

Programme Specification

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details			
1.1	Awarding body	Wrexham University	
1.2	Teaching institution	Wrexham University	
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Plismona Proffesiynol BSc (Hons) Professional Policing	
1.4	Exit awards and titles	BSc (Hons) Policing BSc (Ord) Policing Diploma of HE: Policing Certificate of HE: Policing	
1.5	Credit requirements	Students successfully completing 120 Level Four credits or above may be awarded the Certificate of HE in Policing. Students successfully completing 240 Level Four and Five credits or above may be awarded the Diploma of HE in Policing. BSc Policing (Ordinary) may be awarded to students who have successfully completed 300 credits, of which at least 60 are at Level 6. BSc (Hons) Policing may be awarded to students who have successfully achieved 360 credits but have been compensated for a module and therefore have not achieved the requirements of College of Policing and cannot be awarded the Professional Policing title. BSc (Hons) Professional Policing may be awarded to students who have successfully completed and passed every element of assessment with a mark of 40% or above to obtain 360 credits of which 120 are at level 6.	
1.6	Intake points	September	
1.7	Mode of study	Full time	
1.8	Length of delivery	3 years	
1.9	Location of delivery	Wrexham University	
1.10	Mode of delivery	Full time	Blended
1.11	Language of delivery	English and Welsh	
1.12	Faculty	Faculty of Social and Life Sciences (FSLS)	
1.13	Subject area	Criminal Justice	
1.14	HECoS Code	L311/L611 100484	
1.15	Suitable for applicants requiring a Student Visa?	Full time	In person

Section 1 – regulatory details		
1.16	Is DBS check required on entry?	No
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	The Professional Policing Degree (PPD) is a reserved qualification, awarded to students who have completed a programme licenced by the College of Policing. An institution becomes licenced to deliver and confer a PPD award when the programme of learning is delivered in accordance with Core Requirements for providers of the Degree in Professional Policing laid down by the College and the programme of learning offered covers the learning outcomes specified in the National Policing Curriculum. The College of Policing monitors adherence to these requirements in annual Quality Standards assessments (QSA) Wrexham University is currently licenced to deliver the award until 1st September 2027. The Licence number is DPPE-023-2023 Core requirements for the providers of the Degree in Professional Policing https://assets.production.copweb.aws.college.police.uk/s3fs-public/2021-02/pre-join_degree_in_professional_policing_provider_guidance.pdf
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Based on the College of Policing having a Welsh Language policy some teaching materials and additional reading resources are made available in the Welsh language and academic tutoring in the Welsh language is offered as is Dissertation project supervision at level 6. Students may elect to submit work in the Welsh language which, depending on the module, might need to be translated for marking/moderation or external examination purposes. A condition of employment with North Wales Police is level 2 proficiency in the Welsh language. Accordingly, students on the BSc (Hons) Professional Policing programme are offered opportunities to attain this level of proficiency during their tenure as students. From 2023 onwards all Policing students will be enrolled on and expected to complete a level 4 module in the Welsh language. The Welsh Government ambition to have one million Welsh Speakers by 2050 is likely only to be achievable through school or workplace initiatives. This development will therefore contribute to that target and to making Wales a country where people will be able to conduct their affairs in either the Welsh or the English language.
1.19	External reference points	Core Requirement statements for providers of the Degree in Professional Policing (DPP); and the National Policing Curriculum

Section 1 – regulatory details		
		(NPC) both developed by the professional body for the police service across England and Wales - The College of Policing. Established in 2012, the College is an independent arm's-length body of the Home Office, whose role is to connect everyone working in policing and law enforcement, and set standards, skills and capabilities for professional policing education and practice. The NPC is informed itself, and has informed, the Subject Benchmark Statement for Policing (QAA, 2022).
1.20	Derogation to Academic Regulations	In order to obtain the BSc (Hons) Professional Policing degree no compensation may be applied to any module. All elements of an assessment must be passed If a student fails a module but is eligible to have this compensated and has therefore obtained 360 credits the student will be eligible to be awarded the exit award of BSc (Hons) Policing.
1.21	Foundation Year route	No
1.22	Placement / Work based learning	Work related learning embedded in the curriculum – an example would be where an organisation provides live data/ project briefs the students then use within their studies / assessments. Students do not leave the University to go on a placement for this category.
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	N/A

