners and their clear development and progression routes; throughout the programme and modules themselves within Semesters.

Assessments take many forms and include reflective writing, the development of policy briefs, applied case studies, audio-visual presentations, or the use of digital software. Some of the assessment items within the PPD have been designed to reflect the professional requirements of report and document writing within policing. The precise assessment requirements for an individual student in an academic year will vary according to the mandatory modules taken, but a typical summative assessment pattern for each level is as follows:

### Level 4:

- 1 x case study
- 1 x report
- 1 x opinion piece
- 2 x joint presentation
- 1 x essay
- 1 x exam (multiple choice questions)
- 1 x Crime Reduction Policing Plan

### Level 5:

- 1 x essay
- 2 x report
- 1 x research proposal
- 2 x observations
- 1 x case file presentation (in pairs)
- 1 x poster presentation

### Level 6:

- 1 x dissertation
- 2 x essay
- 1 x Risk Management Plan
- 1 x interactive model
- 1 x investigative strategy and reflective piece
- 1 x presentation

## 14. Assessment strategy

Assessment is an integral part of the PPD curriculum design; underpinning holistic and authentic learning experiences at module and course level. The assessment strategy is designed to meet the requirements of the University of Worcester's Assessment Policy, the College of Policing PEQF Degree in Professional Policing Curriculum (Feb 2024) and the QAA Subject Benchmark Statement for Policing (March 2022); including a focus on evidence-based policing, the theoretical concepts that underpin policing and the knowledge and understanding to equip a modern, future police constable to operate ethically and professionally within the service. Learning, teaching, and assessment design integrate the professional requirements, core subject knowledge and professional attributes required by the College of Policing as a licenced degree programme to promote the development of knowledgeable, safe, competent, and rounded professional police officers.

Academic and practical skills are not distinct within the PPD assessment strategy; they are complimentary. In line with the QAA Subject Benchmark Statement for Policing (March, 2022) all assessments focus on applied learning and provide students with the opportunity to demonstrate a grounding in blended theory and applied practice. Assessments will 'test' a mix of academic study skills relevant for the broad contemporary of policing and criminal justice workforce, enabling learners to become professional and reflective practitioners in a range of settings. All students have the opportunity to engage in a critical exploration of modern-day policing as they develop skills which can be applied in professional practice. Discussions and the critical analysis and evaluation of policing and criminological concepts alongside a focus on research underpin the student learning and assessment environment, where independent thinking, academic freedom of expression and individuality are encouraged and nurtured in the development of more engaged, critical and reflective students.

The strategy incorporates various assessment techniques that promotes innovation and the development of personal strengths and the identification of areas for further improvement. Throughout the programme, graduate attributes will be developed using personal reflective diaries and the requirement for a reflective piece to accompany formative or summative assessment submission to nurture the growth and value attached to life-long learning, continual professional development, and reflexive practice, introduced at Level 4. Formative feedback will be provided in each module and via the Personal Academic Tutor and is intended to support the journey of academic growth, giving students the opportunity to reflect on their own learning and feed-forward into future summative assessments. Feedback on summative course work assessments will be provided within 20 working days of hand-in.

Whilst the development of critical thinking skills, decision-making and problem-solving are aspects of learning throughout the three-year programme, the assessment strategy recognises that a staged development framework of knowledge, understanding and application needs to be implemented.

### Assessment Design

The PPD provides opportunities for the Course Teaching Team and students to assess/ self-assess knowledge, understanding and learning informally through the completion of practice or 'formative' assignments and individual assessment tutorials with Module Tutors/ Personal Academic Tutors.

Each module has at least one summative assessment which is graded and counts towards the overall module grade. Module learning outcomes will be assessed in isolation within summative assessments; assessments are not designed to continually require a student to achieve learning outcomes more than once in more than one assessment. This is to add clarity and comprehension to assessment briefs for the benefit of the students and their clear development and PPD progression routes.

