Prifysgol **Wrecsam**
Wrexham University

PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version:
UG Programme Directory
PG Programme Directory

Award titles
Programme Title(s)

BSc (Anrh) Plismona Proffesiynol
BSc (Hons) Professional Policing

Internal Programme Title(s) (if different to the title on the certificate)
N/A

Programme to be included in Graduation Ceremonies
Yes

Delivery period
September 2024 – September 2028

Intake points
September

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham university
Location of delivery
Plas Coch Campus
Faculty/Department
Faculty of Life and Social Sciences; Criminology, Policing and Law
Exit awards available
BSc (Hons) Professional Policing
BSc (Ord) Policing
Diploma of HE: Policing
Certificate of HE: Policing

Regulatory details
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
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*
The programme is not accredited by an external body.
HECoS codes
L311/L611 100484.
UCAS code
L900
Relevant External Reference Points
The relevant external reference points are the Core Requirement statements for providers of the Degree in Professional Policing (DPP); and the National Policing Curriculum (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). The NPC, which covers the knowledge and understanding that is critical to the 21st Century police constable role, has been developed by the College of Policing. To this end College Policing Standards Managers (PSMs) and CQA managers engaged with Subject Matter Experts (SMEs), the QAA (responsible for setting subject benchmark statements for policing); National Police Chiefs' Council (NPCC) portfolio holders, staff associations and others key stakeholders, including key governance groups e.g., Optimisation Working Groups, PEQF Board, Initial Policing Education Board (IPEB), the Trailblazer Employer Group (TEG) The programme covers the Core requirements for providers of the DPP; QAA subject benchmark statements for Policing; the Credit and Qualifications Framework for Wales (CQFW, 2021). The programme differentiates between the volume of learning achievements (credits) and the demands made by that learning on the learner (levels). The programme has also been mapped against the National Level Descriptors in Part A of the QAA's Quality Code (2023).
List the programmes that offer the Foundation Year route
N/A

Regulatory details
Mode of study
Full time
Normal length of study for each mode of study
3 years full time
Language of study
English or Welsh
Transitional arrangements for re-validated provision if applicable
Student on the current BSc (Hons) programme will remain on that programme.
Repeat year students
All students will continue on the programme they started. A student repeating level 4 without credit, however, will be transferred to the new programme
The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)
General Regulations and Definitions Regulations for bachelor's degrees, Diplomas, Certificates and Foundation Degrees Language Admissions policy

OFFICE USE ONLY	
Date of validation event:	19th June 2024
Date of approval by Academic Board:	15th August 2024
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	Students will be taught out.
Date and type of revision:	Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. Admissions policies

The University's general entry requirements are:

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
Foundation Degree	48-72 Tariff points
3-year Bachelor's degree	80-112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see academic-entry-requirements for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University *(please see English-language-requirements for details).*

It is important for students to be aware that each force has its own eligibility criteria and associated recruitment process(es) for employing police staff. This includes criteria and requirements to be appointed as a police constable. Requirements may relate to Maths/English GCSE; health and fitness, age; nationality; background and security checks. It is possible to access individual force websites to check eligibility against a force's requirements. General guidance on recruitment can be found on the College of Policing website

Non Standard entry criteria

Wrexham University encourages applicants with relevant experience in addition to nontraditional qualifications to apply. These applicants will be considered on an individual basis. Evidence of academic capability gained through experience, for example a number of years' employment or perhaps evidenced by NVQ level 4, will be considered in the absence of the specified academic qualifications. Such candidates and others may be asked to attend and interview with the admissions tutor(s).

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

DBS Requirements

Entry to the degree does not require DBS but once offer of a place is made and applicant accepts the place, details about how criminal convictions could impact on future career in the police is sent to include a voluntary prior-conviction self-declaration form. Applicants who then declare criminal convictions will be offered advice on potential impact of conviction on subsequent employment.

Whilst the University may be willing to admit an applicant with a conviction(s) onto a programme of study, successful completion does not guarantee that the applicant will be able to take up a related profession. It is the applicant's responsibility to seek advice and clarify their position with any relevant bodies / employers prior to admission.

Suitability for Practice Procedure

N/A

Aims of the programme

Key Aims:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. To advance and enhance students' competencies, knowledge, and comprehension of good policing practices. Students will be empowered to explore, formulate, implement, and assess police practice thereby contributing to the evolving body of evidence for effective policing, culminating in a dissertation in their third year.

Distinctive features of the programme

Since 2020 there have been four entry routes into the police constable role:

➢ The PC Degree Apprenticeship (PCDA) linked to achievement of a Degree in Professional Policing Practice
➢ The Degree-holder Entry programme (DHEP) (in any subject) linked to achievement of a Graduate Diploma in Professional Policing Practice
➢ The PC Entry Programme (PCEP) does not require the learner to achieve a formal qualification.
➢ A College-licensed Professional Policing Degree (PPD) programme linked to achievement of a Degree in Professional Policing before joining policing

Successful achievement of the PPD does not guarantee that an individual will be offered a police constable role. But in recognition of the fact that students who complete a licensed degree already have the academic grounding to become Police Constables, some forces offer shortened probationary routes (within 5 years of qualification) giving individuals with this qualification (other things being equal) an advantage over competitors.

