

## Programme Specification

Programme Summary Information			
1	<b>Programme Title</b>		BSc (Hons) Professional Policing (accelerated)
2	<b>University of Sunderland Course Code</b>	P1P3	<b>UCAS Code</b> S84
3	<b>Awarding Institution</b>		University of Sunderland
4	<b>Teaching Institution(s)</b> (if different from point 3)		
5	<b>Professional Statutory or Regulatory Body (PSRB)</b> (if applicable)		The programme is licensed by the College of Policing.

6	Programme Description
	<p><b>By completing this programme you will achieve the national pre-join qualification in Professional Policing, as the University is licensed by the College of Policing. You will possess the knowledge and skills that will support your application to join the Police Service as a Police Constable. The programme blends theory and practical knowledge to prepare you for the real-life duties that police officers face.</b></p> <p><b>What's covered in the course?</b> This is an intensive and accelerated programme which follows the National Policing Curriculum and is taught under license from the College of Policing. It is designed in this way so that it is possible for you to complete your degree in just 2 years. In order to achieve this you will need to recognise that you will be studying over the majority of the calendar year.</p> <p>The programme begins with the underpinning theories, practical realities, law and procedure that are fundamental to the police constable role. You will be introduced to evidence-based practice in policing and focus on core policing tasks: policing in the community and policing the roads. Key to these is the ability to effectively communicate with others, and you will focus on these professional skills throughout the course.</p> <p>You will learn from experts with substantial experience working in the Police Service, who will give you expert tuition in how to become an effective investigator. You will study the realities of police response: how to respond to incidents, knowledge of searches and arrests, and how to maintain public order. You'll learn how to determine 'what works' in policing and how to research and adapt practices to ensure you are a professional and reflective individual who will make a compelling candidate for a police force.</p> <p>You'll also benefit from the significant and diverse expertise of academics, whose research is embedded into the programme with our research network 'Vulnerability in the Criminal Justice System'. In your final year you will complete a significant evidence-based research project in an area of policing practice to finish your course.</p> <p><b>Special Features</b></p>

- Accelerated 2-year course which allows you to qualify more quickly and enter the job market sooner
- Highly experienced ex-police officers and specialised academics will deliver all teaching
- Learn from specialised Professors in Police Investigation
- Modules are underpinned by specialist research staff from the University's Research Network 'Vulnerability in the Criminal Justice System'
- Benefit from dedicated student support: your personal tutor will be an individual with occupational police experience
- Study in a condensed format over 2-3 days per week so that you can gain valuable work experience at the same time
- Benefit from the wide array of excellent physical and electronic resources at the University

**The thematic areas provided by the National Policing Curriculum are covered and are as follows:**

The Police Constable Role; Professional Standards; Evidence-based policing; Problem Solving; Research Methods and Skills; Decision making and Discretion; Criminology and Crime Prevention; Vulnerability and Risk; Public Protection; Victims and Witnesses; Criminal Justice; Digital Policing; Counter-Terrorism; Response Policing; Community Policing; Policing the Roads; Information and Intelligence; Police investigations.

#### **Careers in the Police Service**

Please note that completion of this programme does not guarantee employment as a Police Constable. The course provides the knowledge based pre-join degree that is required for one of the three accepted routes into the Police Service. Once you have completed your degree you will need to apply directly to your chosen Police force. You'll need to comply with their entry requirements and successfully complete their application processes including the appropriate vetting. You'll then need to demonstrate competence in your role and complete a two year probation period. For more information please see the College of Policing's guidance on Police Service admission:

<https://www.college.police.uk/What-we-do/Learning/Policing-Education-Qualifications-Framework/Entry-routes-for-police-constables/Pre-join-degree/Pages/Pre-join-degree.aspx>

#### **Where will I study?**

Your programme will be based at Sunderland Campus. Your studies will comprise a blend of lecture and workshop content, supported by our Virtual Learning Environment.

<b>7</b>	<b>Programme Awards</b>		
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	BSc Professional Policing	6	360
<b>7b</b>	<b>Exit Awards and Credit Awarded</b>		
	Certificate of Higher Education in Policing Studies	4	120
		5	240

Diploma of Higher Education in Policing Studies Bachelor of Science	6	300
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<b>8</b>	<b>Programme Specific Regulations</b>
	Yes: See Appendix 2

<b>9a</b>		
<b>Mode(s) of Study</b>	<b>Location/Campus</b>	<b>Duration of Study</b>
Full time	Sunderland	2 years
Part time	Sunderland	4 years

<b>9b</b>	
Is this programme delivered at a <a href="#">Transnational (TNE) partner</a> ?	No
Is this programme delivered at <a href="#">UK Further Education Colleges</a> ?	No

<b>10</b>	<b>Entry Requirements</b>
	<p>The admission requirements for this programme as stated on the course page of the University of Sunderland website at <a href="https://www.sunderland.ac.uk/">https://www.sunderland.ac.uk/</a>, or found by searching for the course entry profile located on the <a href="#">UCAS website</a> are correct. YES</p> <p>This programme is suitable for students to enter with advanced standing (eg APL) YES</p> <p>Where applicable use the space below to detail any specific arrangements – eg APL only permitted to a specific level <a href="#">Accreditation of Prior Learning (APL)</a></p> <p>APL will be exceptionally considered on an individual basis only where students have gained credit in subjects that can be directly mapped to the National Police curriculum and the University can determine that the requirements of the National Police curriculum have been met.</p>

<b>11</b>	<b>Programme Learning Outcomes</b>
	<b>By the end of stage 1 of the programme successful students will be able to do the following:</b>
<b>1</b>	Demonstrate transferable skills in relation to decision making, problem solving, personal reflection and effective use of technology.
<b>2</b>	Demonstrate professional skills, interpersonal skills and effective team working.
<b>3</b>	Communicate effectively and reliably with structured and coherent arguments presented in a systematic and informed manner, drawing on relevant research.
<b>4</b>	Demonstrate an understanding of the key concepts, theoretical approaches and practical considerations that have developed and are developing in relation to criminology, criminal justice and policing.
<b>5</b>	Exhibit knowledge of the relationships between social class, gender, age, race and ethnicity and other salient aspects of diversity in relation to policing.