A mix of assessments and innovative methods are used to encourage active participation and critical reflection by students. Students are given opportunities to demonstrate their skills and understanding in writing, orally and visually, individually and through collaborative group work, as well as undertaking independent research. To accommodate this, the assessment methods are varied. Matthews (2016) argues that if graduates are to be problem-solvers then students must have opportunities to co-create their learning experiences. Assessment is designed to be equitable, acknowledging every student learns differently; therefore incorporating a diverse range of assessment methods, co-ordinated at a course level, to provide flexibility and choice, promoting inclusivity and removing barriers to achievement, incorporating the student voice into the design of assessments for students. Throughout the PPD, graduate attributes are developed using personal reflective diaries and the inclusion of a requirement for a reflective piece to accompany a number of formative or summative assessment submissions at every level of study; designed to nurture the growth and value attached to life-long learning, continual professional development, and reflexive practice.

Whilst the development of critical thinking skills, decision-making and problem-solving are aspects of learning throughout the PPD, the assessment strategy recognises that a staged development framework of knowledge, understanding and application needs to be implemented; knowledge is built.

With this in mind, assessment design was informed by Legitimation Code Theory; in particular the Semantic dimension. Research has proven this enhancement of a spiral curriculum methodology, through the use of semantic waves, is effective in building knowledge and understanding in students of professional practice; enabling them to contextualise and apply knowledge and understanding to a variety of complex and uncertain contexts and problems. The semantic gravity of a subject relates to the manner in which learning and teaching links new knowledge and theory to 'real world' contexts; enabling the students to make meaning from learning and understand the knowledge in the context of their practical profession or vocational aims. Semantic density refers to the complexity or 'volume' of knowledge taught to the students. In essence, this takes learning and teaching methods of 'simple to complex' knowledge building in waves; introducing students to new concepts and then applying these in simpler terms to 'real world' contexts, building back up to the introduction of more complex knowledge areas. Assessment on the PPD supports the learners with the application of high semantic density knowledge to complex and uncertain areas of semantic gravity; having been on a learning journey of complex to simple and back up again, building and culminating in learning objective achievement. This pedagogical principle is echoed in the learning, teaching and assessment strategies within the PPD at every level. Semantic waves, and therefore occasional, seemingly repetitious addressing of CoP learning outcomes, feature at differing levels of PPD study within module content – building knowledge and understanding and adding layers of complexity, similar in theme to the principles of the CoP Professionalising the Investigation Programme. In essence, semantic waves sitting within a spiral curriculum; creating a tornado of knowledge and understanding in which assessment sits at the eye of the teaching and learning 'storm'.

At level 4, foundation knowledge, understanding and skills are introduced and are then built upon in level 5 through the development of theory, policing strategies and approaches to and research of policing methods, crime prevention and crime reduction techniques, community policing and public protection. Level 6 modules build upon these earlier learning outcomes requiring students to demonstrate research skills through the undertaking of the dissertation, critical analysis, and synthesis of evidence, including its validity and reliability and the contribution of research in policing. At this final stage of the programme, students will also be assessed on their critical thinking skills in multi-agency environments, commenting on obstacles in professional differences and public protection arrangements.

Throughout the course, students will be given full detail of the assessments being conducted and the assessment criteria/rubric being used. There is an appropriate balance of diagnostic, formative and summative assessment methods within the PPD. Students will be provided with

opportunities in to respond to challenging questions that stimulate and promote the type of thinking and debate needed for approaching assessments. As a range of assessments will be co-designed between the university and the local police service, West Mercia Police, the students will be frequently introduced to content that is particularly relevant to current operational policing; this means that the class debates, which draw on theoretical concepts, will be applied in terms of content.

Assessment guidance and grading criteria will be made available to all students for each item of assessment via the course handbook, module guide, assessment briefs, Blackboard pages and in-class discussion. The criteria for assessment at each level will reflect the staged development required through the programme. Each assessment will be directly linked to the learning outcomes of the module and will be graded according to the criteria outlined in the guidance.

## Compensation

In modules that carry more than one summative assessment within the PPD, compensation between those assessments is not usually permitted. This is due to the fact mandatory College of Policing learning outcomes are not repeated across module summative assessment items and students are required to demonstrate achievement of all mandatory learning outcomes within those summative assessments to be awarded the College of Policing BA (Hons) Degree in Professional Policing.