The PPD is particularly suitable as a programme of study therefore for an individual who is eager to learn more about policing; who is considering a career in policing; who wishes to achieve a degree level qualification without the distraction of full time work; and who wishes to expand their academic and life experiences before committing to the profession or to a probationary police role which would involve periods of supervised and then independent patrol.

Distinctive features of the programme are:

- Delivered under licence from the College of Policing.
- Equips students with the knowledge and understanding relevant to employment as a Police Constable and in other policing roles.
- The programme covers all academic and theoretical elements of the College of National policing curriculum.
- The degree has a professional currency of 5 years which means that for that time after graduation, individuals with the degree may require only minimal practical training and orientation after they are appointed to a police force.
- Taught by research active academics and practitioners with background in Police and Policing.
- Programme is enhanced by speakers from agencies delivering or engaged in policing and criminal justice.
- Students will build a strong and sustainable networks and links with public service and third sector organisations involved in policing for both professional and personal development and advancement.
- Students on the PPD are encouraged during their tenure on the programme to apply to take on roles within Police Force areas. For example to become Voluntary/Special Constables with North Wales Police, PCSO or call centre staff. Advice and guidance is available where students are interested in applying for such police roles.
- Interactive blended approach to teaching.
- Blended and concentrated delivery to facilitate engagement by those with employment and/or caring responsibilities.
- WU was number one in England and Wales for Social Inclusion for the fifth year running in 2022 and has been ranked in the top 10 for Teaching Quality, in The Times and Sunday Times Good University Guide 2023.

Credit Accumulation and exit awards.

Exit Awards

- 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.

Programme Structure Diagram, including delivery schedule:

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Year One					
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
Year Two					
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
Year Three					
Level 6	POL606	Dissertation	40	core	1/2
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

Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Demonstrate an understanding of good scholarship on a degree level course	Demonstrate an understanding of the legislation/guidance underpinning the use of information/intelligence and the practical, management and regulatory issues pertaining to its use.	Critically evaluate, and identify good practice in relation to managing trauma and engaging with vulnerable and at-risk children, adults and communities	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
A2	Explain the roles, duties, responsibilities, and operational principles underpinning effective policing practice.	Appraise the strategies and models used in police investigations and develop an understanding of the investigative process underpinning contemporary policing.	Critically explore 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	
A3	Value diversity and the nature, substance and importance of maintaining professional standards	Show advanced knowledge of the nature and challenges associated with response policing to a range of scenarios and contexts	Critically assess the contribution the police can make to multi-agency working to manage risk and dangerousness in the criminal justice system	
A4	Explain the legislation underpinning the police constable role	Show advanced knowledge of the nature and challenges associated with policing the roads	Critically assess the role of police in community policing and promoting community cohesion and wellbeing	
A5	Apply the processes underpinning ethical decision making, how to manage conflict situations and the importance of effective leadership.	Show a thorough understanding of the nature, range and complexities associated with the use and application of digital technologies in contemporary policing.		
A6	Understand the criminal justice system and the contribution of the police to creating a fair and efficient justice system	Integrate theoretical knowledge of law, ethics, procedures, policies and effective practice principles to resolve complex policing situations		

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Gather, retrieve and synthesise data and information relevant to policing	Analyse and assess the merits of competing theories and explanations.	Critically analyse and assess the merits of competing theories and explanations.	Construct a reasoned argument drawing on quantitative and qualitative data.
B2	Describe, summarise and interpret qualitative and quantitative data	Apply knowledge and skills in relation to a range of complex policing activities	Analyse and interpret the values, experiences and viewpoint of others.	Manage and assess conflicting and contradictory evidence
B3	Plan, manage and reflect on own learning and progression	Select from a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend knowledge and understanding of policing.	Evaluate viewpoints and construct critical arguments and syntheses	Analyse data to identify their theoretical/ ideological /evidential underpinnings.
B4	Develop a reasoned argument based on evidence.	Interpret and critically contextualise research related to policing	Locate, interpret and critically contextualise police research	

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Analyse, assess and communicate quantitative and qualitative empirical information about policing practice	Assess and process information and intelligence	Use theory to explore the role of police in contemporary society.	Undertake research to explore policing problems and formulate interventions
C2	Identify and deploy a range of research strategies, including qualitative and quantitative methods and the use of electronic and published data sources	Recognise a range of ethical problems associated with research and take action in accordance with the guidelines for ethical practice	Identify human rights issues in policing and responding to crime, deviance and harm	Present research and articulate a methodological position in relation to one's own research.
C3	Show inter-personal and inter-agency communication skills	Generate and evaluate evidence	Generate and evaluate contradictory evidence	Show ethical research behaviour

C4	Gather, retrieve and synthesise data and information	Explore the complexities of decision making in complex policing situations	Assess the merits of competing theories relevant to policing crime and responding to crime and deviance	