6	Demonstrate a detailed knowledge of the law, policy, procedure and ethical considerations related to Policing in England and Wales.
	<b>By the end of stage 2 of the programme successful students will be able to do the following:</b>
7	Demonstrate well-developed professional skills, decision making, interpersonal skills and effective team working in a range of situations.
8	Exhibit the critical skills to compare and contrast theory and practice with reference to crime and policing strategies.
9	Demonstrate the competence and skills to analyse, assess, and to communicate information and empirical research findings about crime, criminal behaviour, criminalisation, victimisation, crime control, penal practice and punishment.
10	Interpret the social, political and historical development of the criminal justice system with reference to the principal criminal justice institutions.
11	Show a critical knowledge of theoretical concepts and practice in relation to core policing related activities.
12	Illustrate a comprehensive understanding of appropriate methodological frameworks, approaches, and tools necessary to undertake research in policing.
	<b>By the end of stage 3 of the programme successful students will be able to do the following:</b>
13	Demonstrate the critical skills to identify the ethical issues and problems in policing, inform own conduct and take appropriate action within the guidelines of ethical practice.
14	Demonstrate the critical skills to analyse and apply policing theory, practice and principles to a range of issues.
15	Demonstrate the critical skills to design, conduct and manage a systematic significant piece of independent research in relation to Evidence-Based Policing practice.
16	Confidently and effectively communicate complex information, problems and solutions in a professional context.
17	Show advanced critical knowledge and appropriate use of a range of information sources, research strategies, and methods to understand practical issues in policing.
18	Demonstrate and critically evaluate specialist research knowledge of a specific topic within the field of policing in order to solve complex problems.

## 12. Programme Requirements

*There are optional modules on this programme No*

### Level 4:

***In order to complete this programme a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value	PLO(s) assessed
PLC102	<b>Introduction to Criminology and Policing</b>	30	1,2,3,4,5
PLC101	<b>Making Decisions: Policing Legally and Ethically</b>	30	1,3,4,5, 6
PLC104	<b>Criminal Justice</b>	30	1,2,3,4,5
PLC103	<b>Policing Communities and the Roads</b>	30	1,2,3,4,5, 6

### Level 5:

***In order to complete this programme a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value	PLO(s) assessed
PLC201	Responding to Incidents	30	7,8,9,11,12
PLC204	Professional Policing in Context	30	7,8,9,10,11
PLC202	How to be an effective investigator	30	7,8,9,11
PLC203	Research methods for policing	30	7,8,9,11,12

**Level 6:**

***In order to complete this programme a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value	PLO(s) assessed
PLC301	Protecting the vulnerable	30	14, 16, 17
PLC302	Digital Policing	30	14, 16, 17
PLC304	Organised Crime and Terrorism	30	14, 16, 17
PLC303	Evidence-based policing project	30	13,14, 15,16,17,18

### 13. Employability

The programme contributes to the development of the following graduate attributes. Please refer to [Integrated Curriculum Design Framework](#) when completing this section.

<b>Professional</b>	This programme is specifically designed to prepare students for a professional policing career: it provides one of only three recognised routes into the policing profession. The learning and teaching on the programme is designed to prepare students through a focus on essential skills including communication, problem solving, decision making, professional discretion, critical thinking and self-reflection. These skills are taught, developed and assessed throughout the programme and embedded throughout in module and programme learning outcomes. Completion of the programme means that students have achieved the National pre-join degree in Professional Policing and can apply to their chosen force for a role as a Police Constable. It covers all of the required elements of the National Policing curriculum.
<b>Adaptable</b>	The ability to adapt to changing situations is essential to policing practice and these skills are developed throughout the programme. Students will examine policing strategies by

	<p>what looking at the evidence and determining 'what works' in policing practice, and adapt practices accordingly. The course promotes transferable skills, including digital skills, and develops students' self-confidence and emotional intelligence through a variety of self-reflection tasks. These attributes are essential to the Police Constable role but are also essential to lifelong employability. As such the programme prepares students for a variety of graduate employment positions connected to policing or completely outside of the policing profession.</p>
<p><b>Engaged</b></p>	<p>Learning, teaching and assessment strategies on this programme have been carefully designed to ensure that students are engaged fully with their studies and acquire skills relevant to their employment. Teaching is delivered in workshops which comprise traditional lecture elements, problem-based learning, practical tasks, group work, student presentations and discussion. Learning is supported by the Virtual Learning Environment so that students can engage before and after taught sessions with required reading and complete practical tasks, and discuss group work and problem scenarios with others in their cohort.</p> <p>All staff delivering teaching and assessment are research active and/or professionally experienced as police officers, and the National Police Curriculum is delivered in a practical and relevant way. Teaching is informed at all levels by current and emerging developments in research and professional practice in policing.</p> <p>Students complete formative assessment in all modules on the programme, helping them to develop the required skills and knowledge and preparing them for the diverse and engaging mix of summative assessment which includes essays, problem scenarios, mock interviews, court reports, work in our mock court room, presentations, group work, evidence-based project work and multiple choice assessments. Assessment choice features in many modules, with students able to select areas of policing practice to examine, including their choice of project work in the final year. The timings of teaching and assessment are considered so that students are supported and engaged throughout.</p>

**14. Additional Costs: Are there any additional costs on top of the fees?**

List any additional costs the students will have to meet and whether this is optional (eg an optional field trip) or essential (eg buying a lab coat). Give an estimation of the approximate cost which may be a range. This information should be replicated in the Module Guide and will be published on the course page. Please note for Apprenticeships, there should be no additional costs to students.

No, but all students buy some study materials such as books and provide their own basic study materials	X
Yes (optional). All students buy some study materials such as books and provide their own basic study materials. In addition there are some additional costs for optional activities associated with the programme (see above)	
Yes (essential). All students buy some study materials such as books and provide their own basic study materials. In addition there are some essential additional costs associated with the programme (see above)	