*A grid showing assessment methods/ weightings/ compensation mapped to modules at each level, together with an assessment calendar of submission dates, is included in the Course Handbook.*

## 15. Programme structures and requirements

### Level 4

*Table 6 award map for level 4 BA(Hons) Degree in Professional Policing*

Module Code	Module Title	Credit (number)	Status M – Mandatory
COPS1004	Response Policing: Streets and Wheels	30	M
COPS1001	The role of the Police Service and the Police Constable	30	M
COPS1002	The Blue Line and the Law; Powers, Procedure and Professionalism	15	M
COPS1010	Individual Differences in Criminal Justice Practice	30	M
COPS1003	Problem Solving in the Community	15	M

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules.

Level 4 introduces students to the structure and function of policing in England and Wales, first responders, community policing and develops students' ability to engage in problem-solving policing, underpinned by the importance of evidence-based and intelligence-led policing. The year also equips learners with knowledge of the Criminal Justice System, Criminal Law and Criminological theory.

### Level 5

*Table 7 award map for level 5 BA/ (Hons) Degree in Professional Policing*

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (number)</b>	<b>Status M – Mandatory</b>
COPS2000	Evidence Based Policing: Doing Police Research	30	M
COPS2110	Black Box Thinking and Emotional Intelligence; Criminal Investigation	30	M
COPS2001	Victim/ Witness and Suspect Interviewing	30	M
COPS2002	CPIA, Disclosure and the Threshold Tests	15	M
COPS2004	Sexual Offences Investigation and Violence Against Women and Girls (VAWG)	15	M

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules.

Level 5 is designed to immerse students in the process of putting together a case to present in a Crown Prosecution Service charging meeting. They will attend a crime scene and learn how to preserve a scene, gather evidence and interview victims/ witnesses and suspects. Students will develop an investigative hypothesis and present a case file to the CPS, demonstrating knowledge of the evidential threshold test and the Full Code Test. These investigation plans will require knowledge of the National Decision Model, CPIA 1996 and an understanding of how unconscious bias, hypothetical bias and equality and diversity factors can impact on decision-making. Students will also prepare their research skills for their final year dissertation.

### Level 6

Table 8 award map for level 6 BA (Hons) Degree in Professional Policing

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (number)</b>	<b>Status M – Mandatory</b>
COPS3110	Dissertation	30	M
COPS3108	Public Protection and Multi-Agency Working	30	M
COPS3004	Specialist Police Investigations	15	M
COPS3005	Digital Policing and Cybercrime	15	M
CRMN3608	Organised Crime and Global Security	15	M
COPS3109	Victims and Vulnerability	15	M

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules.

At Level 6, the dissertation will run across both Semesters and encourages students to engage with real-world policing research issues; projects may be enabled or inspired by the student's volunteer work within the local police force or community organisations. Students will be supported via a PPD Dissertation Supervisor. Students will apply their analytical and evaluative skills to advanced and emerging policing areas such as counter-terrorism, public protection and digital policing.

Part-time students will complete the same programme of study over a longer period of time, studying between 60-90 credits a year, up to a maximum of 5 years. This is due to the College of Policing licence and validation period for this programme and the natural development/ changes to modules and learning objectives in keeping with the fluid,

dynamic nature of policing and practice development due to various factors, including legislation/ case law amendments to professional practice.

*A detailed schedule for the course showing how modules are delivered over the academic year and detailed information about the three-year, full-time degree programme is set out in the course handbook.*

## 16. QAA and professional academic standards and quality

This award is located at Level 6 of the [OfS sector recognised standards](#).

In line with the College of Policing's licencing arrangements, the programme has been referenced to; the College PEQF Professional Policing National Programme Specification, the [College of Policing, Policing Education Qualifications Framework 2020](#) and [Degree in Professional Policing, National Police Curriculum, Feb 2024](#). These academic standards define the expectations of student learning in the Degree in Professional Policing programme, in terms of their knowledge and understanding of the subject, by the end of their study. The academic standards are also informed by the [QAA subject benchmark statement, Policing March 2022](#), [QAA subject benchmark statement, Criminology October 2019](#) and [Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#) (revised in 2014) and have been used to inform the design of core module content and learning outcomes, teaching and assessment strategies.

