Programme Specification

Professional Policing [Frenchay]

Version: 2026-27, v2.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Professional Policing [Frenchay]

Highest award: BSc (Hons) Professional Policing

Interim award: BSc Criminal Justice Studies

Interim award: DipHE Criminal Justice Studies

Interim award: CertHE Criminal Justice Studies

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CHSS School of Social Sciences, College of Health, Science & Society

Professional, statutory or regulatory bodies:

College of Policing

Modes of delivery: Full-time, Part-time, Sandwich

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2024

Programme code: L49A00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BSc Professional Policing programme requires students to achieve 360 credits. It is centered around the Police Constable role in the context of 21st century policing and provides the professional policing knowledge and theory required nationally by the UK police service and key stakeholders The programme builds on traditional policing ethics, values, legislation and practices while accounting for the transformation of policing in the digital age. Exploring concepts such as vulnerability, risk and inclusivity provide a greater insight into the policing world, by contextualising strategies for working with the public in front line roles. On successful completion of this programme, graduates will have the requisite knowledge to apply to any of the 43 Police Forces nationally (subject to vacancy availability and passing the police suitability and security vetting processes).

As well as developing these aspects of the programme in a theoretical manner, simulations and practice based learning supports students to develop key skills relevant to the role of Police Constable.

The programme is designed in such a way to enable learners to develop effective communication and leadership skills, and in doing it stimulates innovation and critical thinking amongst its learners for success in all graduate professions.

Features of the programme: The BSc Professional Policing offers undergraduate students an insight into the world of policing both as a key law enforcement agency in the criminal justice system, but also in terms of the operational principles, requirements, and professional attributes necessary to become an operational Police Constable.

Learning will take the format of cultural immersion, peer on peer stop and search simulation, court observation and forensic packaging training alongside desk based study which will focus on legislation, policies, guidance and critical thinking on a range of relevant topics.

The programme is therefore a dynamic blend of desk based study alongside practical and simulated learning opportunities designed to challenge and develop learners practical skills and critical thinking to support a professional career within the police.

The programme capitalises on the University's location by introducing students to different communities and policing challenges across a range of local geographical contexts. Similarly our excellent links with local constabularies facilitate a number of opportunities to learn from and alongside operational police officers. In addition, the programme team are committed to developing links with a broad range of potential stakeholders at an organisational and individual level to support a diverse and inclusive representation of 21st century policing.

Careers: On successful completion of this programme, graduates will have the requisite knowledge to apply to any of the 43 Police Forces nationally.

The currency of this knowledge lasts 5 years from graduation and will be a relevant qualification at any of the employing forces. Local recruitment arrangements and vetting procedures will apply, so students should note that there are no guarantees of entry to a police force post completion of the programme.

Independent information about which force areas are recruiting can be found here: https://www.joiningthepolice.co.uk/

We recognise that not all students undertaking this programme will be looking for a career as an operational Police Constable. The learning on this programme is relevant to many public sector roles and would specifically be relevant to those seeking a career in all aspects of Criminal Justice.

Educational Aims: The programme aims to provide learners with core knowledge relevant to the role of a police constable through the structured study of the legal and professional responsibilities of police as a profession in the context of the 21st century.

The programme explores the 5 core strands of professional policing practice: Response Policing, Policing Communities, Roads Policing, Information and Intelligence and Conducting Investigations, in addition to exploring ways the police work with other agencies within the Criminal Justice Sector and beyond.

By employing the principles and practice of academic enquiry to policing , the programme seeks to comprehensively explore relevant texts, identify key legislation, and be able to effectively interpret policies, procedures and guidance. A wide range of transferable skills relevant to academic enquiry and police work are also integrated into the programme. Drawing on the similarities between academic-based research and police evidence-based criminal investigations through engagement with the programme, learners will be able to demonstrate sound written and oral communication skills as well as achieving competency in primary, secondary and evidential data collection, investigations and evaluation.

In addition to identifying and contextualising the key issues around diversity, equality and inclusion, learners will also explore and develop their knowledge and understanding of the concept and risks around vulnerability. These vital areas of policing will be explored and critiqued with the purpose to foster emotional intelligence and resilience.

