

Programme Specification

MSc Policing

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Please check the Programme Directory for the most up to date version:

[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)	MSc Policing MSc Plismona
1.4	Exit awards and titles	Postgraduate Diploma in Policing Postgraduate Certificate in Policing
1.5	Credit requirements	MSc Policing – 180 credits PGDip Policing – 120 credits PGCert Policing – 60 credits
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	1 year full time 2 years part time
1.9	Location of delivery	Plas Coch, Wrexham
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Criminology, Policing & Law
1.13	HECoS Code	100486
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No DBS is required for enrolment onto these programmes, however in line with the Universities DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	QAA Subject Benchmark Statement for Criminology (2019)
1.19	Derogation to Academic Regulations	N/A

Section 1 – regulatory details		
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	N/A
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

The MSc in Policing aims to:

- Develop a critical and advanced understanding of contemporary policing, with particular emphasis on complex crime, wellbeing, vulnerability, ethical practice, and the distinct policing landscape of Wales.
- Equip students with the capability to apply evidence-based and research-informed approaches to policing, enabling them to evaluate, synthesise, and influence policy, operational decision-making, and organisational practice.
- Provide students with advanced research skills through rigorous training in research methods and the completion of an independent research project, enabling them to contribute original insights to policing and criminal justice.
- Strengthen students' expertise in specialist areas of modern policing, including investigative interview strategy in complex crime, vulnerability and wellbeing, and innovative practice within multi-agency environments.
- Foster ethical reasoning, reflective practice, and informed professional judgement to support effective leadership, decision-making, and resilience in dynamic and challenging policing contexts.
- Enhance students' ability to work collaboratively within cross-disciplinary and multi-agency settings, recognising the interdependent nature of contemporary policing, safeguarding, and community safety.
- Promote the development of digital fluency, adaptability, and critical thinking in line with the Wrexham Graduate Attributes, supporting graduates to progress into senior, specialist, or strategic roles within policing and associated sectors.
- Provide flexible pathways for continuing professional development, enabling serving officers, practitioners, and graduates from related fields to undertake postgraduate study that aligns with personal, professional, and organisational needs.

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)
7	SOC720	Advanced Research Methods	30	Core	1
7	SOC735	Contemporary Crime and Justice	30	Core	1
7	POL701	Evidence-Based Policing	30	Optional	2
7	POL702	Investigative Interview Strategy in Complex Crime	30	Optional	2
7	POL703	Wellbeing, Vulnerability, and Policing in Contemporary Society	30	Optional	2
7	SOC734	Negotiated Learning	30	Optional	2
7	SOC732	Postgraduate Research Project	60	Core	1-3

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	SOC720	Advanced Research Methods	30	Core	1	Year 1
7	SOC735	Contemporary Crime and Justice	30	Core	2	Year 1
7	POL701	Evidence-Based Policing	30	Optional	3 (Yr1) 1(Yr2)	1 or 2
7	POL702	Investigative Interview Strategy in Complex Crime	30	Optional	3(Yr1) 1(Yr2)	1 or 2
7	POL703	Wellbeing, Vulnerability, and Policing in Contemporary Society	30	Optional	3(Yr1) 1(Yr2)	1 or 2
7	SOC734	Negotiated Learning	30	Optional	3(Yr1) 1(Yr2)	1 or 2
7	SOC732	Postgraduate Research Project	60	Core	2 & 3	Year 2

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)	
1	Demonstrate an advanced and critical understanding of contemporary policing theory, policy, and practice in a UK and Welsh context	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
2	Critically evaluate evidence-based approaches, research findings, and emerging developments relevant to policing, criminal justice, vulnerability, and complex crime investigation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
3	Analyse complex policing problems using advanced critical thinking, theoretical frameworks, and research-informed reasoning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
4	Demonstrate specialist knowledge and analytical capability in investigative interview strategy relating to complex and sensitive crime.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
5	Design, conduct, and present an independent postgraduate research project, using appropriate and rigorous research methodologies (The Project must be explicitly grounded in a scientific research methodology and situated within a clearly defined policing or policing-related professional context)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
6	Communicate research findings, analytical insights, and professional arguments clearly and effectively to academic, organisational, and practitioner audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
7	Use digital tools, research technologies, and data sources confidently and appropriately within academic and policing contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
8	Work effectively in collaborative, cross-disciplinary, and multi-agency environments, demonstrating professional conduct and awareness of organisational roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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 the MSc in Policing is grounded in the University's commitment to Universal Design for Learning (UDL). The programme is designed to provide flexible, accessible, and inclusive learning opportunities that recognise the diverse professional backgrounds and learning needs of postgraduate policing students. In line with UDL principles, teaching staff employ a range of innovative and creative approaches that support meaningful engagement and enable students to interact with complex material in different ways.