## 17. Support for students

The Policing team is committed to providing a positive student experience, ensuring all are given the opportunity to access support throughout their programme of study at the University of Worcester. The fundamental approach is designed to support achievement and progression, champion inclusivity and accessibility, prepare students for opportunities beyond study, and promote independence and resilience, enabling learners to achieve their potential. Students will be taught by academics and expert practitioners who facilitate learning through structured inquiry. Students will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable students to become critical, reflective, discerning and independent learners and researchers.

### Initial One-Week Induction Programme

This first week assists students with the transition to University life; introducing them to the teaching staff and University systems and services. The Induction week is designed to provide guidance and exercises to enable students to prepare for professional academic study. All members of the teaching team will be present throughout the week for students to ask any questions in advance of commencing their programme studies. Exercises are designed to familiarise students with access and use of various on-line learning and teaching resources, such as Blackboard and Sole, and the local community and campus. Each Module Tutor will introduce their Level 4 module and outline the expectations and requirements for their module and will answer any further specific modular concerns. Students will also be briefed with an outline of the coming study year so as be able to plan and prepare for their own study and 'home-returns'; taking into account their designated self-study hours. Further information in relation to Induction Week activities can be found in the Course Handbook.

During the Induction week, students will also be introduced to the Student Union, Academic Librarians, Registry Team and further representatives of University Student and Staff Services. Guest speakers will include talks from the local police force in relation to the Citizens in Policing Programme and further community organisations in relation to student volunteering opportunities and advice and support in how students can

apply. These talks will be supported by the University in relation to The Worcester Awards, where the Induction Week will include an information session in relation to this award in order to support student development, enhance the students' CV and their employability skills.

Students will also meet their allocated Personal Academic Tutor during the Induction Week.

### **Personal Academic Tutor (PAT)**

The School of Law monitors engagement and attendance closely in the first year and provides support for students through the Personal Academic Tutoring System. Students will be invited to at least four timetabled individual PAT meetings throughout the academic year. Second- and third-year students will be invited to three sessions across the academic year. Additional tutorials for students experiencing specific difficulties, such as ill-health, will also continue to be available.

During semester time, the student's dedicated PAT will be available for face-to-face meetings, online meetings, telephone meetings or on hand through the University email system. Staff aim to reply to student emails within 2 working days but may be longer during certain periods, for example bank holidays, religious festivals or annual leave (during the Summer)/ sick leave, however, in cases of emergency, other Policing Team members will be available or the University's First Point staff and services can be contacted for assistance (<https://www2.worc.ac.uk/firstpoint/>).

The PAT will help and advise their tutee (the student) on issues relating to their study and progress throughout their three years at the university and will monitor their engagement, attendance and progress. They will be a consistent and present support for each student throughout their degree programme and will assist with employability as the student begins to apply for positions near the end of their degree programme, though the PAT is not a replacement for the University Careers and Employability Student Service. PATs will also provide personal references for students when required by prospective employers/ volunteering agencies.

PATs fulfil a multi-faceted role, which may include referring students to support services provided centrally through the university, to ensure all students can access the appropriate assistance. For example: The Disability and Dyslexia Service who provide specialist support on a one-to-one basis (<https://www2.worc.ac.uk/disabilityanddyslexia/> ) through Student Services (<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>), a multi-faith chaplaincy service ([chaplaincy@worc.ac.uk](mailto:chaplaincy@worc.ac.uk)), writing support from the Royal Literacy Fund Academic Writers in Residence and the Student Union - an independent charity, committed to the educational interests and welfare of all students undertaking study at the university, representing the student's views. Further detail as to the role of the PAT is provided within the Course Handbook.

Embedded within each module, teaching staff will also support students through one-to-one and small groups discussions, providing them with clear indications of when they are available for modular support and specific subject and assessment guidance. Students are also able to join the University of Worcester's Criminology and Policing Society for group membership and peer support throughout their studies as well as access to regular social and extra-curricular activities to promote inclusion and bring a sense of 'belonging'.