By identifying ethical approaches to policing, the programme will promote the highest professional standards in providing the very best service to the public. Learners will demonstrate cognitive flexibility by using knowledge to critique different practices and strategies which will enable learners to recognise alternative conclusions and develop considered strategies to undertake police work more effectively. Additionally, the programme will enable learners to develop their theoretical and practical comprehension of evidence-based policing concepts and principles in order to operationalise these practices, evaluate them, demonstrate competence in gathering and acting on feedback relevant to this way of working, and in doing so, learners will be contributing to the evolving evidence-base for effective policing.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Demonstrate a critical appreciation of the legal and professional responsibilities of policing as a profession in the context of 21st century policing.

PO2. Develop a comprehensive knowledge of relevant texts and key legislation and show insight in applying this knowledge to real-world problems and situations.

PO3. Cultivate a range of transferable skills relevant to academic and police work including sound written and oral communication skills as well as a competency in primary and secondary data and evidence identification and evaluation.

PO4. Critically apply ethical approaches to policing, which enable the highest professional standards in providing a service to the public.

PO5. Demonstrate cognitive flexibility by using knowledge to critique different practices and strategies and be able to use this to recognise alternative conclusions and develop considered strategies to undertake police work more effectively.

PO6. Develop a theoretical and practical understanding of evidence-based policing concepts and principles in order to operationalise these practices, evaluate them, be competent in gathering and acting on feedback relevant to this way of working and in so doing, contribute to the evolving evidence base for effective policing.

Assessment strategy: To enable the learning outcomes to be achieved and demonstrated the programme encompasses a range of inclusive and innovative assessment methods. All assessments comply with the University Academic Regulations and Procedures and UWE's Professional Suitability Policy and Procedure. This reflects the importance of the role the degree aims to equip leaners to graduate into and recognises that some learners may combine study with being an operational Special Constable. The assessment strategy also complies with the College of Policing assessment requirements.

In addition, assessments are planned and agreed in partnership with stakeholders, and where possible in conjunction with real and emerging policing challenges. This has facilitated the development of tailored assessments that not only offer learners the opportunity to apply and recognise the value of their knowledge but also relate it to the local and national Policing context. This ensures a high-quality learning experience for all learners and peer learning across and within UWE Policing whilst providing a sense of skill acquisition within an academic programme. Summative assessment methods include written reports, presentations and group strategy meetings. These are supported with formative assessments including reflection, giving students the opportunity to learn from feedback. The assessment strategy is therefore relevant, authentic and engaging throughout the programme.

In addition to the authentic nature of the assessments, part of our strategy has been to ensure students develop the skills, confidence and capacity to work with challenging and diverse ideas within the context of the degree and often under pressure.

Various written assessments comprise a significant aspect of this as does time bound assessments such as exams and oral presentations. These are important as Police Officers are required to work within time constraints whilst ensuring the highest levels of professionalism and accuracy in their communication. As such the programme seeks to mirror some of these pressures in a way which fosters students to develop these skills in a supportive context.

In particular, across the range of Level 4 modules, the assessments chosen provide a variety of opportunities for students to demonstrate their appreciation for the role of Police constable, whilst examinations test their abilities to articulate clearly and accurately the concepts and frameworks that are fundamental to Policing within the context of realistic operational constraints.

At Level 5, the coursework and examinations continue to reflect the focus on operational police work, but include a more specific focus on vulnerability and community. The assessments enable students to demonstrate the depth of their knowledge and the sophistication of their thinking on these topics, but also develop

different communication skills and research methods. Included at level 5 is a Live Brief which introduces students to stakeholders who work with and support vulnerable people.

When learners progress to level 6 the coursework requires them to clearly establish a specialism through the dissertation module and to develop a critical understanding of the role and responsibilities of a police constable. At this level the assessments offer learners the opportunity to be more creative and personalised in their responses to assessments as they are encouraged to can offer innovative solutions to real operational and organisational problems.

These approaches are in keeping with the range of module learning outcomes and the diversity of the Police Constable role, which is a key aspect of this programme. Emphasis is therefore placed on application of knowledge to investigate real-world policing issues and challenges, but is relevant to each of study.

The learning often requires them to think on their feet and to challenge their existing preconceptions, promoting adaptability and flexibility in seeking and receiving information, and preparing them for the likely way in which they will have to apply their knowledge in their professional careers within and beyond the Police Constable Role.