## Appendix 1

Pre-join Degree in Professional Policing			
Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
<b>Understanding the Police Constable Role</b>			
1 Explain the purpose of the police service and the responsibilities of those charged with delivering a professional service	1.1 The history of the police <ul style="list-style-type: none"> <li>• The creation of the police (e.g. Peelian principles)</li> <li>• The modern police service</li> </ul> 1.2 The policing mission           1.3 What it means to be a police constable e.g. constabulary independence, crown servant           1.4 Roles and responsibilities of those charged with ensuring that the police service delivers a professional service: <ul style="list-style-type: none"> <li>• Home Secretary</li> <li>• Police and Crime Commissioners (Combined Authority Mayor)</li> <li>• Her Majesty's Inspector of Constabulary (HMIC)</li> <li>• NPCC (National Police Chiefs Council)</li> <li>• Mayor's Office for Policing and Crime (MOPAC)</li> <li>• Independent Office for Police Conduct (IOPC) (formerly Police Complaints Commission (IPCC))</li> <li>• Chief Constables</li> <li>• College of Policing</li> <li>• Staff Associations</li> </ul> 1.5 How Police and Crime Plans impact on the police service	Introduction to Criminology and Policing; Professional Policing in Context	1, 2, 4, 10
2 Review the role of law enforcement agencies and how a police constable can support these agencies to deliver safer UK	2.1 Regional and national collaboration between forces           2.2 How the police service works with other law enforcement agencies to provide an effective national service, including: <ul style="list-style-type: none"> <li>• National Crime Agency</li> <li>• Special Branch</li> <li>• National Counter Terrorism Policing</li> <li>• Interpol</li> <li>• MI5 and MI6</li> </ul> 2.3 Level of input and advice that can be provided by specialist agencies           2.4 Role of the constable in supporting these agencies	Introduction to Criminology and Policing	1, 2, 4
3 Explain the concepts and principles of 'policing by consent'	3.1 Social and historical context of 'policing by consent' 3.2 Constitutional position of the police 3.3 The concept of, and evidence, for, police legitimacy 3.4 The concept of 'procedural justice' 3.5 Role and importance of the public in policing (e.g. reporting crime, intelligence, informal social control, compliance) 3.6 Risks to maintaining public consent and their consequences (e.g. riots, lack of co-operation, lack of community cohesion) 3.7 Local accountability	Introduction to Criminology and Policing	1, 2, 3, 4
4 Explain the structure of the police service and the functions and the roles of members of the service	4.1 Police officers; Special Constabulary; PCSOs; other police staff           4.2 Types of roles and functions performed: <ul style="list-style-type: none"> <li>• Uniformed roles and functions</li> <li>• Specialist roles and functions</li> </ul> 4.3 How these roles and functions can work together to deliver fair and effective policing	Introduction to Criminology and Policing	1, 2, 3, 4
5 Understand the extent of police powers and how these powers are regulated	5.1 Extent of powers applicable to: <ul style="list-style-type: none"> <li>• Police officers</li> <li>• Special Constabulary</li> <li>• PCSOs</li> <li>• Police staff</li> </ul> 5.2 How police powers are regulated: <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Professional Standards</li> </ul>	Introduction to Criminology and Policing	1, 3, 4
6 Understand how to exercise police powers and procedures fairly and without bias	6.1 Legal requirement to use the least level of power necessary to achieve a proportionate, legal, accountable and necessary aim: <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• Mnemonic PLAN</li> </ul> 6.2 Statutory responsibilities where police need to provide an explanation to an individual prior to applying police powers e.g. reasons for arrest           6.3 Balance between the effect (and the implications) of using police powers and the benefits being sought           6.4 Specific legislation applicable when dealing with typical policing incidents: <ul style="list-style-type: none"> <li>• Offences Against the Person Act 1861</li> <li>• Criminal Damage Act 1971</li> <li>• Misuse of Drugs Act 1971</li> <li>• Theft Act 1968/Theft Act 1978</li> <li>• Road Traffic Act 1968/ Road Traffic Act 1988</li> <li>• Police and Criminal Evidence Act (PACE) 1984</li> <li>• Public Order Act 1986</li> <li>• Offensive Weapons Act 1996</li> <li>• Human Rights Act 1998</li> <li>• Regulation of Investigatory Powers Act 2000 (RIPA)</li> <li>• Police Reform Act 2002</li> <li>• Sexual Offences Act 2003</li> <li>• Licensing Act 2003</li> <li>• Anti-social Behaviour, Crime and Policing Act 2014</li> <li>• Psychoactive Substances Act 2016</li> <li>• Policing and Crime Act 2017</li> <li>• Investigatory Powers Act 2016</li> </ul>	Making Decisions: Policing Legally and Ethically; Policing Communities and Roads; Responding to Incidents;	1, 2, 8, 4, 6, 11
7 Understand and evaluate the overall	7.1 Police reform		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
strategic context of policing and relevant national policing strategies	7.2 The Strategic Policing Requirement	Professional Policing in Context	7, 8, 11
	7.3 Policing Vision 2025		
	7.4 Workforce Transformation in the Police Service 2018		
8 Explain what is meant by the term 'profession'	8.1 Common features of a profession: <ul style="list-style-type: none"> <li>• A specialist knowledge base</li> <li>• A distinct ethical dimension</li> <li>• CPD requirements</li> <li>• Standards of education</li> </ul> 8.2 How development and ownership of an evidence-base can define the police profession 8.3 What is a 'professional body'	Introduction to Criminology and Policing	1, 2, 3, 4
9 Explain the role of the College of Policing in professionalising policing	9.1 College of Policing: <ul style="list-style-type: none"> <li>• College of Policing Five Year Strategy</li> <li>• Authorised Professional Practice</li> <li>• Leadership Review</li> <li>• Professional Development Programme</li> <li>• Policing Education Qualifications Framework</li> <li>• College Membership</li> </ul>	Professional Policing in Context	7, 10
<b>Valuing Difference and Inclusion</b>			
1 Understand the core principles of ethics, equality, diversity and human rights in professional policing	1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights' 1.2 Relevant legislation and guidance in a policing context: <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• Equality Act 2010</li> <li>• The Police Reform Act 2002</li> <li>• The Police Staff Council Joint Circular 54 for police staff</li> <li>• The IPCC Statutory Guidance 2015</li> </ul> 1.3 Code of Ethics	Making Decisions: Policing Legally and Ethically; Criminal Justice	4, 6, 1, 2
2 Analyse theories and concepts linked to ethics	2.1 Theories and concepts linked to an ethical approach	Making Decisions: Policing Legally and Ethically	6
3 Critically evaluate the impact upon policing of differing values, ethics and norms within a diverse community	3.1 Understanding values, ethics and norms within diverse communities 3.2 Understanding potential barriers experienced by individuals, based upon personal circumstances, including: <ul style="list-style-type: none"> <li>• Language barriers</li> <li>• Knowledge of UK law</li> </ul> 3.3 How cross-cultural differences may affect interaction between individuals, groups and organisations 3.4 Effect of cultures and traditions on police ethics and values 3.5 Policing diverse communities	Making Decisions: Policing Legally and Ethically	6
4 Explain how to apply professional approaches to policing, demonstrating fairness, ethics and integrity	4.1 Roles and responsibilities of those charged with ensuring the police deliver an unbiased, ethical and fair service 4.2 Upholding the law versus supporting the public 4.3 Maintaining the public perceptions of a fair and unbiased police service 4.4 Interpretation of the law: <ul style="list-style-type: none"> <li>• Letter of the law</li> <li>• Essence of the law</li> </ul> 4.5 Public interest and criminalisation 4.6 How ethical decisions (e.g. the application of discretion) can conflict with standard operating procedures, policies and procedures, accepted practice, performance standards and legislation 4.7 Justifying the application of discretion 4.8 Case for adopting a professional approach that values inclusivity and diversity (within the organisation, community and wider society) 4.9 How application of professional judgement can influence public perceptions of policing	Making Decisions: Policing Legally and Ethically	4, 6, 3
<b>Maintaining Professional Standards</b>			
1 Understand the necessity for maintaining professional standards in policing, and relevant governance, roles and responsibilities	1.1 Necessity: <ul style="list-style-type: none"> <li>• Fair, ethical and unbiased delivery of policing services</li> </ul> 1.2 Governance: <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Professional standards</li> <li>• Professional Standards Unit (PSU)</li> </ul> 1.3 Roles and responsibilities: <ul style="list-style-type: none"> <li>• PSU</li> <li>• Chief Officers</li> <li>• Disciplinary procedures</li> <li>• Hearings</li> <li>• Role of the IPCC (formerly IPCC) in serious cases</li> </ul> 1.4 Professional standards: <ul style="list-style-type: none"> <li>• Police (Complaints and Misconduct) Regulations 2012</li> <li>• Disciplinary procedures</li> <li>• Notifiable associations</li> <li>• Off-duty conduct</li> <li>• Avoiding corruption</li> <li>• Abuse of authority (for sexual purposes, financial gain etc.)</li> </ul> 1.5 Code of Ethics	Introduction to Criminology and Policing; Making Decisions: Policing Legally and Ethically	1, 4, 6
2 Compare professional standards requirements within the police service to similar professional organisations	2.1 Comparison of professional standards requirements within similar organisations 2.2 Absence of ordinary employment law: Office of Constable	Introduction to Criminology and Policing	1, 3, 4

