



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BSc (Hons) Professional Policing

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COURSE SPECIFICATION

Course Title	BSc (Hons) Professional Policing
Final Award	BSc (Hons)
Exit Awards	Certificate in Higher Education Professional Policing, Diploma in Higher Education Professional Policing, BA Professional Policing
Course Code / UCAS code (if applicable)	U3198PYC
Mode of study	Full-time
Mode of delivery	Campus
Normal length of course	3 years or 4 Years (with Optional Placement Year - work, or study year abroad)
Cohort(s) to which this course specification applies	From September 2023 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Faculty of Humanities and Social Sciences
School/Department/Subject Group	School of Criminology and Criminal Justice
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/institute-of-criminal-justice-studies
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/bsc-hons-professional-policing
Professional and/or Statutory Regulatory Body accreditations	College of Policing
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 6

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

The BSc (Hons) Professional Policing is aligned to the College of Policing 'National Policing Curriculum' for the pre-join degree and aims to:

- To provide students with the required theoretical knowledge, understanding and behaviours necessary for those seeking a career in the police service within England and Wales.
- To ensure that the specialised and diverse graduate skills and knowledge developed by students during the programme can be contextualised to wider policing and community safety issues
- To enable students to develop an understanding of policing, its relationship with criminal justice partnerships and the wider social and political context
- To develop critical thinking and reflective practice within ethical and professional boundaries providing a critical academic understanding of policing, policy, practices, ethical values and moral codes.
- To enhance specialised and diverse skills and knowledge which reflect the individual students' areas of interest and career aspirations
- 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
- To equip students to progressively develop their intellectual capabilities, allowing for the development of a range of interpersonal and transferable skills, commensurate with various roles in policing.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	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.	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist knowledge of policing theory and practice, along with relevant justice processes.	A1 is assessed through summative coursework, including essays, report writing, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay)

			planning, oral feedback, draft chapters and dissertations).
A2	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.	Across the three levels, lectures, seminars, workshops and immersive and simulated learning allows students to understand theory and context.	A2 is assessed through summative coursework, as in A1. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
A3	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).	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist knowledge of policing theory and practice, along with relevant justice processes. As with A2 this will be supported with scenario and simulations-based exercises in policing contexts.	A3 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
A4	How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context.	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist knowledge of policing theory and practice, along with relevant justice processes. Level 6 will provide an applied overview of the application of law through lectures and seminars.	A4 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

A5	Social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities.	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist knowledge of policing theory and practice, along with relevant justice processes. This will be supported with scenario and simulation-based exercises in policing contexts, related to the societal circumstances covered in the lecture and seminar programme.	A5 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
A6	The causes, mitigations and prevention of crime and how this knowledge and understanding can influence and be applied to accountable decision-making in all operational policing environments.	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist knowledge of policing theory and practice, along with relevant justice processes.	A6 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies.	Key themes relating to policing approaches will be covered in lectures, seminars and workshops. But, this will be further reinforced in practical	B1 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work,

		<p>simulation sessions and through immersive learning / Hydra based sessions.</p>	<p>presentations, examinations, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).</p>
B2	Use evidence-based reasoning to make informed judgements in developing research methodologies to support projects, dissertations and other written work.	<p>Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire and develop cognitive skills relating to academic and non-academic sources of information. Students are encouraged to engage with peer reviewed academic journals at the cutting edge of criminological theory and research. Students are also supported by the Department's Learning Development Tutor and the personal tutor.</p>	<p>B2 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).</p>
B3	Critically evaluate multi-disciplinary evidence from a range of sources and make informed judgements on the validity and reliability of some sources over others.	<p>Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire and develop cognitive skills relating to research methodologies. In particular, the</p>	<p>B3 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).</p>

		research methods and dissertation modules allow for the acquisition and application of social scientific methodology to real world research.	
B4	Generate In-depth knowledge, understanding and relevant the following operational policing contexts: response, community, intelligence, investigation.	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist knowledge of policing theory and practice, along with relevant justice processes. As with A2 this will be supported with scenario and simulations-based exercises in policing contexts.	B4 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use your own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed.	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their written and verbal communication skills. These communication skills are taught from level four onwards and the Department's Learning Development Tutor is also	C1 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

		available to support students.	
C2	Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness.	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their problem-solving skills, and to develop reasoned arguments in their written and oral assessments using information from a range of sources.	C2 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
C3	Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions.	Across the three levels, lectures, seminars, workshops and immersive and simulated learning allows students to understand the context of risk, threats and evaluate the consequences of their actions in a range of varying scenarios.	C3 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
C4	Utilise 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.	Across the three levels, lectures, seminars, workshops and tutorials enable students to acquire core and specialist knowledge of policing theory and practice, along with relevant justice processes. As with A2 this will be supported with scenario and simulations-based exercises in policing contexts.	A8 is assessed through summative coursework. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Taking accountability. Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks.	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their team working and problem-solving skills. Also, understand professional accountability and the principles of risk evaluation.	D1 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).
D2	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.	Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their team working and problem-solving skills. Also, understand professional accountability and the principles of risk evaluation.	D2 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).

D3	<p>Being emotionally astute</p> <p>Understand and effectively manage your own emotions in stressful situations, understanding motivations and underlying reasons for your own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth.</p>	<p>Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their team working and problem-solving skills. Also, appreciate wellbeing, inclusivity and diversity in the professional workplace.</p>	<p>D3 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).</p>
D4	<p>Being curious and innovative</p> <p>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 one's own role is undertaken, learning from success and mistakes, to continuously review and adapt approach.</p>	<p>Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their team working and problem-solving skills. Also, appreciate wellbeing, inclusivity and diversity in the professional workplace.</p>	<p>D4 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some case relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).</p>
D5	<p>Being collaborative</p> <p>Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results.</p>	<p>Across the three levels, lectures, seminars, workshops and tutorials enable</p>	<p>D5 is assessed through summative coursework, including essays,</p>

		<p>students to develop and strengthen their team working and problem-solving skills. Also, they will enhance communication skills and working / leading teams of individuals.</p>	<p>report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).</p>
D6	<p>Supportive and inspirational leading</p> <p>Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted and help others to deliver their objectives effectively.</p>	<p>Across the three levels, lectures, seminars, workshops and tutorials enable students to develop and strengthen their team working and problem-solving skills. Also, they will enhance communication skills and working / leading teams of individuals.</p>	<p>D6 is assessed through summative coursework, including essays, report writing, briefing notes, portfolios, posters, projects, assessed group work, presentations, examinations, dissertations and in some cases relevant online tools in Moodle. Formative assessment is also used (essay planning, oral feedback, draft chapters and dissertations).</p>

Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides the following:

- The course is managed by a Course Leader.
- A Course Induction programme introduces the student to the University and their course.

- Each student has a nominated Personal Tutor, responsible for pastoral support and guidance. This role will then be taken over by the dissertation/major project supervisor once allocated. Placement and study abroad tutors guide students through those activities.
- Guest lecturers are employed widely across many modules, so students benefit greatly from being taught by current practitioners and experts in the field and from industry.
- Within SCCJ there are also Learning Development Tutors for both academic skills and research support, and Student Engagement Officers for further academic and pastoral needs

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Vision 2030 and Strategy 2025](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement for Criminology](#)
- [Quality Assurance Agency Subject Benchmark Statement for Policing](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- [Policing Education Qualifications Framework](#)

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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