## **18. Admissions**

### **Admissions policy**

The BA (Hons) Degree in Professional Policing aims to attract those students leaving Sixth Form College or FE college but also mature students who wish to embark on a career in the police service (police and police staff) or wishing to work in other related areas, for example; the National Crime Agency, probation service, military police, private security industry, civil service, local authority, banking and similar organisations where investigative or practical legal knowledge are required. The University aims to provide fair and equal access to university education to all those who have the potential to succeed or benefit from it, in accordance with University of Worcester's admissions policy ([www2.worc.ac.uk/AdmissionsPolicy](http://www2.worc.ac.uk/AdmissionsPolicy)). Any candidate without the required formal qualifications or with less conventional qualifications will also be encouraged to apply but may be required to undertake a piece of work to demonstrate key academic skills, and an interview.

We would strongly advice that students become familiar with the recruitment requirements and eligibility criteria for the police force to which they intend to apply to (those students wishing to become a police officer). Students should be aware of this separate employment criteria and note that entry requirements into a career in policing are subject to individual constabulary police recruitment processes, which includes vetting checks, application sift, assessment centre, final interview, medical and fitness. The degree programme will not be suitable for candidates whose sole ambition is to become a police officer, but for certain factors, will not be able to meet the eligibility criteria (e.g a conviction for certain criminal offences). Police forces also require a minimum education level of a level 2 qualification in English Language & Mathematics at a GCSE grade C or above, or grades 4-9.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications). Candidates with negligibly lower predictive or attained grades may also be considered, who can demonstrate relevant skills and experience via the Personal Statement. They may also be required to attend an interview and produce a piece of work to demonstrate academic ability. Reflecting the national police eligibility criteria, all students must hold a Level 2 qualification at GCSE grade C/4 or above in both English Language and Mathematics (in keeping with police force entry requirements). See the [Admissions Policy](#) for other acceptable qualifications.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website:

<https://www.worcester.ac.uk/courses/degree-in-professional-policing>

<https://www.worcester.ac.uk/study/find-a-course/home.aspx#>

### **Recognition of Prior Learning and Course Transfer Requests**

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages.

The very nature of this College of Policing qualification means the course outcomes, module learning outcomes and minimum teaching and learning content within, is mandatory content; reflecting, embedding and incorporating the PEQF PPD Programme Specification, National Policing Curriculum and QAA Subject Benchmark Statement for Policing (March, 2022). The mandatory nature of this degree programme means you must study the full curriculum content and pass each assessment and module within in order to be awarded the College of Policing licenced BA (Hons) Degree in Professional Policing, required to enable an application via the 'Degree in Professional Policing (PPD) Graduate

Entry Route' into policing. Therefore, applications from students to transfer onto this programme from another course will likely not be accepted; unless that student is transferring from a College of Policing approved Degree in Professional Policing programme offered at an alternative licenced University and can evidence they have covered the same curriculum content as the University of Worcester BA (Hons) Degree in Professional Policing up to the point of transfer. Course transfer requests of this nature will be considered on an individual basis by the Course Lead and will require curriculum mapping comparison.

Students wishing to transfer to this degree programme from an unrelated, or non-College of Policing licenced course may apply to join this programme beginning their studies at Level 4, Semester 1 and will not be able to carry over prior learning credits.

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111). Further information on Recognition of Prior Learning can be found at [worc.ac.uk/registryservices](http://worc.ac.uk/registryservices)

### **Admissions procedures**

All applications are sent by the University Admission Team to the Policing Admissions Tutor, who decides whether or not to make an offer, request an interview or reject the application.

All students who are offered a place will be invited to a University applicant day event where they will have the opportunity to engage in an example teaching and learning session and meet other prospective students.

Full-time applicants apply through UCAS (N499)

Part-time applicants apply directly to University of Worcester (UW)

### **Admissions/selection criteria**

The course is open to all applicants who have an interest in policing; though this College of Policing licenced knowledge-based degree programme is primarily designed for those students wishing to pursue a career in the police service and plan to enter a police service via the 'Pre-Degree Route' into policing, rather than study the programme within a Police Constable Degree Apprenticeship 'in-force'. The programme is also suitable for students wishing to work in other related areas, for example; the National Crime Agency, probation service, military police, private security industry, civil service, local authority, banking and similar organisations where investigative or practical legal knowledge are required.

