

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Professional Policing Practice

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU Merseyside Police Training Academy
<b>JACS Code</b>	N225
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	The related QAA benchmarking statements for Criminology (2013) (QAA 53907/13) may be useful to consider as a supplementary recourse. College of Policing National Curriculum, ESFA Standard for Police Constable Degree Apprenticeship and End Point Assessment Documents provide PSRB guidance on standardisation.
<b>Programme accredited by</b>	The College of Policing will approve a Degree Apprenticeship in BSH. Professional Policing Practice upon completion of a procurement process and validation with a Police Organisation (360 credits over 3 years, 120 credits per level).
<b>Description of accreditation</b>	By the College of Policing (PSRB)
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Professional Policing Practice
<b>Programme Leader</b>	Timothy Kelly

### Educational aims of the programme

This document has been written with due reference to, and is compliant with the IFA Degree Apprenticeship Standard for Police Constable, as well as the College of Policing PCDA Curriculum and National Programme Specification.

1. To enable students to develop an understanding of policing, its position in the social, political and cultural environment and its place within the wider context of criminal justice and legislation.
2. To provide students with a theoretical knowledge, understanding and practical skills necessary to achieve operational competence and complete the BSc (Hons) Professional Policing Practice.
3. To provide students with knowledge and skills to utilise a range of analytical and research methodologies critically, allowing them to undertake ethically sound, professional, empirical research.
4. To contextualize the development of a range of interpersonal and transferrable graduate skills and knowledge developed by students during the programme.
5. To develop critical thinking and reflective practice within ethical and professional boundaries providing a critical academic understanding of policy, practices, and ethical values.
6. Students will build academic knowledge and skills to develop their understanding and application of Evidence Based Practice and in turn develop themselves as professional policing practitioners.

### Target award Learning Outcomes - Bachelor of Science with Honours

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Identify how roles within policing, engage in the wider criminal justice system.
2. Identify the roles and functions of specialised policing departments and other law enforcement agencies.
3. Explain how the police operate in partnership with other organisations and the wider community.
4. Distinguish relevant police theory, policy, procedure and practice through their impact on the community.
5. Relate the importance of equality and diversity, ethics and values within a policing environment.
6. Describe how various investigative methodologies can be utilised in bringing offenders to justice.
7. Demonstrate a fundamental understanding of criminological theories.
8. Examine the importance of equality and diversity, ethics and values within a policing environment.
9. Relate the social and historical development of policing, its structures and governance, alongside new and emerging forms of policing in line with the College of Policing's professionalising of the service.
10. Debate issues around aspects of policing, including the management of intelligence, investigative practices, treatment of offenders and public protection and how these engage in the wider criminal justice system.
11. Model theoretical concepts of policing in the context of an operational setting.
12. Analyse the practical application of legislation within an operational context.
13. Appraise the underpinning principles, ethics and values of policing within an operational context.
14. Measure effective police engagement in partnership approaches around safeguarding communities.
15. Analyse the governance and structures within policing and the new and emerging forms of policing.
16. Critically review contemporary theories and current research in specific policing areas.
17. Evaluate current policy and procedures and the impact they have within operational policing.
18. Select appropriate research methods to facilitate the design of an ethically sound empirical piece of Evidenced Based Policing research.
19. Apply the knowledge gained to evidence Operational Competence in policing.
20. Utilise the knowledge and understanding they gain of policing styles strategy and the law in a practical and appropriate way.
21. Employ self-management techniques and the ability to continue learning, display self-awareness and sensitivity to diversity in people and different situations.
22. Problem solve, be innovative and creative in the approach to learning and work with an ability to communicate ideas and arguments effectively to others both orally and in writing.
23. Engage the skill of learning from experience and self-reflection, this will be critical in the workplace and for EPA.
24. Realise the importance and ubiquity of standards and ethics within all aspects of the policing process. How ethical behaviour is fundamental to understanding legal principles, social divisions and diversity relevant to criminal justice sector.
25. Practice anti-discriminatory behaviour in all aspects of their police work, understanding the importance of emotional intelligence in all interactions with diverse groups, victims and witnesses.
26. Utilise the range of differing academic research techniques to critically review data and research relating to policing and apply their learning to new situations.
27. Evidence an ability to plan work and manage time, reflect on own strengths, limitations and performance, taking responsibility for setting targets and implementing plans for independent and collaborative working and personal and professional development.
28. Consider and apply a range of theoretical concepts through academic and practical learning in differing operational contexts.
29. Utilise and adapt an evidence based approach to enhance professional practice.
30. Organise and complete appropriate collection and analysis from a range of accessible sources in an ethical, sympathetic and professional manner.
31. Model professional discipline and preservation of the highest standards in line with the College of Policing Strategic Intent.
32. Complete all the above whilst evidencing the range of skills gained in achieving Operational Competence and so exemplifying the intent to professionalise the role of constable.
33. Construct evidence based arguments that challenge current thinking and practice where appropriate and advance the professionalising agenda.
34. Demonstrate applicable aspects of Authorised Professional Practice (the official source of policing

Professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads/transport), including how to implement the following.

35. Effectively respond to incidents, preserving scenes and evidence when necessary.
36. Manage and resolve conflict safely and lawfully.
37. Arrest, detain and report individuals safely and lawfully.
38. Conduct diligent and efficient, priority and high volume investigations.
39. Effectively interview victims, witnesses and suspects.
40. Systematically gather, submit and share information and intelligence to further policing-related outcomes.
41. Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces.
42. Optimise the use of available technology.
43. Risk manage health and safety for self and for others.
44. Model a way of working which is professional, enquiring, resilient and open to change.
45. Evidence the skills of self-reliance, adaptability and flexibility.
46. Communicate written skills appropriate to a Bachelor's level.
47. Demonstrate the ability of working across disciplines and working well with others.
48. Manage their own professional and personal development.
49. Utilise a broad range of information and technological skills.
50. Research and analyse problems proposing viable options which are appropriate and well argued.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

This programme will be delivered in collaboration with Merseyside Police Learning and Development staff. It will be a closed programme for new officers employed by Merseyside Police only. Knowledge, understanding, skills and other attributes are taught at the University with students putting them into context and appreciating their relevance by application in the workplace.

Lectures, seminars, workshops, presentations, directed study, and a variety of online provision will form some part of the formative and summative assessment processes.

The university will confirm that all academic submissions are complete and to the required standard.

Completion of the academic elements leads to; -

Apprenticeship Gateway - the assessment of Occupational competence, measured by completion of the Occupational Competence Portfolio (OCP).

End-Point-Assessment is the final component of the apprenticeship and involves; -

Review of the OC Portfolio and professional discussion  
Presentation of an evidence-based research project  
Discussion of the Research Project

The College of Policing (PSRB) state, Evidence-based Research project at L6 will have a pass mark of 50%.

Students will be encouraged to undertake independent study and this will form part of the teaching ethos, to encourage independent learning. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments. The curriculum will be delivered in a variety of ways, including face to face, practical workshop sessions to contextualize skills, group work, and reflection and by a variety of blended methods. Taught (academic) elements will be supported by role play and other work shop elements, work- sample exercises to support occupational learning. This will then be subject of self-reflection in the Occupational Competence Portfolio and form part of the End Point Assessment (PCDA only). Blended methods will be utilised within level 5 and level 6 and the occupational skills, attitudes and behaviours will be assessed as part of the OCP. The teaching ratio will work towards 70% LJMU, 30% Merseyside Police delivery.

Assessment will be to University standards and include written submissions, group and individual presentations (in a structured and simple-complex way) and via an academic portfolio to assess group-work.

Building on the academic skills, workplace and classroom inputs will ensure that all necessary workplace functions are taught and assessed prior to independent patrol. This will include use of IT and specialist equipment, required health and safety, first aid (to national standard) and personal safety training. The majority of this will be delivered by occupationally competent police staff supported by occupationally knowledgeable academic staff.

The majority of the assessment of Professional skills will be carried out in the workplace with the compilation of an Occupational Competence portfolio (OCP). This will be supported by occupational tutors as well as LJMU

staff. In addition there will be a requirement for self-reflection and a number of assessments in level 5 and 6 will include reflection reports. These together with the OCP will be subject of the OCP at End-Point Assessment.

Each level will have a pass / fail element in at least one module. This is to ensure incorporation of the OCP during the whole learning phase, both in University and in the workplace.