Broadly, this range of assessments is designed to:

Identify students' learning strengths and weaknesses and continuing performance needs.

Expose students to a variety of assessment methods in order to promote inclusive learning.

Test students' ability to integrate theory and practice.

Allow students to demonstrate the learning achieved as measured against the PCER optimisation curriculum, encouraging students to develop a deep approach to

learning.

The programme team will ensure that assessment is spread through the academic year in a reasoned and balanced way and that it is achievable and manageable for students. Feedback from student representatives will be routinely support on this in order to ensure the assessment strategy remains focused on these principles and is operating in a way which enhances the student experience.

Student support: Networks:
The Policing team enjoys strong collaboration with local constabularies and with other departments and faculties within the university, as well as institutions beyond the university and in the wider Bristol area. Further, our focus on various facets of operational policing, which is reflected in the programme aims and structure, allows us to work on establishing fruitful research and teaching collaborations across the university, and to contribute to various Research Centres in UWE and the University of Bristol. The programme offers important placement opportunities through Live Briefs which allow students to receive meaningful inputs from non-academic partners. The Programme Team consider Live Brief an important part of their teaching offer, and is committed to establish diverse collaborations in the future.

This programme is devised to be distinctive, amongst other Policing programmes and departments, in terms of its emphasis on preparing students for a career in criminal justice, not just in Policing and in terms of its fundamental appreciation of principles of equality, diversity and inclusivity. For this purpose, students are offered the opportunity to undertake work-based learning through activities such as in-module teamwork, which form part of the module assessment in the form of reflective reports and blogs. In addition, our programme encourage and facilitates learners to undertake volunteering work of to be a Special Constable. There is also the option of a placement year and while Placement provision may vary, the Programme Team is committed to establish new collaborations with various partners within and beyond the Police in order to create further placement opportunities in the future.

Induction, Orientation, and Continuation:
New students are offered plenty of support in order to facilitate the start of their academic journey. Every year, the Programme Team will organise an induction programme for orientation and study skills. This will typically includes module introduction, library induction, career events, study skills sessions, debates, peer support or mentoring sessions, meeting with academic personal tutors, and informal gatherings to familiarise with fellow students and members of staff. During these sessions, the students have the opportunity to know each other and to interact with their peers and lecturers both in group and individually. Module Leaders provide students with detailed Student Handbooks and Module Guides at the beginning of each academic year. Module leaders will liaise with the Programme Leader to facilitate the induction of new students and the progression of returning students. Personal Tutors will develop good relationships with students with a view to offering holistic support. They will also contact students who are struggling with their assignments and of organising catch-up, revision, and resit sessions throughout the academic year in order to improve student continuation. All teaching staff members have dedicated office hours in which students can receive academic support. Trained counsellors and student advisers are also available for both pastoral and academic support.

Integrated Research:
Research is integrated into teaching throughout this programme. Teaching sessions are informed by activities that are relevant to the academic research undertaken by staff members, whose scientific expertise is reflected in the design of the course curriculum. This research-led approach is particularly beneficial in the project and placement supervision in year three (Level 6).

Students are actively encouraged to engage with research active staff on an extra-curricular basis. This is through diverse means which include, for example, the provision of many visiting speaker talks, public engagement events (on campus as well as in public venues in the city), conferences, summer schools, as well as being encouraged to attend and speak at undergraduate events at UWE and elsewhere. By this means students quickly come to experience themselves as direct contributors, participants and co-researchers in a shared project.

Health and Wellbeing support:
UWE offer a broad range of health and wellbeing support that covers for all students and is inclusive of all mental and physical impairments. Students are encouraged to disclose any relevant information at their earliest convenience in order for the necessary support and reasonable adjustments to be integrated. Guidance on this process is available on the UWE website, but can also be sought through in person appointments with disability advisors.

In addition the Policing subject group have a team of Widening Participation Advocates who support students from a range of diverse backgrounds including different ethnic backgrounds and those with Specific Learning Difficulties. There is both peer support and staff support available through this forum.