Fields of study will include response policing, community policing, public protection and the investigation of crime. Policing strategies and models will be explored with an evidence-based approach throughout and across the programme to embed research-based and academic thinking into operational decision-making, problem-solving and improvement within police practice. Students will learn policing concepts and criminological concepts to explain, prevent and detect crime, criminality and victimisation and will understand how these underpin both criminal justice practice and policing practice in England and Wales.

The two principal requirements are the student demonstrating the required level of academic ability and the wish to study Policing at the University. The admission of students is based upon the reasonable expectation that students will be able to achieve the College of Policing standards required for the award and in most cases the criteria for this will be met by their academic grades and personal experience evidenced within the personal statement.

For those who do not meet one of the criteria to the expected standard, they will still be encouraged to apply but may need to produce an academic task or attend an interview to support their written application. Those who do not meet the entry requirements for this degree programme may be offered an alternative course.

Students who choose this course with the sole intention of becoming a police officer should become familiar with the recruitment requirements and eligibility criteria for the police force to which they intend to apply to. Students should be aware of this separate employment criteria and note that entry requirements into a career in policing are subject to individual constabulary police recruitment processes, which includes vetting checks, application sift, assessment centre, final interview, medical and fitness. The degree programme does not guarantee entry into a police force and will not be suitable for candidates whose sole interest in studying the programme is to become a police officer, but for certain factors, will not be able to meet the eligibility criteria (e.g a conviction for certain criminal offences), however, the course welcomes all students who have an interest in policing, whether or not they intend to apply to become a police officer upon completion of their studies.

## 19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#).

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.

- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

## Requirements for Awards

Table 9 Requirements for Awards

Award	Requirement
Certificate of Higher Education (Cert HE) in Policing Studies [ <i>not licenced by the College of Policing</i> ]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total for Level 4 of the award as specified on the award map.
Diploma of Higher Education (DipHE) in Policing Studies [ <i>not licenced by the College of Policing</i> ]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total for Level 4 and Level 5 of the award as specified on the award map.
BA Policing Studies (Degree)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6 (not the Dissertation/Project module). These credits can be achieved through a combination of the programme's modules as specified on the award map. The College of Policing does not licence the BA Policing Studies intermediate award and therefore this award is not a 'Pre-Join' Degree pathway into the police force but will be suitable for the alternative 'Degree-Holder' pathway.
BA (Hons) Degree in Professional Policing (Degree with Honours)	This is the licenced College of Policing programme. Achieved through completion of 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6, as specified on the award map.

## Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2 OR
- Classification determined on the profile of the 120 credits attained at Level 6 only
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#)

## **20. Graduate destinations, employability and links with employers**

### **Graduate destinations**

The BA (Hons) Degree in Professional Policing is one of four possible entry routes into policing and is a key part of the national policing agenda to professionalise the police service, recruitment into policing, widening participation and wider Policing Education Qualifications Framework (PEQF). As such, this qualification will allow students to pursue a career in policing as an approved and licenced qualification from the College of Policing. This helps to improve graduate prospects with regard to a future career in policing (subject to police force's own recruitment criteria – see below), or a related field.

Please note, the BA (Hons) Degree in Professional Policing does not guarantee entry into employment as a police constable or any police staff position. It is tailored towards developing the skills, knowledge, understanding, experience and personal confidence students will need to apply for any of the posts offered by a police service. It will also prepare students for other roles in the increasingly pluralised environment of policing in the UK.

Each police force in England and Wales has its own recruitment process, selection policy and entry requirements and students who wish to apply to a police force should check their eligibility against the respective force's own recruitment website. Police recruitment is managed by individual constabularies and involves rigorous background checks and recruitment processes that are separate to the University of Worcester's admission policy and procedures. The University of Worcester has no influence over these external procedures and whilst admission onto this programme of study will enhance a student's policing career prospects and provide them with the necessary licenced qualification it cannot guarantee students with a career in policing.