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
3 Explain the professional standards to be maintained as a member of the police service	3.1 The level of professional standards required in both professional and personal life 3.2 Potential impact of policing targets on professional standards 3.3 Potential consequences of failing to comply with strict professional standards	Introduction to Criminology and Policing	1, 3, 4
4 Analyse how the police have developed policies and procedures to reduce the possibility of professional malpractice and increase community confidence	4.1 Reports detailing the thematic inspections into police force integrity: <ul style="list-style-type: none"><li>• IOPC/IPCC reports</li><li>• 'Without Fear or Favour' (2011)</li></ul>	Introduction to Criminology and Policing	1, 3, 4
5 Analyse the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public	5.1 Instances when IOPC/HMICFRS would act as the lead investigative body, including post-incident management 5.2 Advantages and disadvantages of an independent investigating body 5.3 Investigation processes in comparative professional contexts	Introduction to Criminology and Policing	1, 3, 4
6 Examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offences	6.1 Reasons why people in positions of respect or authority might act unprofessionally 6.2 Case studies: abuse of power/authority	Introduction to Criminology and Policing	1, 3, 4
7 Review how previous instances of misconduct/malpractice can influence future professional policing	7.1 Impact of police misconduct hearings being heard in public 7.2 Lessons learnt from past instances of misconduct/malpractice	Professional Policing in Context	8, 9, 10, 11
8 Review the progress being made within the police service to improve professional standards	8.1 Organisational factors that have contributed to inappropriate behaviour/negative case outcomes 8.2 Perceptions of the police service as having a 'blame culture' <ul style="list-style-type: none"><li>• Strategies for mitigation</li></ul> 8.3 Reviewing improvement to the professional standards of the policing profession	Introduction to Criminology and Policing	1, 2, 3, 4
<b>Evidence-based Policing</b>			
1 Explain the professional concept of evidence-based policing	1.1 Definition of evidence-based policing (EBP): <ul style="list-style-type: none"><li>• Definitions of evidence-based policing</li><li>• College of Policing definition<ul style="list-style-type: none"><li>- ATLAS approach</li></ul></li><li>• Sherman definition</li><li>• Realist perspectives</li></ul> 1.2 The rationale for evidence-based policing: <ul style="list-style-type: none"><li>• Cognitive biases and heuristics e.g. Daniel Kahneman</li><li>• Behavioural insights e.g. the concept of 'nudge'</li><li>• High-risk, high-harm, high-cost issues</li><li>• 'Scared straight' and 'backfire'</li></ul> 1.3 Importance of differentiating between types of evidence to identify best practice: <ul style="list-style-type: none"><li>• Types of evidence:<ul style="list-style-type: none"><li>- Research evidence (types and standards of research)</li><li>- Professional expertise</li><li>- Information and intelligence</li><li>- Lessons learned from success and failure</li></ul></li><li>• How evidence should be used to inform decisions:<ul style="list-style-type: none"><li>- Systematic analysis</li><li>- Identification of best practice</li></ul></li></ul> 1.4 Case studies exploring the impact of evidence-based policing in different areas of policing	Introduction to Criminology and Policing; How to be an effective investigator; Research Methods for Policing; Evidence-based policing project	4, 11, 12, 17, 18, 8, 9, 15
2 Understand potential constraints associated with an evidence-based policing approach and identify best practice	2.1 Constraints of timescale 2.2 Instances when an evidence-based policing approach failed to meet intended targets 2.3 Identifying best practice and lessons learned	Research Methods for Policing; Evidence-Based Policing Project	12, 17, 18, 8, 9, 15
3 Evaluate the potential professional applications of an evidence-based policing approach	3.1 Professional contexts in which an evidence-based policing approach is appropriate: <ul style="list-style-type: none"><li>• Organisational</li><li>• Community</li></ul> 3.2 Policing-related activities where an evidence-based policing approach is beneficial: <ul style="list-style-type: none"><li>• Tackling crime and disorder</li><li>• Managing offenders</li><li>• Criminal justice</li><li>• Engaging the public</li><li>• Learning and development</li><li>• Improving work practices/processes</li><li>• Introducing new technology</li></ul>	Introduction to Criminology and Policing; Policing Communities and the Roads; How to be an effective investigator; Research Methods for Policing	4, 11, 12, 17, 18, 8, 9, 14, 15
4 Know how to systematically review and critically evaluate available evidence	4.1 'What Matters' 4.2 'What Works' evidence ladder 4.3 Maryland Scale of Scientific Methods 4.4 Frameworks for assessing the quality of qualitative research	Introduction to Criminology and Policing; Policing Communities and the Roads; How to be an effective investigator	4, 11, 12, 8, 9