Section 2 – programme details	
2.1 Aims of the programme	
- To afford students the chance to cultivate theoretical knowledge, comprehension, and practical policing expertise, anchoring their learning within a policing framework without necessitating involvement in frontline operations. - To empower students to grasp the methods by which they can engage in lawful, secure, and efficient frontline policing across specific professional domains such as response policing, community policing, roads policing, information and intelligence, and investigative procedures. - To ensure that the specialised and varied graduate proficiencies and insights acquired through the program can be applied to broader policing, community safety, and criminal justice concerns. - To foster students' comprehension of policing and its interconnectedness with wider criminal justice entities within the criminal justice system of England and Wales, encompassing broader social and political contexts through a comprehensive grasp of theories, themes, legislation, and policies influencing modern policing. - To cultivate students' critical thinking, analytical abilities, and reflective practices within ethical and professional confines, fostering a discerning and thorough comprehension of policing, policy, legislative frameworks, policing methodologies, and ethical standards congruent with professional policing criteria. - To advance and enhance students' competencies, knowledge, and comprehension of good policing practices. Students will be empowered to explore, formulate, implement, and assess police	

2.1 Aims of the programme

practice thereby contributing to the evolving body of evidence for effective policing, culminating in a dissertation in their third year.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 4	POL408	Study Skills in Higher Education	20	core	1
Level 4	POL409	Understanding the Police Constable Role	20	core	1
Level 4	POL410	Police Professionalism	20	core	1
Level 4	POL411	Police Law	20	core	2
Level 4	POL412	Criminal Justice	20	core	2
Level 4	POL413	Decision Making and Leadership	20	core	2
Level 5	POL507	Information and Intelligence in Policing	20	core	1
Level 5	POL508	Digital Policing	20	core	1
Level 5	POL509	Roads Policing	20	core	1
Level 5	POL510	Applying Police Powers	20	core	2
Level 5	POL511	Response Policing	20	core	2
Level 5	POL512	Police Investigations 1	20	core	2
Level 6	POL606	Dissertation	40	core	1 and 2
Level 6	POL607	Trauma, Vulnerability and Wellbeing in Policing	20	core	1
Level 6	POL608	Police Investigations 2	20	core	1
Level 6	POL609	Multi-Agency Working in the Criminal Justice System	20	core	2
Level 6	POL610	Policing Contemporary Communities	20	core	2

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
1	Demonstrate an understanding of good scholarship on a degree level course	☒	☐	☐	☐	☒	☐	☐	☐	
2	Explain the roles, duties, responsibilities, and operational principles underpinning effective policing practice.	☒	☐	☐	☐	☒	☐	☐	☐	
3	Value diversity and the nature, substance and importance of maintaining professional standards	☒	☐	☐	☐	☒	☐	☐	☐	
4	Explain the legislation underpinning the police constable role	☒	☐	☐	☐	☒	☐	☐	☐	
5	Apply the processes underpinning ethical decision making, how to manage conflict situations and the importance of effective leadership.	☒	☐	☐	☐	☒	☐	☐	☐	
6	Understand the criminal justice system and the contribution of the police to creating a fair and efficient justice system	☒	☒	☐	☐	☒	☐	☐	☐	
7	Gather, retrieve and synthesise data and information relevant to policing	☐	☒	☐	☐	☒	☐	☐	☐	
8	Describe, summarise and interpret qualitative and quantitative data	☐	☒	☐	☐	☒	☐	☐	☐	
9	Plan, manage and reflect on own learning and progression	☐	☒	☐	☐	☒	☐	☐	☐	
10	Develop a reasoned argument based on evidence.	☐	☒	☐	☐	☒	☐	☐	☐	
11	Analyse, assess and communicate quantitative and qualitative empirical information about policing practice	☐	☐	☒	☐	☒	☐	☐	☐	
12	Identify and deploy a range of research strategies, including qualitative and	☐	☐	☒	☐	☒	☐	☐	☐	

