

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Police Constable Degree Apprenticeship
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Policing
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Professional Policing Practice IFATE Certificate for Police Constable- Degree Apprenticeship
Pathways (if applicable)	N/A
FHEQ level of final award:	Level 6
Other award titles available (exit qualifications):	Certificate of Higher Education in Professional Policing Practice Diploma of Higher Education in Professional Policing Practice BSc in Policing Studies (Ordinary Degree) in Professional Policing Practice
Accreditation details:	College of Policing (CoP)
Length of programme:	3 years
Mode(s) of Study:	Part time
Mode of Delivery:	Work-based learning
Language of study:	English
QAA Subject Benchmark(s):	Policing (2022)
Other external reference points (e.g. Apprenticeship Standard):	ST0304 Police Constable (Integrated Degree) College of Policing and Thames Valley Police
Course Code(s):	BSPCDAAP
UCAS Code(s):	N/A
Approval date:	September 2023
Date of last update:	February 2024

2. Programme Summary

This apprenticeship programme is work-based integrating academic and practice-based learning through collaboration with the University and Thames Valley Police. The programme aims to develop learners knowledge, skills and behaviours to ensure the learner is work ready for the role of a police officer. It is vital to the delivery of an enhanced service

to the public to produce highly competent Police Constables due to the everchanging, challenging, transformation of modern policing. The programme aims to equip the learner with the knowledge and understanding, insight, perspectives and skills with which to perform the role of a Police Constable within Thames Valley Police and to gain an understanding of policing in its wider context. The programme further develops vocational and professional training adding a layer of intellectual skills relevant to policing which will provide graduates with an understanding of the concepts, principles, protocols, procedures and legislation which are all pertinent to the police officer role.

High level skills knowledge and behaviours are developed such as emotional intelligence, strong behavioural interpretation skills, with the ability to problem solve, analysing and resolving evolving events rapidly to enable learners to be work ready. There is a strong focus on safeguarding, career progression, fundamental British values, green skills, Prevent agenda, enrichment, English and mathematics (both academic and functional).

Technology is a fundamental key theme interwoven into the programme for learners to become digitally enabled and work ready for rapid change as we are on the cusp of the 4th Industrial Revolution. Discussions will be around technology in the workplace and what future technology may be available not only in the next 2-3 years but in the next 10-15 years. There is a strong focus on becoming digitally enabled in the workplace as most job roles have a digital component

Developed in consultation with Thames Valley Police and covering all aspects of the College of Policing's national curriculum for Professional Policing, the programme provides the opportunity for the learner, after successful completion of the apprenticeship and graduation, to be confirmed in the rank of constable. The programme aims also include transferrable skills which are equally valued in other roles within the Criminal Justice System and beyond.

Modules are designed to develop learners' knowledge, skills, and behaviours in line with the apprenticeship standards. Throughout the programme work-based learning (WBL) is integrated into learning, teaching and assessment to mirror real life scenarios. This can be illustrated using digital databases unique to their employee and organisation and the use of mandatory assessment learners must undertake within their workplace. The learning outcomes can be mapped to the apprenticeship standards. Equality, diversity, and inclusion (EDI) which is a running thread throughout the programme and the learner's working life. Policies and procedures of professional policing illustrate these and are discussed throughout. The Prevent duty in line with terrorism is part of the learners working life due to the nature of the role. Safeguarding is paramount within the role. This programme has incorporated mandatory officer safety training as part of authentic assessment, to create a fully joined up approach to education. The learner will understand how education and work can be effective partners. Behaviour and attitudes are explored within the programme and in the workplace.

The learner's professional development is reflected through formal and informal assessments and discussions within teaching sessions, with practical work-based activities. There is a large part of teaching that is supportive to the learner as the job of being a police officer can be difficult. Working in such a demanding job and studying is recognised and supportive measures are in place with named reviewers and personal tutors allocated to each learner. Apprentices will receive guidance and support throughout their learning journey from the Apprenticeship Hub through regular reviews and contact.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop learners' operational expertise alongside relevant interpersonal, ethical and leadership skills through the application of methods and techniques to review, consolidate, extend and apply knowledge in a professional policing context in line with the College of Policing national curriculum and within the apprenticeship standards of behaviour, skills and knowledge.
2. Advance learners' operational expertise alongside relevant interpersonal, ethical and leadership skills through the application of methods and techniques to review, consolidate, extend, and apply knowledge in a professional policing context.
3. Enable learners to critically evaluate the strategic choices available to police organisations, demonstrating a critical appreciation of how operational and organisational decisions are taken in their economic, social, and cultural contexts.
4. Equip learners with a coherent and detailed knowledge and understanding of the requirements of 21st century policing, including how police organisation's function and are managed according to the needs of communities.
5. Provide learners with the knowledge and skills to undertake a work-based research project to identify improvements to professional policing practice.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Evidence an in-depth understanding of of key cross-cutting and inter-dependent areas of policing, including: roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk.
K2	Demonstrate knowledge of applicable aspects of Authorised Professional Practice, legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads/transport).
K3	Define social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities.
K4	Articulate a sytematic understanding of the causes, mitigations and prevention of crime.
K5	Summarise different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive outcomes. These may relate to internal organisational practice or external social or criminal factors.