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Demonstrate written, verbal, and self-presentation skills	Apply theory to police practice scenarios and navigate through the complexities that arise	Retrieve, assess and, critically evaluate information from a wide range of academic and 'grey' sources	Retrieve, assess and, critically evaluate information from a wide range of academic sources
D2	Retrieve and evaluate the merits of information from a range of sources including government papers, academic journals and electronic databases	Construct and communicate a considered justification of professional policing practice	Show advanced skills around time management and independent learning.	Evidence advanced skills around time management and independent learning.
D3	Develop skills round time management	Conceive and undertake research	Work independently	Show abilities to critically reflect on and develop own performance.
D4	Demonstrate basic computer literacy	Appreciate the nature and substance of police routines and procedures		Prepare a professional research report

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

The Wrexham University Skills Framework

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our careers portal. Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

Work based/placement learning statement.

The programme covers the College of Policing's National Policing Curriculum and therefore provides the foundation for a student to pursue a career in policing. The programme offers invaluable work-based learning opportunities within the classroom setting, bridging the gap between theoretical knowledge and practical application, offering students a chance to contextualise their learning within real-world scenarios. Because the learning outcomes of the modules are aligned with the NPC students gain insights into the expectations and demands of their future professions, thus enhancing their readiness for the workforce. Work-based learning and assessments cultivate essential skills like problem-solving, teamwork, and communication, which are indispensable in police related professional settings. Through simulated workplace scenarios, students hone transferrable skills in a safe and supportive atmosphere, ensuring they enter their careers with confidence and competence. The context dependency of knowledge is a specific focus of a module at level 5. In the Applying Police Powers module, students explore real life policing scenarios and, in simulated, experience consider how knowledge might be applied to ensure best outcomes.

Students who enrol on the BSc (Hons) Professional Policing are encouraged in their first year to apply to become a volunteer/special constable with North Wales Police or their local force areas. Students are advised and guided through the application process and where successful may then choose to complete a portfolio of learning for the Applying Police Powers Module and demonstrate how they have learnt and met the learning outcome of that module in practice.

Welsh medium provision

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.

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.

Module code & title	Assessment type and weighting	Indicative submission date
POL408 Study Skills in Higher Education	Examination 75%	Semester 1: exam period
	Group Project 25%	Semester 1: week 10
POL409 Understanding the Police Constable Role	Practical: Role Play 30%	Semester 1: week 7
	Written Assignment 70%	Semester 1: week 12
POL410 Police Professionalism	Practice: Case Study 30%	Semester 1: week 8
	Written Assignment 70%	Semester one: week 13
POL411 Policing Law	Exam 100%	Semester 2: Exam period
POL412 Criminal Justice	Practical Role Play 50%	Semester 2: week 5
	Written Assignment 50%	Semester 2: week 12
POL413 Decision Making and Leadership	Written Assignment 100%	Semester 1: week 15
POL507 Information and Intelligence in Policing	Written Assignment 100%	Semester 1: week 11
POL508 Digital Policing	Presentation (20 mins) 50%	Semester 1 : week 12
	Practical: role play 30%	Semester 1; week 8
	Essay 20%	Semester 1 week 13
POL509 Roads Policing	Written Assignment 100%	Semester 1; week 13
POL510 Applying Police Powers	Written Assignment 40%	Semester 2 week 10

Module code & title	Assessment type and weighting	Indicative submission date
	Practical: Role Play 60%	Semester 2; week 12
POL511 Response Policing	Written Assignment 60%	Semester 2 week 11
	Written Assignment 40%	Semester 2: week 14
POL512 Police Investigations 1	Portfolio 40%	Semester 2: week 15
	Written Assignment 60%	Semester 2; week 12
POL606 Dissertation	Dissertation 80%	Semester 2; week 7
	Presentation (15 mins) 20%	Semester 2 week 7
POL607 Trauma, Vulnerability and Wellbeing in Policing	Presentation 100%	Semester 1: week 12
POL608 Police Investigations 2	Written assignment 50%	Semester 1: week 13
	Practical role play 50%	Semester 1: week 8
POL609 Multi-Agency Working in the Criminal Justice System	Written Assignment 100%	Semester 2; week 13
POL610 Policing Contemporary Communities	Portfolio100%	Semester 2: week 13

Assessment and award regulations

Derogations
- 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.

Non Credit Bearing assessment

None

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:
- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *dissertation* module is within the higher classification.

Ordinary Degrees
An ordinary degree in Policing can be awarded for the completion of 300 credits.

Restrictions for trailing modules (Taught Masters)
N/A

Prerequisites for processing to MRes research component
N/A

Accreditation

There is no accreditation associated with this programme.

Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery.

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Continuous Programme Monitoring and Enhancement reports.
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

Support for Students

The University has a range of departments that offer support for students such as:
- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University's website at www.wrexham.ac.uk to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more: https://wrexham.ac.uk/student-support/

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about equality and diversity.