This end-point assessment (EPA) accompanies the Police Constable (PC) Degree Apprenticeship Standard only.

The EPA is the culmination of the apprenticeship, and will be undertaken over the course of the latter part of a minimum 3-year programme of learning. The EPA is embedded within an integrated Degree in Professional Policing Practice qualification. The EPA is Higher Education Institute (HEI) led. A simultaneous and continuous on- programme assessment – the work based Occupational Competence Portfolio (OCP) – will confirm that in addition to the Knowledge / Understanding and Skills obtained at university, they are occupationally contextualized. It will ensure that all apprentices possess the occupational skills to become an effective Police Officer.

All components (academic and occupational) must be passed to successfully complete the EPA and achieve the degree. All EPA assessment elements will be signed-off by an Independent Assessor who is occupationally-knowledgeable in the role of the PC, and who will be supplied by HEI or other appropriate organisation on the Register of End Point Assessment Organisations (RoEPAO) that has not been involved in delivery. As an Integrated Degree this will likely be a member of the Justice Studies School that is not involved in the programme in any other way. This individual will have had no direct involvement in mentoring or supervising the employment or training of the Apprentice to ensure a level of independence and impartiality. This individual will be professionally-qualified as an assessor in line with policing and higher education sector requirements.

## Programme structure - programme rules and modules

Pathway modules: 6203PSDA, 6204PSDA, 6205PSDA, 6206PSDA and 6207PSDA are described as optional modules, however apprentices must complete one only as a core module, which will be determined by the employer on the basis of operational needs.

The Institute for Apprenticeships regulations will also be relevant to any assessment and must be considered including the individual learning plan (ILP) which is reviewed on a regular basis with the learner, the employer and the HEI. The IFA End Point Assessment Document will be the final arbiter of assessment issues and is available at <https://www.instituteforapprenticeships.org/media/1440/police-constable-assessment-plan.pdf>

IFA rules state that Apprentices must complete at least 20% of their learning away from the workplace. This programme is designed to exceed 30%.

The first year of delivery will be front-loaded and will be likely to take 32 Independent Patrol Status cannot be confirmed before end of month 5.

Modules 4204PSDA, 5202PSDA and 6200PSDA and 6202PSDA will include a pass/fail element within the assessment. This is to ensure incorporation of the OCP during the whole learning phase, both in University and in the workplace. Credit will not be released for these modules until the apprentice has satisfied all elements. There is no option for progression to the next level whilst trailing credits. Apprentices are required to achieve Independent Patrol Status by no later than the end of the first year, in order to progress to level 5. Failure to do so, may result in a Police Force evoking regulation 12/13, (Discharge of a probationary police constable).

During level 5 and 6 learning will then be as follows,

1. University contact will utilise various teaching methods face to face and blended learning.
2. Apprentices will be afforded protected study time as a contractual agreement to complete this learning.

At Level 6, students will be able to take a 40 credit module linked to their individual pathway. These modules are not 'an option' but the pathway for each student will be decided by the employer dependent on need as part of their contractual elements.

Until Level 6 all DA's will study identical material, in level 6 students will complete their Pathway Module AND evidence- based research project aligned to the allocated pathway and with agreement of the employer. It is possible that this decision will only be finalized between the employer and the Apprentice at some point in level 5, this is due to the changing nature of demand on the service. LJMU will deliver the allocated pathway as agreed.

Merseyside Police will

Provide at least 1 member of staff to teaching during all face to face learning blocks in levels 4, 5 and 6

Provide 1 member of Tutor staff as a mentor for the pre - Independent Patrol phase in the workplace (Tutor constable phase)

Provide an identified member of staff (assessor team) for the occupational competence (OCP) periods across the Degree Apprenticeship

Provide an identified supervisor/ mentor during workplace phase(s) to support and guide students

Provide an informed member of staff for tri-partite meetings (tutorial/ review)

Provide an informed member of staff for End-Point Assessments.

#### Key Points

1. The DA 'year' will be 12 months and may not follow the standard academic calendar.
2. The awarding of the Degree will be a part of the End-Point-Assessment.
3. Apprentices subject to disciplinary police regulation 12/13, resulting in discharge of a probationer will be removed from the programme of study. Likewise, breaches of University regulations will be referred back to the employer.