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Evaluate the ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights.
C2	Examine expertise relevant to organisational/local needs, including the following operational policing contexts: response, community, intelligence, investigation and roads/transport.
C3	Analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness.
C4	Investigate, assessing risk and threats across increasingly complex policing contexts, taking decisions and critically evaluating initiatives and their outcomes, including the impact of differing actions and methods, in accordance with policing guidelines and policies.

Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Implement all relevant law, as it relates to any encountered policing situation, incident or context.
P2	Demonstrate how knowledge and understanding can influence and be applied to accountable decision-making in all operational environments.
P3	Apply Authorised Professional Practice and any local policy applicable to the operational policing context.
P4	Examine different policing approaches alongside partner organisations as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities.
P5	Employ accurate use of police legal powers to deal with suspects, victims and witnesses across various challenging situations, conducting all actions in a balanced, proportionate and justifiable manner.

Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Coherent leadership- to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people.
T2	Accountability - take ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks.
T3	Professional integrity - maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate.
T4	Collaborative - work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results.

T5	Curious and innovative - have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach.
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Graduate Attributes

The University recognises the following types of Learning Outcome which are linked to its Graduate Attributes: Knowledge and its application (K); Analysis and Criticality (C) Application and Practice (P), Transferrable skills and other attributes (T). Not all modules will necessarily cover all attributes.

The programme aims to equip learners with the knowledge and understanding, insight, perspectives and skills with which to perform the role of a Police Constable within Thames Valley Police and to gain an understanding of policing in its wider context (K1-5). In Level 4 there is an exploration and understanding of theoretical and practical areas of policing as a whole (K1-5, C1-2, P4-5, T3/5). The course further develops vocational and professional training adding a layer of intellectual skills relevant to policing which will provide graduates with an understanding of the concepts, principles, protocols, procedures and legislation which are all pertinent to the police officer role (K1-5, C1-4, P1-4, T3/4). In level 6 the previous 2 years are consolidated as all learning outcomes are explored in a more nuanced and analytical manner. Developed in consultation with Thames Valley Police and covering all aspects of the College of Policing's curriculum for Professional Policing, the programme provides the opportunity for you, after successful completion of the apprenticeship and graduation, to be confirmed in the rank of constable. The programme aims also include transferrable skills which are equally valued in other roles within the Criminal Justice System and beyond (T1-5).

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Thames Valley Police will set the selection criteria for their Apprenticeships. Most candidates will have A levels (or equivalent) or existing relevant Level 3 qualifications, and English, Maths and ICT at Level 2. Other relevant or prior experience may also be considered as an alternative. Applicants must provide evidence of above or be asked to re-sit English and Mathematics functional skills level 2. Completion of level 2 (not applicable for learners with GCSE C or above or GCSE 4 or 5 if they can provide their certificates).
- All learners take an online initial assessment- Basic Key Skills Builder (BKSB) to assess and develop skills in English and maths to support functional skills requirements. Something all apprentices must achieve before taking their End Point Assessment (EPA).