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No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
	quantitative methods and the use of electronic and published data sources									
13	Show inter-personal and inter-agency communication skills	☐	☐	☒	☐	☒	☐	☐	☐	
14	Gather, retrieve and synthesise data and information	☐	☐	☒	☐	☒	☐	☐	☐	
15	Demonstrate written, verbal, and self-presentation skills	☐	☐	☐	☒	☒	☐	☐	☐	
16	Retrieve and evaluate the merits of information from a range of sources including government papers, academic journals and electronic databases	☐	☐	☐	☒	☒	☐	☐	☐	
17	Develop skills round time management	☐	☐	☐	☒	☒	☐	☐	☐	
18	Demonstrate basic computer literacy	☐	☐	☐	☒	☒	☐	☐	☐	
19	Demonstrate an understanding of the legislation/guidance underpinning the use of information/intelligence and the practical, management and regulatory issues pertaining to its use.	☒	☐	☐	☐	☐	☒	☐	☐	
20	Appraise the strategies and models used in police investigations and develop an understanding of the investigative process underpinning contemporary policing.	☒	☐	☐	☐	☐	☒	☐	☐	
21	Show advanced knowledge of the nature and challenges associated with response policing to a range of scenarios and contexts	☒	☐	☐	☐	☐	☒	☐	☐	
22	Show advanced knowledge of the nature and challenges associated with policing the roads	☒	☐	☐	☐	☐	☒	☐	☐	
23	Show a thorough understanding of the nature, range and complexities associated with the use and application of digital technologies in contemporary policing.	☒	☐	☐	☐	☐	☒	☐	☐	

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24	Integrate theoretical knowledge of law, ethics, procedures, policies and effective practice principles to resolve complex policing situations	☒	☐	☐	☐	☐	☒	☐	☐	
25	Analyse and assess the merits of competing theories and explanations.	☐	☒	☐	☐	☐	☒	☐	☐	
26	Apply knowledge and skills in relation to a range of complex policing activities	☐	☒	☐	☐	☐	☒	☐	☐	
27	Select from a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend knowledge and understanding of policing.	☐	☒	☐	☐	☐	☒	☐	☐	
28	Interpret and critically contextualise research related to policing	☐	☒	☐	☐	☐	☒	☐	☐	
29	Assess and process information and intelligence	☐	☐	☒	☐	☐	☒	☐	☐	
30	Recognise a range of ethical problems associated with research and take action in accordance with the guidelines for ethical practice	☐	☐	☒	☐	☐	☒	☐	☐	
31	Generate and evaluate evidence	☐	☐	☒	☐	☐	☒	☐	☐	
32	Explore the complexities of decision making in complex policing situations	☐	☐	☒	☐	☐	☒	☐	☐	
33	Apply theory to police practice scenarios and navigate through the complexities that arise	☐	☐	☐	☒	☐	☒	☐	☐	
34	Construct and communicate a considered justification of professional policing practice	☐	☐	☐	☒	☐	☒	☐	☐	
35	Conceive and undertake research	☐	☐	☐	☒	☐	☒	☐	☐	