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
5 Identify potential sources of evidence that can be used as part of an evidence-based policing approach	<p>5.1 Sources of research and evidence (and support) for evidence-based policing:</p> <ul style="list-style-type: none"> <li>• College of Policing (What Works Centre, POLKA, National Police library, global policing database)</li> <li>• Other police forces</li> <li>• HMICFRS</li> <li>• Campbell Collaboration</li> <li>• Academic sources and journals</li> <li>• Government (ONS, Home Office)</li> <li>• Alliance for Useful Evidence/NESTA</li> <li>• Society of Evidence-Based Policing</li> <li>• Center for Evidence-Based Crime Policy (US)</li> <li>• Center for Problem-Oriented Policing (US)</li> </ul>	Introduction to Criminology and Policing; Research Methods for Policing; Evidence-Based Policing Project	4, 11, 12, 17, 18, 8, 9, 15
6 Explain how evidence-based policing can be applied in practice	<p>6.1 Development of police standards (e.g. Authorised Professional Practice (APP))</p> <p>6.2 Development of national/local policy (e.g. funding, deployment)</p> <p>6.3 How to use evidence in practice:</p> <ul style="list-style-type: none"> <li>• Professional judgement</li> <li>• The reflective practitioner</li> </ul> <p>6.4 How to question and challenge using evidence</p> <p>6.5 Ethical concerns with regards to evidence and how these concerns can be addressed</p>	Introduction to Criminology and Policing; Research Methods for Policing; Evidence-Based Policing Project	4, 11, 12, 17, 18, 8, 9, 15
7 Know how to optimise opportunities to obtain the best available evidence, evaluate options and develop the most appropriate solution to a given policing problem	<p>7.1 Developing a range of options</p> <p>7.2 Selecting the preferred, most likely option to mitigate or resolve problem</p> <p>7.3 Justifying interventions and potential consequences</p> <p>7.4 Preparing a presentation to an appropriate authority</p> <p>7.5 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction</p> <p>7.6 Feeding results back into future policing strategies</p>	Policing Communities and the Roads; Responding to Incidents; Evidence-Based Policing Project	11, 17, 18, 8, 9, 15
<b>Problem Solving</b>			
1 Explain the principles of problem-solving techniques	<p>1.1 Herman Goldstein's model of problem-oriented policing (POP)</p> <p>1.2 Models used in problem solving and crime prevention:</p> <ul style="list-style-type: none"> <li>• SARA (Scanning, Analysis, Response &amp; Assessment) model</li> <li>• Problem Analysis Triangle</li> <li>• Routine Activity Theory</li> <li>• Rational Choice Theory</li> </ul> <p>1.3 Principles of problem-solving and crime prevention:</p> <ul style="list-style-type: none"> <li>• Principles of crime prevention</li> <li>• Primary/secondary/tertiary prevention</li> <li>• Situational crime prevention</li> <li>• Early intervention and action</li> </ul> <p>1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing</p> <p>1.5 Partnership working and co-production in problem-solving</p> <p>1.6 Role of the public in community problem-solving (e.g. problem identification and definition, taking action and assessing effectiveness)</p> <p>1.7 Traditional versus non-traditional responses to problems</p> <p>1.8 Outcomes of similar approaches in other comparable forces/organisations</p>	Making Decisions: Policing Legally and Ethically; Research Methods for Policing	1; 4, 12
2 Explain how to engage in effective problem solving	<p>2.1 The importance of defining a problem:</p> <ul style="list-style-type: none"> <li>• Context of the problem</li> <li>• Particular features of the problem (nature, extent and causes)</li> <li>• Multiple sources of data/information to help define and understand the problem</li> <li>• Overcoming barriers to sharing partner data</li> </ul> <p>2.2 Enablers to effective problem solving</p> <p>2.3 Barriers to effective problem solving</p> <p>2.4 Tools for effective problem solving:</p> <ul style="list-style-type: none"> <li>• Problem Analysis Triangle</li> <li>• Routine Activity Theory</li> <li>• Signal Crimes</li> <li>• Techniques of Crime Prevention</li> <li>• 55 Steps to becoming a Problem-Solving Analyst</li> </ul> <p>2.5 Impact of short-term targets versus long-term problem solving e.g. priority crime types</p>	<p>Making Decisions: Policing Legally and Ethically; Research Methods for Policing</p> <p>Research Methods for Policing</p> <p>Research Methods for Policing</p> <p>Research Methods for Policing</p>	<p>1, 4, 12</p> <p>9, 11, 12</p> <p>9, 11, 12</p> <p>9, 11, 12</p>
3 Carry out research to identify and understand an emerging issue or problem in a specific policing area and formulate an ethically sound research question	<p>3.1 'Scanning' and Analysis' stages of the SARA model</p> <p>3.2 Carrying out initial scoping to identify an issue/problem to research further</p> <p>3.3 Reviewing previous literature on the issue or problem:</p> <ul style="list-style-type: none"> <li>• Considering different review approaches</li> <li>• Searching for and synthesising available evidence</li> </ul> <p>3.4 Creating a sound research question, based on critical reading of appropriate literature and research</p> <p>3.5 Developing a proposal for research to explore the nature, extent and causes of the issue/problem, including:</p> <ul style="list-style-type: none"> <li>• Research aims and questions</li> <li>• Consideration of different research designs</li> <li>• Strengths and weaknesses of different research methods</li> <li>• Project management (e.g. timescales, resources)</li> </ul> <p>3.6 Carrying out the research as outlined in the proposal</p>	Research Methods for Policing; Evidence-Based Policing Project	9, 13, 15, 11, 12, 17, 18
4 Plan an intervention to tackle the	4.1 'Response' stage of the SARA model		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
identified issue/problem	4.2 Reviewing previous interventions designed to tackle the issue/problem 4.3 Developing a proposal for an intervention to tackle the issue/problem, including: <ul style="list-style-type: none"> <li>evidence for/against the proposed approach</li> <li>consideration of alternative approaches</li> <li>an implementation plan</li> </ul> 4.4 Developing a range of options 4.5 Selection of the preferred, most likely option to mitigate or resolve problem 4.6 Justifying interventions and potential consequences 4.7 Preparing a presentation to an appropriate authority 4.8 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction 4.9 Developing a proposal to assess the effectiveness of the proposed intervention	Research Methods for Policing	9, 13, 15; 11, 12, 17, 18
<b>Research Methods and Skills</b>			
1 Understand the importance of planning research activities	1.1 <u>Research design</u> 1.2 Focus of research and development of research questions 1.3 How to formulate an ethically sound research question	Research Methods for Policing	9, 11, 12
2 Outline the strengths and weaknesses of research methodologies and approaches	2.1 Qualitative, quantitative and mixed methods 2.2 Approaches to data collection: <ul style="list-style-type: none"> <li>Surveys</li> <li>Interviews</li> <li>Observation</li> <li>Experimental design</li> <li>Use of secondary sources</li> </ul> 2.3 How to choose, implement and critically evaluate appropriate methods of research 2.4 Sampling 2.5 Design frames 2.6 Reliability and validity 2.7 Research ethics 2.8 Research standards 2.9 Peer review 2.10 Use of data (qualitative and quantitative)	Research Methods for Policing	9, 11, 12
3 Demonstrate skills in the use of resources and primary/secondary literary sources relevant to the degree programme	3.1 Methods of searching library and internet resources 3.2 Appropriate ICT and relevant university library resources 3.3 Relevant study materials	Research Methods for Policing	9, 11, 12
4 Demonstrate a structured approach to studying, writing essays and referencing content	4.1 Critical reading, thinking and writing skills 4.2 Answering problem questions 4.3 Listening and note-taking skills 4.4 Appropriate referencing 4.5 Academic misconduct (e.g. plagiarism)	All modules	3, 9, 15, 12, 17, 18
5 Review and assess literature and case law in order to develop critical arguments and draw conclusions	5.1 Academic writing 5.2 Effective reading 5.3 Research of relevant undergraduate literature 5.4 Critiquing literature 5.5 Developing critical analysis and argument 5.6 Communication and presentation skills	Research Methods for Policing; Evidence-based policing project	15, 12, 17, 18
6 Explain statistical tests and the interpretation of data	6.1 Basics of numeracy and statistical information-gathering	Research Methods for Policing	9, 12
7 Apply key concepts in relation to models of learning and reflective practice	7.1 Learning styles 7.2 Critical thinking 7.3 Models of learning 7.4 Reflective practice	Introduction to Criminology and Policing; Research Methods for Policing; How to be an effective investigator	1, 7
8 Research, analyse and evaluate relevant research publications and qualitative and quantitative data	8.1 Critiquing research literature 8.2 Research ethics 8.3 Relationship between theories and methods 8.4 Evidence-based policing	Research Methods for Policing, Evidence-based Policing Project	3, 9, 15, 12, 17, 18
9 Demonstrate autonomy, as well as accountability and working with others, in a study skills context	9.1 Personal responsibility 9.2 Effective independent and confident self-directed learning 9.3 Working with others, including working in teams (action learning sets)	Research Methods for Policing	7
10 Demonstrate proficiency in academic writing and presentation, in accordance with ethical protocols	10.1 Academic writing 10.2 Critiquing literature 10.3 Developing critical analysis and argument 10.4 Working in teams 10.5 Communication and presentation skills 10.6 Create a sound research question, based on critical reading of appropriate literature and research 10.7 Develop a proposal for research to explore the nature, extent and causes of the issue/problem, including: <ul style="list-style-type: none"> <li>research aims and questions</li> <li>consideration of different research designs</li> <li>strength and weakness of different research methods</li> <li>project management details (e.g. timescales, resources)</li> </ul>	Research Methods for Policing; Evidence-Based Policing Project	7, 9, 15, 12, 16, 17, 18
11 Demonstrate effective referencing of a wide range of material appropriate to the subject area	11.1 Referencing and bibliography styles		
12 Apply quantitative and qualitative research techniques, including the interpretation of data	12.1 Analysis of quantitative and qualitative data 12.2 Numeracy and statistical information gathering	Evidence-based policing project	15, 17, 18
13 Present research on the identified issue/problem and proposals for tackling it	13.1 Writing a summary of the research project, including: <ul style="list-style-type: none"> <li>Background to the research</li> <li>Previous literature</li> <li>Research questions and methods</li> <li>Evidence of critical analysis, argument and discussion</li> <li>Conclusions and proposals arising from critical analysis</li> </ul>	Research Methods for Policing	9, 12