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 4	Core modules: LAW4025 Legislative and practical policing processes (20 credits) LAW4026 Police decision making and conflict management (20 credits) LAW4027 Criminology and policing communities (20 credits) LAW4028 Policing skills and competencies (20 credits) LAW4046 Investigating Work-based Learning and self-review module (20 credits) LAW4047 Ethical policing and effective public protection (20 credits)	Certificate of Higher Education , awarded on achievement of 120 credits at Level 4
Level 5	Core modules LAW5025 Organisational Skills and Behaviours (20 credits) LAW5026 Community and Partnership Policing (20 credits) LAW5027 Ethical Decision Making in Serious Crime Investigation (20 credits) LAW5028 Conducting evidence-based policing research (20 credits) LAW5029 Preparation of operational competence (20 credits) LAW5030 Operational competence (20 credits)	Diploma of Higher Education , awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5
Level 6	Core modules: LAW6033 Leadership and Communication (20 credits) LAW6034 Media in Policing (20 credits) LAW6035 Complex and Strategic Policing (20 credits) LAW6036 End Point Assessment (20 credits) LAW6055 Evidence-Based Research Project (40 credits)	Ordinary Degree , awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5

6. Learning, Teaching and Assessment

Learning and teaching

Our approach supports the learners in undertaking their ongoing extended written or work-based project.

The learners first year of the programme is jointly delivered by BNU and TVP, with qualified police trainers taking on level 4 assessments. The first half of level 4 is delivered face to face within a training school. There is opportunity for the learner to learn theory and apply to practice as authentic teaching delivery is conducted within that basic training.

There is emphasis on guided learning with an aim for learners to learn the skill of being self-directed through recommended reading and later independent research as they progress through their programme at level 5 and 6. Level 6 is fully delivered by BNU and supported by TVP.

Learners are regularly invited to evaluate their learning and ongoing representation of the learner voice is valued at all levels. BNU has a highly active Students' Union who engage constructively with the programme team.

The team are mindful that the material and scenarios used as part of the indicative content is potentially sensitive, challenging, and difficult for some of their learners. Whilst they exercise care in approaching certain highly emotive, sensitive or challenging subjects, they are also mindful of BNU services that learners can be signposted should they show signs of distress or require additional support. Staff and learners work within a BNU 'learning agreement' promoting mutual dignity, courtesy, and respect.

Teaching and learning in policing have a learner-centred approach, embracing the concept of learner as producer. Through the production of knowledge in collaboration with police professionals and academics, learners experience openness, enquiry, ownership, and empowerment. Academic skills may also be applied in an evidence-based way through application to problems in practice. Modern teaching and learning approaches in policing value the importance of self-reflection; critical thinking; decision-making; skills of communication; ethics; equality, diversity, and inclusion.

Active learning is embedded throughout the 3 years of the apprenticeship as they are continually learning from experienced mentors within their working life.

Learners will have the opportunity to link, reflect and reinforce academic theory, legislation, and practice through simulations within the learning environment.

Assessment

Licensed PCDA qualifications require assessments which integrate the requirements of the specific policing environment of the learner, demonstrable links to the National Policing Curriculum (NPC), along with the requirements of the academic accreditation provider for the assessment. Where applicable, such assessments for licensed programmes should map the theoretical learning to professional practice with new constables also achieving both Independent Patrol Status (IPS) and Full-Occupational Competence (FOC).

A varied range of assessment techniques are used which are aligned to the aims of each of the modules. Assessment strategies are designed to provide opportunities for learners to evidence effective practice and continuous professional development against relevant professional frameworks.

Authentic assessments enable learners from different backgrounds access to more varied assessments (not just written work) to take away barriers to learning. Informal and formal assessments are provided, for example presentations, simulations, portfolios, podcast, practical assignments, articles, debates, assessing skills that will be needed in the workplace like real life scenarios, interviews, demonstrations, journals, problem solving and difficult discussions, mirroring real-world etc. There is assessment that is based on real life experiences within their duties.

In Policing, assessments focus on applied learning providing learners with opportunities to demonstrate a grounding in blended theory and applied skills. Assessment is an integral part of learning for learning, which can be formative and summative, includes a varied mix of methods – written, oral and visual - that are accessible to all learners.

Informal assessments are applied throughout the delivery of teaching and basic training through stretch and challenge Q&A, quizzes, role play and discussions/debates to ensure aims and objectives are checked, consolidated and knowledge, skills and behaviours are built upon within the learner's development and application. Prior knowledge is revisited with reinforcement of learning to enable learner`s to advance to their next level of learning.

End Point Assessment

Once the practical training period has been achieved, apprentices are prepared for their End Point Assessment (EPA).

EPAs are a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. The purpose of the EPA is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation.

The detail of the EPA is described in the Assessment Plan associated with the standard.

Prior to being eligible for the EPA, the apprentice will need to successfully meet the 'Gateway' requirements as determined by the standard. The employer and training provider will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the Apprenticeship Standard and are ready to take the assessment.