Part B: Programme Structure

Year 1

Please note: National Policing Curriculum modules are non-compensatory/condonable. This means that all compulsory modules in the programme structure are non-compensatory/condonable to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

Full time and sandwich students must take 120 credits from the modules in Year 1.
Part time students must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UZSYXD-30-1	Policing Structure, Culture and the Evidence-Based Approach 2026-27	30
UZSYXE-30-1	Investigating Volume, Priority and Complex Crime 2026-27	30

UZSYFT-30-1	Core Policing Functions: Legislation and Powers 2026-27	30
UZSYFW-30-1	Principles of Equality, Diversity and Inclusivity 2026-27	30

Year 1 Compulsory Modules (Part Time)
Part time students must take 60 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit
UZSYFT-30-1	Core Policing Functions: Legislation and Powers 2026-27	30
UZSYFW-30-1	Principles of Equality, Diversity and Inclusivity 2026-27	30

Year 2
Full time and sandwich students must take 120 credits from the modules in Year 2.
Part time students must take 60 credits from the modules in Year 2.

All compulsory modules in the programme structure are non-compensatory/condonable to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

Year 2 Compulsory Modules (Full Time and Sandwich)
Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UZSKK3-30-2	Analysing Trends in Serious and Organised Crime 2027-28	30
UZSYG4-30-2	Core Policing Functions: Communities and Partnerships 2027-28	30
UZSKK4-30-2	Protecting Victims, Witnesses and the Public 2027-28	30
UZSYG3-30-2	Revealing Risk and Vulnerability 2027-28	30

Year 2 Compulsory Modules (Part Time)
Part time students must take 60 credits from the Compulsory Modules.

Module Code	Module Title	Credit
UZSYXD-30-1	Policing Structure, Culture and the Evidence-Based Approach 2027-28	30
UZSYXE-30-1	Investigating Volume, Priority and Complex Crime 2027-28	30

Year 3
Full time students must take 120 credits from the modules in Year 3.
Sandwich students must take 15 credits from the modules in Year 3.
Part time students must take 60 credits from the modules in Year 3.

All compulsory modules in the programme structure are non-compensatory/condonable to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

Year 3 Compulsory Modules (Full Time)
Full time students must take 105 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UZSYXF-30-3	Ethical Reform: Creating Change in Policing and Criminal Justice 2028-29	30
UZSYG8-15-3	Digital Policing 2028-29	15
UZSYGB-30-3	Evidence Based Research Project 2028-29	30
UZSYGC-30-3	Policing Threats 2028-29	30

Year 3 Compulsory Modules (Part Time)
Part time students must take 60 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit

UZSKK4-30-2	Protecting Victims, Witnesses and the Public 2028-29	30
UZSYG3-30-2	Revealing Risk and Vulnerability 2028-29	30

Year 3 Compulsory Modules (Sandwich)
Students enrolled on the sandwich delivery undertake a work-based placement in their third year between levels 5 and 6 of study. Students would be expected to identify a relevant placement opportunity and to apply with the support of careers, academic staff and where appropriate enterprise support. If successful the student would undertake the placement during their third year and be provided with a visiting tutor. The placement experience and developmental reflection would be captured and assessed as part of the Level 6 Social Sciences Placement Year module UZSY5D15-3. On completion of the placement year students would return to UWE and undertake their final year of degree study

Module Code	Module Title	Credit
UZSY5D-15-3	Social Sciences Placement Year 2028-29	15

Year 3 Optional Modules (Full Time)
Full time students must take 15 credits from the modules in Optional Modules (Full Time).

Module Code	Module Title	Credit
UZSKFV-15-3	Green Criminology: Environment, Crime and Justice 2028-29	15
UZSYC4-15-3	Missing People: Lost Identities and Social Harm 2028-29	15
UZSYGN-15-3	Operational Policing 2028-29	15
UZSY7A-15-3	Risk and Risk Management 2028-29	15
UZQYN8-15-3	Terrorism: History, Myths and Policy 2028-29	15

Year 4
Sandwich students must take 105 credits from the modules in Year 4.
Part time students must take 60 credits from the modules in Year 4.