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
<b>Decision-making and Discretion</b>			
1 Understand the rationale for development of the National Decision Model (NDM)	1.1 Key influences on the decision-making process 1.2 Background and key drivers for development of the National Decision Model (NDM) 1.3 Purpose and benefits of the NDM	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 7, 4, 11
2 Explain the stages of the National Decision Model (NDM) and the flexibility of approach it provides	2.1 The National Decision Model (NDM): • Mnemonic CIAPOAR (Code of Ethics, Information, Assessment, Powers & Policy, Operation, Action and Review) 2.2 Link between the NDM and the Code of Ethics 2.3 Human rights in decision making: • Mnemonic PLAN (Proportionality, Legality, Accountability, Necessity) 2.4 Flexibility within the NDM	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 7, 4, 11
3 Examine the role of discretion in the decision-making process	3.1 Definition of the term 'discretion' 3.2 How discretion plays an important part in the decision-making process in policing 3.3 The applicability of autonomy and discretion in effective policing 3.4 Measures to be put into place to ensure that discretion is applied ethically and professionally, including: • On-the-spot accountability (e.g. information provision) • Record keeping • Briefing and debriefing • Supervision • Reviewing decisions and learning lessons (e.g. case reviews) • Continuing professional development (CPD)	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 7, 4, 11
4 Examine barriers to effective decision-making and strategies to mitigate these	4.1 Obstacles to making effective decisions 4.2 Strategies for effective decision-making 4.3 Application of discretion within the NDM 4.4 Where the use of discretion might/might not be applicable 4.5 Application of Authorised Professional Practice (APP) risk principles 4.6 Public interest 4.7 Applying the essence of the law 4.8 Risks involved when discretion is used as part of the decision-making process 4.9 Justifying the application of discretion in any decision-making process	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 7, 4, 6, 11
5 Analyse the effect of bias on the decision-making process	5.1 The influences of bias on the ethical decision-making process: • Disproportionality • Prejudice, stereotyping and discrimination • Conscious and unconscious bias, including implicit bias • Direct and indirect discrimination • Relevance of police occupational culture • Structural, institutional and individual explanations for bias and discrimination 5.2 Effects of personal experience, personal bias, values, cultural norms and emotions upon ethical decision-making, including: • Personal resilience • Cynicism • Empathy • Policing culture 5.3 The effect of using a 'default position' for decision making based upon previous approaches	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 7, 4, 6, 11
6 Explain how to apply the National Decision Model to a given professional situation, demonstrating effective professional judgement and decision making	6.1 Reviewing example case studies 6.2 Recording decisions and rationale 6.3 Demonstrating flexibility within decisions 6.4 Justifying the decisions made 6.5 Reflecting upon the decisions made	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 4, 7, 11
7 Understand the significance of recording all decisions and the associated rationale	7.1 Principles underpinning decision recording, and rationale 7.2 Methods of recording decisions and rationale 7.3 Contents of records	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 7, 4, 11
8 Understand the importance of accountability in assessing risk	8.1 Allocation of correct risk to the correct person ('false-positive' and 'false-negative')	Making Decisions: Policing Legally and Ethically; How to be an effective Investigator;	1, 7, 4, 11
9 Evaluate the impact of risk aversion and risk avoidance on the ability of the police to deliver an effective service	9.1 Definition of terms 'risk', 'risk assessment', 'risk aversion' and 'risk avoidance' 9.2 The concept of 'constabulary independence' 9.3 Effect of risk avoidance and risk aversion on decision making processes	Introduction to Criminology and Policing; Making Decisions: Policing Legally and Ethically	1, 7, 4, 11
10 Understand how varying circumstances can exert influence upon the decision-making process	10.1 Making decisions in 'slow time' and 'quick time' 10.2 Making decisions in complex and unpredictable circumstances	Introduction to Criminology and Policing; Making Decisions: Policing Legally and Ethically; Responding to Incidents	1, 7, 4, 11
11 Critically review policing incidents in which ethical considerations have been crucial to the decision-making process	11.1 Review of relevant policing incidents where critical ethical decisions were made 11.2 Rationale behind decisions 11.3 Justification of decisions in the context of judicial reviews	Professional Policing in Context	7, 9, 10
<b>Criminology and Crime Prevention</b>			
1 Examine a range of key concepts	1.1 An introduction to criminology and sociology		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
relating to criminology	1.2 Crime, victimisation and harm: <ul style="list-style-type: none"> <li>• Definition</li> <li>• Measurement</li> <li>• Trends and patterns</li> <li>• Causes</li> </ul>	Introduction to Criminology and Policing	2, 3, 4
2 Explore nature of, and relationship between, offending and victimisation in light of theoretical approaches to criminology	2.1 Offenders and offending: <ul style="list-style-type: none"> <li>• Risk and vulnerability</li> <li>• Criminal careers and desistance from crime</li> <li>• Environmental criminology</li> </ul> 2.2 Victims and victimology: <ul style="list-style-type: none"> <li>• Risk and vulnerability</li> <li>• Repeat victimisation</li> </ul> (See also under 'Victims and Witnesses') 2.3 Relationship between offenders and victims: <ul style="list-style-type: none"> <li>• Overlap</li> <li>• Restorative justice</li> </ul> (See also under 'Victims and Witnesses')	Introduction to Criminology and Policing; Criminal Justice	2, 3, 4
3 Examine the relationship between community engagement and crime prevention	3.1 Definition of 'procedural justice'	Criminal Justice	2, 3, 4
	3.2 Application of procedural justice		
4 Critically review the constitutional role of the police in contemporary society and the wider criminal justice system	4.1 Police, policing and social control	Professional Policing in Context	8, 9, 10
	4.2 Politics, accountability and governance of the police		
	4.3 Police powers and their regulation		
	4.4 The role of different agencies in the policing landscape and criminal justice system		
5 Explore crime prevention theories and strategies	5.1 Principles of crime prevention	Introduction to Criminology and Policing	2, 3, 4
	5.2 Situational, biological, sociological and psychological theories on crime and their relevance to policing		
	5.3 Relevant national strategies and tools: <ul style="list-style-type: none"> <li>• National Policing Crime Prevention Strategy 2015</li> <li>• Home Office Modern Crime Prevention Strategy 2016</li> <li>• National Intelligence Model</li> </ul>		