The programme is delivered fully online and operates within the University's Active Learning Framework (ALF), ensuring that learning is structured, interactive, and promotes a strong sense of academic and professional belonging. Learning materials are developed and delivered with reference to the Quality Assurance Agency's Expectations for Learning and Teaching and its Guidance on Assessing with Integrity in Digital Delivery. This ensures that students receive a high-quality, academically robust online learning experience.

A key focus of the MSc in Policing is the development of advanced professional skills relevant to policing, criminal justice, and community safety. Teaching is designed to enhance students' future employability by supporting the development of postgraduate-level research skills, critical thinking, digital fluency, ethical decision-making, and the ability to apply evidence-based approaches to contemporary policing challenges. The programme aligns with the University's Strategy for Supporting Student Learning and Achievement (SSSLA) and its Vision and Strategy, particularly the aspiration for 'Teaching that inspires'. Learning is therefore closely connected to the applied world of policing, enabling students to graduate as knowledgeable, reflective, and innovative professionals equipped to meet the demands of modern policing environments.

In line with the University's Academic Quality Handbook, each module within the MSc in Policing is accompanied by a comprehensive module handbook. These handbooks outline the module aims, learning outcomes, delivery methods, assessment requirements, submission dates, supervision arrangements, and recommended reading. Module handbooks also set clear expectations for academic engagement and provide guidance on accessing learning support, ensuring that students are fully informed and supported throughout their postgraduate studies.

2.5 Assessment strategy

Assessment for the MSc in Policing is carried out in accordance with Wrexham University's Academic Regulations for Taught Postgraduate Awards. The approach to assessment is informed by the Quality Assurance Agency's guidance on maintaining integrity in digital and distance learning and assessment, ensuring that all assessment processes are robust, transparent, and appropriate for fully online delivery. Formative assessment is embedded throughout the programme to enable students to monitor their progress and develop confidence in applying advanced concepts in policing and research. Formative activities may include short written tasks, online quizzes, critical reflections, supervised research milestones, and interactive exercises designed to support the development of analytical and professional skills. These opportunities allow students to receive feedback, test ideas, and prepare effectively for summative assessments.

The range of summative assessments is designed to reflect the academic rigour and professional expectations of postgraduate policing education, while accommodating diverse learning preferences. Assessment types may include research essays, policy analyses, case study evaluations, structured online assessments, digital presentations, interview strategy reports, research proposals, and the final 60-credit Research Project. These assessments require students to apply evidence-based reasoning, demonstrate critical understanding, and engage with specialist areas of policing practice.

2.5 Assessment strategy

All assessments are published in advance within module handbooks, including submission dates, detailed briefs, and marking criteria. Work is submitted through the University's online systems and marked in accordance with University regulations. Students receive clear, developmental written feedback (and where appropriate oral feedback) within the required turnaround time of three weeks. Assessment criteria are aligned with good practice and are mapped explicitly to the module and programme learning outcomes. Assessment tasks are designed to allow students to draw on professional experience, personal interests, and emerging policing issues, while still ensuring that all learning outcomes are met. As a result, students may take different analytical approaches to the same assessment question, reflecting the diversity of policing contexts and contemporary challenges.

The assessment strategy ensures a coherent progression of expectations across the programme. While each module demands a comparable amount of work, the intellectual and analytical complexity increases as students move toward the Research Project. The overall assessment approach is designed not only to measure academic achievement but also to develop the advanced professional, research, and reflective skills required for leadership and specialist roles within policing and the wider criminal justice sector.

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	FRAME030 FRAME031
3.2	Board dates (progression)	Framework Aligned
3.3	Cost centre	GACJ
3.4	Course type (HESA)	N/A
3.5	Fee model	Standard full time PGT Standard part time PGT
3.6	In-year resits	Yes
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	Framework Aligned
3.9	Semesters per intake	3
3.10	Semesters per progression point	3
3.11	Start and end dates	Standard September
3.12	Student funding model	Standard
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Darren Jacks
3.15	Date of Approval	January 2026

Section 3 – Programme set up (office use only)		
3.16	Date and type of Revision	N/A