All compulsory modules in the programme structure are non-compensatory/condonable to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

Year 4 Compulsory Modules (Part Time)
Part time students must take 60 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit
UZSKK3-30-2	Analysing Trends in Serious and Organised Crime 2029-30	30
UZSYG4-30-2	Core Policing Functions: Communities and Partnerships 2029-30	30

Year 4 Compulsory Modules (Sandwich)
Sandwich students must take 105 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UZSYXF-30-3	Ethical Reform: Creating Change in Policing and Criminal Justice 2029-30	30
UZSYG8-15-3	Digital Policing 2029-30	15
UZSYGB-30-3	Evidence Based Research Project 2029-30	30
UZSYGC-30-3	Policing Threats 2029-30	30

Year 5
Part time students must take 60 credits from the modules in Year 5.

All compulsory modules in the programme structure are non-compensatory/condonable to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

Year 5 Compulsory Modules (Part Time)
Part time students must take 45 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit
UZSYG8-15-3	Digital Policing 2030-31	15
UZSYGC-30-3	Policing Threats 2030-31	30

Year 5 Optional Modules (Part-time)
Part-time students must take 15 credits from the modules in Optional Modules (Part-time)

Module Code	Module Title	Credit
UZQYN8-15-3	Terrorism: History, Myths and Policy 2030-31	15
UZSY7A-15-3	Risk and Risk Management 2030-31	15
UZSYGN-15-3	Operational Policing 2030-31	15
UZSYC4-15-3	Missing People: Lost Identities and Social Harm 2030-31	15
UZSKFV-15-3	Green Criminology: Environment, Crime and Justice 2030-31	15

Year 6
Part time students must take 60 credits from the modules in Year 6.

All compulsory modules in the programme structure are non-compensatory/condonable to ensure that all professional standards, competencies, skills and learning outcomes are achieved.

Year 6 Compulsory Modules (Part Time)
Part time students must take 60 credits from the modules in Compulsory Modules (Part Time).

Module Code	Module Title	Credit

UZSYXF-30-3	Ethical Reform: Creating Change in Policing and Criminal Justice 2031-32	30
UZSYGB-30-3	Evidence Based Research Project 2031-32	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Based around the framework of evidence-based policing, and with the core qualities of equality, diversity, and inclusion firmly embedded throughout the programme, the Degree in Professional Policing is a dynamic programme that challenges learners to consider how academic literature and a framework of legislation and policy applies to the contemporary Policing context. The programme utilises technology as well as the application of knowledge in live simulations to encourage learners to see how research can be applied in practice. Drawing on content from the fields of criminology, law, politics, forensic science and criminal investigations, graduates from the programme will be ready and able to demonstrate the knowledge, behaviours, and skills intrinsic to an effective, ethical, and proactive approach to policing in the 21st century.

Throughout the degree programme, students will experience both online and on-campus learning and benefit from a range of teaching to include lectures, seminars, and workshops. To evidence knowledge and understanding, assessment techniques are by means of essays, exams, case studies and presentations. Students will acquire a broad knowledge of the Criminal Justice System's core areas and develop key skills and attributes for their future working lives.

The Degree in Professional Policing provides a platform to potential careers not just only in the police service, but the wider criminal justice system and related sectors

Part D: External Reference Points and Benchmarks

QAA UK Quality Code for HE

UWE Strategy 2030

UWE Academic Regulations

UWE Enhancement Framework

Degree in Professional Policing National Programme Specification (Version 2.0 November 2024)
Degree in Professional Policing National Curriculum v.3.1 (July 2026)
College role-related learning Parts 1 & 2 (Version 1.2)
Assessment Requirement for College role-related learning: Part 3: Programme Specific Assessment Requirements: PCER (Version 1.3).
College of Policing Initial Entry Routes Quality Assurance Strategy
Induction guidance and 'bridging' curriculum for Professional Policing Degree (PPD) v 3.1 (July 2026)
QAA Subject Benchmark Statement for Policing (March 2022)
The Degree in Professional Policing is licensed by the College of Policing, who regulate police education in England and Wales.
The degree is self-funded and can be taken alongside the special constable voluntary service to develop operational competence alongside knowledge and skills. On completion, graduates may apply to join the police service although there are no guarantees of entry to a police force either during study, or post-graduation. Successful recruits to the police service via this entry route will follow an operational competence focused programme to achieve independent patrol status and full operational competence over a two-year probation period, as specified in Police Regulations.

The learning outcomes and structure of the programme have been mapped to meet the requirements of the Police Constable Entry Routes (PCER): Professional Policing Degree (PPD)

Part E: Regulations
Approved to University Regulations and Procedures.