6 Assess the strengths and weaknesses of different policing models in relation to crime/victimisation and the public	6.1 Models of policing: <ul style="list-style-type: none"> <li>• 'Hot Spots' policing</li> <li>• Problem-oriented policing</li> <li>• Intelligence-led policing</li> <li>• Rapid response and reactive patrol</li> <li>• Community policing</li> <li>• Predictive policing</li> <li>• Procedural justice</li> </ul> 6.2 Evidence-based policing and 'what works', including: <ul style="list-style-type: none"> <li>• Rational Choice Theory</li> <li>• Routine Activity Theory</li> <li>• Situational Crime Prevention</li> </ul>	Professional Policing in Context	8, 9, 10, 11
7 Evaluate the benefits that a greater understanding of sociology and criminology can have on operational policing and decision making	7.1 Improved research capabilities in a specialised field	Research Methods for Policing: Evidence-Based Policing Project	7, 9, 13, 14, 11, 12, 18
	7.2 Confidence to challenge pre-determined concepts e.g. policing models		
	7.3 Ability to think 'outside the box' when considering solutions		
	7.4 Ability to justify decisions based on a sound understanding of the problem		
8 Review specific initiatives relating to crime prevention	8.1 Kirkholt Burglary Prevention project	Professional Policing in Context	8, 10, 11
	8.2 Jill Dando Institute		
	8.3 Designing out crime - 'Crime Prevention Through Environmental Design' (Newman et al)		
	8.4 How effective crime prevention initiatives can have a positive effect on resources		
<b>Vulnerability and Risk</b>			
1 Define 'vulnerability' in the context of operational policing	1.1 Definition of 'vulnerability': <ul style="list-style-type: none"> <li>• 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care or protect themselves, or others, from harm or exploitation.'</li> </ul> 1.2 How definitions of vulnerability can vary between organisations	Protecting the Vulnerable	14, 17
	1.3 Importance of the police working to one specific definition of vulnerability		
	1.4 Different thresholds that exist for assessing vulnerability		
	1.5 Complex nature of vulnerability e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person possibly being both a victim and/or perpetrator and susceptible to a range of harms		
	2.1 National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm and/or are at risk of harm: <ul style="list-style-type: none"> <li>• PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview</li> <li>• National Police Crime Prevention Strategy 2015</li> <li>• Independent Inquiry into Child Sexual Exploitation in Rotherham 2014</li> <li>• Cross-governmental approach for managing vulnerability</li> <li>• Increase in reporting of child sex abuse following high-profile cases</li> <li>• Changing demand arising from complexity of some vulnerability cases</li> </ul>		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
	<p>2.2 Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including:</p> <ul style="list-style-type: none"> <li>• Serious Crime Act 2015</li> <li>• Mental Capacity Act 2005</li> <li>• Mental Health Act 1983</li> <li>• Code of Practice Mental Health Act 2015</li> <li>• Care Act 2014</li> <li>• Code of Practice for Victims of Crime 2015</li> <li>• Working Together to Safeguard Children 2015</li> <li>• Children Act 1989 and 2004</li> <li>• Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015</li> <li>• Safeguarding Disabled Children – Practice Guidance 2009</li> <li>• Achieving Best Evidence 2011</li> </ul>	Protecting the Vulnerable	14, 17
3 Explain the personal aspect of vulnerability	<p>3.1 Intrinsic personal characteristics (that may lead to harm/risk of harm)</p> <p>3.2 Historical factors that can contribute to, or cause current vulnerability:</p> <ul style="list-style-type: none"> <li>• Adverse childhood experiences</li> <li>• Effect of impact trauma on emotional development</li> <li>• Link between perpetration and victimisation: the cycle of abuse</li> </ul> <p>3.3 Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including:</p> <ul style="list-style-type: none"> <li>• Lack of ability to understand a situation through circumstance e.g. age, mental ill health, learning disabilities, dementia, substance misuse</li> <li>• Poverty</li> <li>• Disability</li> <li>• Race and/or faith</li> <li>• Gender identity and sexual orientation</li> <li>• Isolation caused by: <ul style="list-style-type: none"> <li>- lack of support</li> <li>- language/communication barriers</li> <li>- coercive controlling behaviour</li> <li>- dependency/reliance upon abuser(s)</li> </ul> </li> </ul> <p>3.4 How the police cannot alter those personal factors that make an individual vulnerable</p> <p>3.5 Why vulnerable people may be targeted by perpetrators</p> <p>3.6 How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm</p> <p>3.7 How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised</p>	Protecting the Vulnerable; Criminal Justice	3, 14, 4, 5, 17
4 Understand how extrinsic factors can result in harm, or risk of harm to a vulnerable person	<p>4.1 Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm:</p> <ul style="list-style-type: none"> <li>• Environmental influences</li> <li>• Situational influences</li> <li>• Circumstantial influences</li> <li>• Presence of an abuser</li> </ul> <p>4.2 The relationship between the factors (e.g. situational) and the personal characteristics and vulnerabilities that may lead to harm/risk of harm to an individual</p> <p>4.3 Police role in managing the factors (e.g. environment) to reduce risk</p>	Protecting the Vulnerable	14, 17
5 Understand concepts and theories of how a person becomes a victim	<p>5.1 The impact of early life events and the link to poly-victimisation, including Adverse Childhood Experiences (ACE)</p> <p>5.2 The effect of multiple adversities</p> <p>5.3 Stockholm Syndrome</p> <p>5.4 Troubled Families initiative</p> <p>5.5 Strategies to prevent repeat victimisation</p> <p>5.6 Victimisation and perpetration: common risk factors that may be present</p> <p>5.7 How victimisation may lead to future perpetration (Cycle of Abuse theory)</p> <p>5.8 Risk factors associated with multi-victimisation</p>	Criminal Justice; Protecting the Vulnerable	3, 14, 4, 5, 17
6 Explain the influences of risk factors on vulnerability	<p>6.1 Limitations of risk factors and risk assessments</p> <p>6.2 Limitations of protective factors</p> <p>6.3 Complexity of risk and protective factor relationships (e.g. exposure to violence) may lead to substance abuse, mental ill-health, but also a risk of being a victim of CSE)</p> <p>6.4 How risk factor weightings vary (e.g. some personal vulnerabilities and situational risk factors may pose greater risks of harm than others)</p> <p>6.5 The difference between increased risk and actual vulnerability</p>	Protecting the Vulnerable	14, 17
7 Outline the importance of vulnerable people being appropriately supported by the police	<p>7.1 Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies</p> <p>7.2 Potential implications of perceived lack of support from the police</p> <p>7.3 Recent high-profile cases where a lack of support has resulted in questions being asked of the police</p> <p>7.4 Consequences of not managing or controlling the environmental/situational factors for the vulnerable person</p> <p>7.5 Consequences of failure to share key information e.g.:</p> <ul style="list-style-type: none"> <li>• Fiona Pilkington</li> <li>• Baby P</li> <li>• Victoria Climbié</li> <li>• Daniel Palko</li> </ul> <p>7.6 Recent cases where a positive outcome has resulted from police involvement</p>	Protecting the Vulnerable	14, 17