Many roles within the Criminal Justice Sector, including policing, will require security and vetting checks. Depending on the role, the level of vetting and checks may be extensive and students should seek to embody the professional standards and ethical standards required of a policing professional and ensure their behaviour and conduct both on and off University campus and on social media does not jeopardise their future employment prospects.

### **Student employability**

Employability skills are embedded within the programme, by virtue of design and the requirements of both the PEQF College of Policing PPD Programme Specification and National Policing Curriculum. Skills and attributes developed within the programme include, but are not limited to, academic study and research skills, subject specific knowledge, collaboration and partnership working, professional standards and ethical practice, respect for others, creativity, innovation, problem-solving, decision-making, risk identification and management, effective communication skills, emotional intelligence and reflective practice. Further information is provided in the Course Handbook.

Professional development of employability skills is integrated throughout the programme, module design and assessment strategy to build a spiral curriculum, enhancing knowledge, understanding, competencies and attributes as students progress through Levels 4-6. Assessment includes a focus on enabling learners to use reflective practice and approaches to continuous professional development, to inform solutions for self-improvement and self-development. The programme will provide graduates with a set of intellectual, social and practical skills, as well as knowledge that employers will find attractive.

Upon achievement of the BA (Hons) Degree in Professional Policing award, the award has a currency of 5 years for students wishing to apply to join a police service via the 'Degree in Professional Policing Graduate Entry Route'. After 5 years, students will be required to complete a 'refresher' course to maintain the validity and currency of their award in keeping with the ever- changing nature of policing practice, policy, procedure and legislative framework (a College of Policing requirement).

Students are encouraged to engage with their Personal Academic Tutor for support in engaging in work-related activities, careers education and workshops to support the application process and Personal Academic Tutors will assist students with applications, though not a replacement for the University's Careers and Employment Service (see below), and will also provide prospective employers with a personalised, academic reference for individual students upon request.

### **Links with employers**

Students are actively encouraged to apply for volunteering roles within the University's local police force, West Mercia Police, via the Citizens in Policing programme or with charity/volunteer/not-for-profit organisations such as Youth Support Services (YSS) or Victim Support to gain experience in working with the general public in a relevant sector during their studies. The Degree in Professional Policing Blackboard page provides students with online access to Policing Career opportunities, including advice and information on police forces and law enforcement agencies open for recruitment and also available volunteering opportunities, including Appropriate Adult roles on behalf of the YSS, which provide students with experience in police custody suites and police suspect interviewing, and also opportunities with the NHS Mental Health Crisis Line. With any volunteering position, full training is provided by the volunteering organisation.

The University has an excellent working relationship with the West Mercia Police Citizens in Policing Team (volunteer programme) and we are fortunate that our policing students are offered bespoke and early access to volunteering opportunities (non-operational) within West Mercia Police before they are released to the general public. In addition, West Mercia Police Special Constabulary visit the University of Worcester to support and provide bespoke recruitment events and assistance with applying for the West Mercia Police Special Constabulary should students choose to become Special Constables and receive operational experience through volunteering with West Mercia Police. However, becoming a Special Constable is not a mandatory requirement for students studying the BA (Hons) Degree in Professional Policing. Applications to volunteer for any role within policing will require students to complete official vetting checks with the force. For operational roles, medical and fitness checks are also mandatory.

In addition, regular Employment Fairs take place at the University that offer advice and support for students in understanding the different opportunities available in the criminal justice sector and criteria for application, and the University Careers and Employment Service are on hand throughout the degree programme to support students and graduates with the planning and management of their careers and development of employment skills. Graduates of the University of Worcester continue to have access to this wealth of support for three years after graduation. Further information on this Student Service can be found here: <https://www2.worc.ac.uk/careers/>

For graduates wishing to pursue their career as a police officer, the College of Policing offer support and guidance on joining the police with further explanations and advice for passing the national police assessment centre and recruitment process and their continued engagement and involvement with the University of Worcester BA (Hons) Degree in Professional Policing as the Licensor of the programme, ensure the most relevant and up to date information and career advice is available to students throughout.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.