To meet the minimum requirements set out in the apprenticeship standard an apprentice needs to:

- Display occupational competency
- Have evidence of or pass functional skill levels in English and Maths
- Complete mandatory training
- Take any qualifications set out in the standard
- Meet the minimum duration for their apprenticeship training

Only apprentices who complete gateway successfully can start the EPA.

Contact Hours

Protected learning time (PLT) is provided in blocks by Thames Valley Police during worktime. In the first year of the programme, learners are in basic training at the TVP training school, where we co-deliver the curriculum through blended learning with TVP. After the learner leaves training school, they are given one more week that year for protected learning time (PLT) where BNU tutors deliver content. In the second year, they are given 4 weeks (PLT) where BNU deliver the required learning.

7. Programme Regulations

This programme will be subject to the *Regulations for Taught Degree Programmes (2023)*.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme.
- Allocation of an Apprenticeship Partner Manager (APM) or the Apprenticeship Reviewer (AR) who will carry out tripartite reviews with you and your employer to support your journey and progression. The APM/AR will work as a mentor/coach to develop your knowledge, skills and behaviours that will be evidenced in your online reflective journal (Aptem).
- Information, Advice and Guidance (IAG) will be provided through; a Programme handbook, Induction, access to Library resources, includes access to books, journals, and databases - many of which are available in electronic format – and support from trained library staff to support your apprenticeship throughout your course.
- IAG will also be provided for career progression purposes.
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet, or mobile device.
- Access to the MyBNU portal (BNU Connect) where you can access all University systems, information, and news, record your attendance at sessions, and access your personalised timetable.
- Academic Registry staff providing general guidance on university regulations, exams, and other aspects of learners and course administration.
- Central student services, including teams supporting academic skills development, career success, student finance, welfare, accommodation, chaplaincy, disability, and counselling.
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on university processes.

9. Programme monitoring and review

BNU has several ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed learner representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery.
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment.
- The Programme Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years.

- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Higher Education in Apprenticeships Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy Thrive 28

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Benchmark / Standard requirement																				
SEPARATE MAPPING DOCUMENT AVAILABLE DUE TO SPECIFIC COLLEGE OF POLICING LICENCE REGULATIONS																				
Organise and communicate interrelated information to a range of specialist and non-specialist audiences	X	X			X		X	X							X					
Critically evaluate arguments, assumptions and abstract concepts to identify possible solutions	X				X	X		X				X		X	X			X		
Act autonomously and take responsibility for achieving personal and/or group tasks in complex contexts													X		X	X		X	X	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Appreciate the current political, economic, social, technological, environmental, legal and ethical discussions impacting the discipline	X		X							X	X						X			
Understand contemporary debates with regard to equality, diversity, inclusion and sustainability			X						X		X						X			
Understand the impact of culture on working practices												X	X		X	X	X	X		
Apply a range of innovative methods and techniques learned to employment				X				X				X	X	X		X	X	X		
Select and apply a range of digital skills and techniques in the workplace			X																	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Actively engage in self-reflection, to identify and address own learning needs													X	X	X	X	X	X		
Understand the importance of engaging with continuing professional development.													X	X	X	X	X	X		

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																				
LAW4025 Legislative and Practical Policing Processes	X	X													X					
LAW4026 Police Decision Making and Conflict Management	X	X																		
LAW4027 Criminology and Policing Communities			X	X	X									X						
LAW4028 Policing Skills and Competencies	X	X																		
LAW4029 Investigating Work-Based Learning and Self-Review Module	X		X															X		X
LAW4030 Ethical Policing and Effective Public Protection	X					X	X								X					
Level 5																				
LAW5025 Organisational Skills and Behaviours	X	X									X	X		X				X		
LAW5026 Community and Partnership Policing			X	X	X			X											X	

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
LAW5027 Ethical Decision Making in Serious Crime Investigation						X		X						X					X		
LAW5028 Conducting evidence-based policing research.	X	X				X	X	X	X			X							X		
LAW5029 Preparation of Operational Competence	X	X									X	X							X		
LAW5030 Operational Competence	X	X									X	X							X		
Level 6																					
LAW6033 Leadership and Communication								X			X						X	X	X	X	X
LAW6034 Media in Policing			X	X		X	X	X				X									
LAW6035 Complex and Strategic Policing		X				X	X		X		X			X	X						
LAW6036 Mock End Point Assessment	X	X	X	X	X	X	X	X			X	X	X							X	X
LAW6037 Evidence Based Research Project (40)	X	X	X	X	X	X	X	X			X	X	X							X	X