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No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
36	Appreciate the nature and substance of police routines and procedures	☐	☐	☐	☒	☐	☒	☐	☐	
37	Critically evaluate, and identify good practice in relation to managing trauma and engaging with vulnerable and at-risk children, adults and communities	☒	☐	☐	☐	☐	☐	☒	☐	
38	Understand the complexities related to conducting different types of investigations and appraise the different approaches required to engage with different stakeholders including specific victims and witnesses	☒	☐	☐	☐	☐	☐	☒	☐	
39	Critically assess the contribution the police can make to multi-agency working to manage risk and dangerousness in the criminal justice system	☒	☐	☐	☐	☐	☐	☒	☐	
40	Critically assess the role of police in community policing and promoting community cohesion and wellbeing	☒	☐	☐	☐	☐	☐	☒	☐	
41	Critically analyse and assess the merits of competing theories and explanations.	☐	☒	☐	☐	☐	☐	☒	☐	
42	Analyse and interpret the values, experiences and viewpoint of others.	☐	☒	☐	☐	☐	☐	☒	☒	
43	Evaluate viewpoints and construct critical arguments and syntheses	☐	☒	☐	☐	☐	☐	☒	☐	
44	Locate, interpret and critically contextualise police research	☐	☒	☐	☐	☐	☐	☒	☐	
45	Use theory to explore the role of police in contemporary society.	☐	☐	☒	☐	☐	☐	☒	☐	
46	Identify human rights issues in policing and responding to crime, deviance and harm	☐	☐	☒	☐	☐	☐	☒	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
47	Generate and evaluate contradictory evidence	☐	☐	☒	☐	☐	☐	☒	☐	
48	Assess the merits of competing theories relevant to policing crime and responding to crime and deviance	☐	☐	☒	☐	☐	☐	☒	☐	
49	Retrieve, assess and, critically evaluate information from a wide range of academic and 'grey' sources	☐	☐	☐	☒	☐	☐	☒	☐	
50	Show advanced skills around time management and independent learning.	☐	☐	☐	☒	☐	☐	☒	☐	
51	Work independently	☐	☐	☐	☒	☐	☐	☒	☐	
52	Plan, research, and present the results of an extended project that critically explores an area of policing concern and identifies recommendations for improved practice/outcomes	☒	☐	☐	☐	☐	☐	☐	☒	
53	Construct a reasoned argument drawing on quantitative and qualitative data.	☐	☒	☐	☐	☐	☐	☐	☒	
54	Manage and assess conflicting and contradictory evidence	☐	☒	☐	☐	☐	☐	☐	☒	
55	Analyse data to identify their theoretical/ ideological /evidential underpinnings.	☐	☒	☐	☐	☐	☐	☐	☒	
56	Undertake research to explore policing problems and formulate interventions	☐	☐	☒	☐	☐	☐	☐	☒	
57	Present research and articulate a methodological position in relation to one's own research.	☐	☐	☒	☐	☐	☐	☐	☒	
58	Show ethical research behaviour	☐	☐	☒	☐	☐	☐	☐	☒	
59	Retrieve, assess and, critically evaluate information from a wide range of academic sources	☐	☐	☐	☒	☐	☐	☐	☒	
60	Evidence advanced skills around time management and independent learning.	☐	☐	☐	☒	☐	☐	☐	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
61	Show abilities to critically reflect on and develop own performance.	☐	☐	☐	☒	☐	☐	☐	☒	
62	Prepare a professional research report	☐	☐	☐	☒	☐	☐	☐	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The learning and teaching strategy for supporting student learning and achievement is based upon the principles of Universal Design for Learning (UDL). This is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. Central to this approach is the Active Learning Framework (ALF), which offers flexibility in the way students access material, engage with it and show they know; the Strategy for Supporting Student Learning and Achievement (SSSLA), relevant QAA Benchmark Statements, and consideration of key employability skills and capabilities. Therefore, learning focuses on facilitating critical dialogue with learners. This means that teaching and learning strategies foster self-development, autonomy, critical reflection and self-awareness. As such, learners are enabled to become independent, autonomous and reflective, whilst also developing collaborative and professional capacities that will enhance their communication, analytical and organisational skills. The learning and teaching strategy also recognises the importance of inter-professional learning, and this is imbedded into the programme. There are modules at all levels where students will be taught alongside students on other programmes (for example, Criminology and Law)

Face to face learning will take the form of a range of engaging and interactive sessions, including lectures, seminars, workshops and simulation. The sessions will cover core module content and include individual and group work, drawing upon case studies and problem-based learning. Wherever possible, face to face learning will be recorded for students to revisit via the Virtual Learning Environment (VLE).

Virtual Learning will take place via a range of platforms including the VLE and Microsoft Teams. Asynchronous learning activities will include a range of 'bite-sized' tasks including videos, recorded lectures, quizzes, discussion forums, workbooks, readings, galleries, virtual visits and simulation activities. Synchronous learning activities will involve discussions, case studies, reflections, problem-based learning and simulation, and will wherever appropriate be recorded for students to revisit via the VLE. In relation to each online inputs, the learning material is designed with reference to the work of the Quality Assurance Agency and its 2010 Guidelines on the Quality Assurance of Distance Learning, part A section 2 of which concerns itself with good practice in 'Collaborative Provision and Flexible and Distributed Learning (including e learning)'.