Students on the programme will work an average 40 hour week on a 24/7 shift pattern. Under apprenticeship regulations, a minimum of 20% of student working time is considered as 'protected learning' (PLT), or 'off the job' learning. Regarding this PCDA 35% of time will be 'off the job'. Students will not work shifts whilst undertaking 'off the job' learning. MP Tutor constables and assessors will only provide support and guidance on occupational issues, they will not be involved in the TLA of the LJMU credit.

NB. (\*table 'Level 6') Module 6200 forms the first part of End Point Assessment. There is a Pass/Fail element in respect of the Occupational Competence Portfolio (OCP). The credits for the module will only be released once Merseyside Police considers the OCP complete, and so forms the 'extra' 20 credits for the EPA in-toto (IFA Assessment strategy document). The assessment elements (presentation) and assessing input in module 6202 link directly with the EPA and will be set at 50 % on this module as specified within the assessment document from the PSRB.

NB. There are no exit awards within this programme, however credits may be carried across to other awards subject to satisfying relevant learning requirements or bridging.

Much of the delivery of these programmes will take place on police premises (Merseyside Police Training Centre, Mather Avenue). LJMU Christmas closure will therefore not have an impact on programme delivery, as the PTC is available all days except Bank Holidays. This means that a rolling programme of 3 x PCDA delivery and 2 or 3 DHEP will not be affected by room closures. Assessment boards will need to take place quarterly (variance), and referral will be dealt with as part of this structure.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
<a href="#">6200PSDA</a> Developing Self and Others (20 credits) <a href="#">6201PSDA</a> Professionalising the Officer (20 credits) <a href="#">6202PSDA</a> Evidenced Based Practice Research Project (40 credits)	<a href="#">6203PSDA</a> Pathway - Conducting Investigation (40 credits) <a href="#">6204PSDA</a> Pathway - Information and Intelligence (40 credits) <a href="#">6205PSDA</a> Pathway – Policing Communities (40 credits) <a href="#">6206PSDA</a> Pathway – Policing the Roads (40 credits) <a href="#">6207PSDA</a> Pathway – Response Policing (40 credits)	80 core credits at level 6 40 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">5200PSDA</a> Developing the Officer (20 credits) <a href="#">5201PSDA</a> Practice Procedure and Criminal Law 3 (20 credits) <a href="#">5202PSDA</a> Practice Procedure and Criminal Law 4 (20 credits) <a href="#">5203PSDA</a> Inclusion, Vulnerability and Risk (20 credits) <a href="#">5204PSDA</a> Exploring Police Studies: Skills for Success 2 (20 credits) <a href="#">5205PSDA</a> Evidence Based Policing 2 (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">4200PSDA</a> Introduction to Policing		120 core credits at level 4

(20 credits) <a href="#">4201PSDA</a> Exploring Police Studies (20 credits) <a href="#">4202PSDA</a> Practice Procedure and Criminal Law 1 (20 credits) <a href="#">4203PSDA</a> Inclusion, Vulnerability and Risk (20 credits) <a href="#">4204PSDA</a> Practice Procedure and Criminal Law 2 (20 credits) <a href="#">4205PSDA</a> Evidence-Based Policing 1 (20 credits)		0 option credits at level 4
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## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

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The following Variances to the Academic Framework have been approved for this programme.

UG.A4.2.1 Academic delivery is semesterised.

UG.A3.2 Modules comprise 10 or 20 credits except for a research project/dissertation module at Level 6 which may comprise 30 or 40 credits.

UG.A4.2.6 Opportunities for study abroad will be provided in full-time programmes delivered at LJMU, either for an academic year, or for a semester, at Level 5.

UG.C2.4.2 The pass mark for modules at Level 3 – 6 is 40% or a 'Pass' grade

Variance from UG.A3.2 "Modules comprise 10 or 20 credits except for a research project/dissertation module at Level 6 which may comprise 30 or 40 credits. At Level 7 in integrated Master's programmes the research project/dissertation module will comprise 40, 50 or 60 credits."

This is a proposal that the structure of level 6 of the above programme will consist of

20-credit module

20-credit module (Endpoint Assessment) 50% pass mark

40-credit dissertation/project module (Endpoint Assessment) 50% pass mark

40-credit career pathway module

The College of Policing's Policing Education Qualifications Framework: Police Constable Degree Apprenticeship National Programme Specification states that

"The Police Constable Degree Apprenticeship because of the range, depth and level of learning covered in the professional education provided, facilitates extensive professional development by the police constable and supports advancement along specific career pathways within policing"

The relevant Police force (Merseyside Police) will dictate the precise nature of the career pathway module, but because of the requirement for "extensive professional development" a further 40-credit module is required in addition to the 40-credit dissertation/project module.

The 40 credit dissertation module will be supported by enhanced topic-specific learning within the 'Pathway' module. Within the level-6 Career Pathway strand will be a replication of existing internal national police training, as mandated by the CoP. A helpful example would be the Initial Investigators Programme (ICIDP), the National (England and Wales) police course which any officer intending to work in Criminal Investigation must complete. This will be part of the 'Investigations' pathway, and contains, for example, extra input into managing serious and complex investigations.

Students would also learn about the management of advanced suspect interviews. This knowledge input is essential to the student negotiating their 'pathway' and completing the apprenticeship side of the qualification as well as the academic side. The length and breadth of the ICIDP could not be replicated in 2 x 20-credit modules, so it needs to sit within a 40-credit module.

Finally, LCAPS is aware that several other Universities intending to deliver the Police Constable Degree Apprenticeship have developed 40-credit Career Pathway modules, so there is now an emerging sector norm of year-long 40-credit modules.

As this is a proposal for a 40-credit level 6 module, there will be no impact on progression to a higher level, as there might be for a level 4 or level 5 module of this size.

The College of Policing will also complete their own Quality Standards Assessment (QSA) process in relation to

this programme.

## **Opportunities for work-related learning ( location and nature of activities)**

As per above variance, work placements will not apply in the case of these programmes, as the students are employed.

Each of the students will be employed by Merseyside Police and on successful completion of the qualification and the overall end-point-assessment will continue their employment as a Police Constable, confirmed in rank. Courses are developed to enhance the work related learning of the apprentices whilst away from the academic setting. In the work place the apprentices will have mentors and assessors appointed by the Merseyside Police, LJMU will work with the employer to ensure the suitability and enhance the professional development of the assessors/mentors.

Merseyside Police will provide suitably qualified Mentors and Assessors during the accompanied patrol phase. Those mentors and individual supervisors will support learning in the workplace, they will be trained in the role for support in the workplace phase(s). Once a course is procured LJMU will also provide support and development opportunities for the Mentor/ Assessors.

Additionally, course tutors will be available to Degree Apprentices for support in relation to academic issues. Each of the police assessors will have had appropriate training in force, and will hold the current and appropriate assessment qualification

At the workplace, apprentices will be supported by the employer.

Personal Tutors will also provide support during the workplace phases, by way of tutorials that may be face-to-face or a blended solution. Additionally, locally delivered weekly surgeries will be available during the distance phase, Assessment Cafés will support learners in the assessment periods.

As above, students on the programme will work an average 40 hour week on a 24/7 shift pattern. Students will not work shifts whilst undertaking 'off the job' learning. Part- time working and therefore, learning, would be accommodated by Merseyside police as part of the role, arrangements for the learning elements will be confirmed on receipt of specific requirements. This will take account of the necessary percentage of 'off the job' training and will be negotiated appropriately.

MP Tutor constables and MOP assessor teams will ONLY provide support and guidance for the occupational elements. They will NOT be involved in the TLA of the LJMU credit.

## **Criteria for admission**

### **Other**

LJMU entry requirements will align with the employing force. Applicants to the programme are likely to have achieved a level 3 qualification (which is A-level or equivalent).

Applicants will need to have achieved a recognised level 2 qualifications in English and Mathematics prior to entry.

This programme recruits on a closed client basis, students may not fit the standard academic entry criteria for undergraduate policing courses (as above). Application to the programme will be via the National Police Recruitment Test (PIRT) followed by Merseyside Police normal recruitment processes, as outlined on the Merseyside Police website. Upon successful application, Merseyside Police will employ the students, who will then complete the academic and practical elements of their apprenticeship. Merseyside Recruitment strategy for these programmes is available as a separate document.

For more information please view the College of Policing Programme Specification document.

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance

to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### **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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*