Tutorials will take place both face to face and virtually, on a one to one and group basis. Tutorials will take an active and empowering approach, with preparatory tasks and with students encouraged to ask questions, think critically, and take control of their learning.

Dissertation Supervision will take place both face to face and virtually at scheduled times during the academic year. Structured guidance and online appointment booking via the VLE will be utilised in order that students make full and active use of their supervision.

The programme design is straightforward and reflects the NPC knowledge areas. The fundamentals associated with a police constable or policing role are considered at Level four and then their application in relation to key activities or areas of policing concern at Level five and six. At Level six the focus also moves to a more critical and 'advanced' exploration of policing activity. The spiral curriculum planning of the programme ensures that many of the principal specific areas relevant to a policing role and enshrined within the National Policing Curriculum are studied more than once, and at greater degrees of complexity throughout the three levels. This sequence allows students to gain an overall sense or picture of the programme being undertaken, thereby allowing them to learn in a deeper manner. It also reflects the practical reality that as students become more confident learners they are likely to be able to consider knowledge in more critical ways. Modules that make up the curriculum include core or key themes that naturally interrelate and build upon previous knowledge at different stages and reflect key aspects of police knowledge and practice. The range of modules contained within the programme addresses the challenges

2.4 Learning and teaching strategy

of contemporary policing and so the opportunity for students to develop academic learning and skills and knowledge relevant to policing related employment goals.

2.5 Assessment strategy

Assessment is carried out in accordance with Wrexham University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees.

The assessment strategy within the PPD emphasizes the integration of academic and practical skills, recognising their inherent complementarity. Aligned with CoP expectations and the QAA Subject Benchmark Statement for Policing (March, 2022), all assessments prioritise applied learning, allowing students to showcase a blend of theoretical understanding and practical application. Assessments encompass a range of academic study skills pertinent to contemporary policing and criminal justice, fostering the development of professional and reflective practitioners adaptable to diverse contexts. Students engage in critical examination of modern policing, fostering skills applicable to professional practice. Discussions, critical analysis of concepts, and research serve as foundational elements, promoting independent thinking, academic expression, and individuality. Assessment techniques encourage innovation, personal growth, and identification of areas for improvement. Throughout the program, emphasis is placed on cultivating graduate attributes through reflective practice. Formative feedback, provided in each module and by Personal Academic Tutors, supports students' academic journey, enabling reflection and informing future assessments.

Opportunities for formative assessments will feature regularly at Level four in order that students can gauge their own benchmarks and plot their own progress. These will include short pieces of writing and on-line exercises. Levels five and six will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations. The range of summative assessments has been designed to encompass rigorous academic requirements and also to accommodate individual differences in preferred learning style. Consequently, there is a mix of essays, on-line multiple-choice tests, individual and group presentations and role plays. Importantly, some of the assessments have been designed to reflect the professional requirements of policing- associated with accurate and professional presentation of evidence/knowledge and applying theory to practice.

Assignments are set in advance and provided to students in module handbooks and marked and returned by module (using the online system Turnitin) with students being given in depth electronic feedback on all assessments within an appropriate timescale determined by University regulations (within 3 weeks). Assessment criteria are published in the student programme handbook issued at the beginning of the academic year and are drawn from published good practice guidelines.

In order to maintain an approach where students can develop their own interests and refer to their own experiences many assignment questions can be answered from different perspectives. However, the design of the assessment task (outlined in further detail in the module specification) will ensure that the learning outcomes will be met, therefore within a cohort of students there may be several approaches to a single question. Each level entails a similar amount of work from students in terms of the number and lengths of assessment tasks, but the content will become increasingly demanding to reflect the developing complexity of material at each stage. The assessment strategy focusses on assessing achievement in meeting the academic learning outcomes of the programme but with a view, to preparing students for the workplace.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME001_SEP
3.2	Cost centre	GACJ
3.3	Course type (HESA)	N/A
3.4	Fee model	UG: Standard FT/PT (Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self Financed
3.7	Mode of attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Darren Jacks
3.10	Date of Approval	15/08/2024
3.11	Date and type of Revision	Aug 2026: AM1 to amend delivery semester for POL606