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
8 Understand how a vulnerable person may respond to a police presence at an incident	8.1 How the combination of personal vulnerabilities and situational/environmental factors may affect a person's reaction to, and communication with authority figures e.g. people with diagnosed conditions	Criminal Justice	1, 3, 4
	8.2 How situational factors and perceptions may cause a problem to proliferate and escalate:  <ul style="list-style-type: none"> <li>• Power imbalance</li> <li>• Coercive and controlling behaviour</li> <li>• Multiple vulnerabilities</li> <li>• Change in seriousness of incidents</li> <li>• Multiple victims and poly-victimisation</li> </ul>	Protecting the Vulnerable	14, 17
9 Understand theories about the onset of offending	9.1 Motivations for offending:  <ul style="list-style-type: none"> <li>• Early life events</li> </ul>	Protecting the Vulnerable	14, 17
	9.2 Understanding the age/offending curve		
	9.3 Identifying propensity to offending behaviour		
	9.4 Early identification of offenders and early intervention		
	9.5 Dealing with potential offenders		
	9.6 Strategies to prevent offending(including radicalisation) or re-offending		
10 Understand the impact upon the offending curve of early intervention	10.1 What works from the Early Intervention Foundation website	Criminal Justice	3, 4
	10.2 Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse		
11 Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm	11.1 Recent high profile cases e.g. Breck BEDNAR (2014)	Protecting the Vulnerable	14, 17
	11.2 Independent Office for Police Conduct (IOPC) Bulletin – 'Learning the Lessons'		
	11.3 Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014)		
12 Analyse the developing issue of youth gangs targeting vulnerable people, or people at risk of harm	12.1 Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for youth gangs	Protecting the Vulnerable	14, 17
	12.2 The effect it has on the vulnerable person		
	12.3 Situations which vulnerable people may be subject to or find themselves involved in		
	12.4 Strategies and disruption tactics that could be employed		
<b>Public Protection</b>			
1 Explain key definitions, legislation and guidance associated with 'public protection' policing	1.1 Legislation and guidance associated with public protection policing, including:  <ul style="list-style-type: none"> <li>• Protection from Harassment Act 1997</li> <li>• Racial and Religious Hatred Act 2006</li> <li>• <b>Sexual Offences Act 2003</b></li> </ul>	Protecting the Vulnerable	14, 17
	1.2 Terms and offences associated with public protection policing, including:  <ul style="list-style-type: none"> <li>• Child abuse, including neglect, child sexual exploitation/abuse (CSE)</li> <li>• Adults at risk</li> <li>• Domestic abuse</li> <li>• Families with complex needs</li> <li>• Missing persons</li> <li>• Forced marriage</li> <li>• Honour-based abuse</li> <li>• Female genital mutilation (FGM)</li> <li>• Modern slavery and human trafficking</li> <li>• Sex work and prostitution</li> <li>• Coercive control</li> <li>• Stalking and harassment</li> <li>• Sexual offences</li> <li>• Managing offenders</li> <li>• Hate crime</li> <li>• County lines</li> </ul>		
	1.3 Potential overlaps between one type of public protection offence and other offences (e.g. human trafficking and sex work and prostitution)		
2 Explain the breadth of abuse incidents	2.1 Potential forms of abuse/harm, including digital-related abuse (e.g. sexting, revenge porn, grooming)	Protecting the Vulnerable	14, 17
	2.2 The range of situations and locations in which abuse can take place		
	2.3 Home Office definition of domestic abuse		
	2.4 Demand on police resources resulting from domestic abuse incidents		
	2.5 How child abuse differs from other forms of abuse		
	2.6 Signs, symptoms and common myths surrounding child abuse and child sexual exploitation		
	2.7 Signs and behaviours that may be displayed by victims and offenders in grooming incidents		
	2.8 Who may perpetrate an act of abuse and why they abuse others (including familial abuse, particularly with regard to sexual offences)		
	2.9 Potential relationships between victim(s) and abuser(s)		
	2.10 Cultural considerations associated with some public protection offences (e.g. female genital mutilation, hate crime and forced marriage)		
	2.11 Why incidents of abuse go under-reported		
3 Understand the impact of abuse on a victim	3.1 Impact of abuse on victims:  <ul style="list-style-type: none"> <li>• Visible and invisible impact</li> <li>• Short, medium and long-term impacts of abuse</li> <li>• Cumulative effect of low-level abuse</li> </ul>	Protecting the Vulnerable	14, 17
	3.2 Link between abuse, depression, self-blame and behavioural changes		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
	3.3 Link between abuse and the long-term effects on a victim's health, education and social standing 3.4 Potential effects of rape and other sexual offences on victims 3.5 Poly-victimisation 3.6 How perpetrators may exploit victims in order to prevent detection 3.7 Advice to prevent victimisation	Criminal Justice	2, 3, 4, 5
4 Explain how personal attitudes, values and biases can impact on a public protection investigation	4.1 Effects of personal attitudes, stereotyping views, values and bias on the investigation process 4.2 Strategies for dealing with the potential impact of such attitudes, stereotyping views, values or bias	Criminal Justice; How to be an effective investigator How to be an effective investigator	2, 3, 7, 8, 4, 11 7, 8, 11
5 Assess the role and impact of MAPPA and the use of community intelligence in managing offenders	5.1 Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders 5.2 Use of community intelligence to manage offenders		
6 Analyse potential links between serious and organised crime and public protection issues	6.1 Serious and organised crime definitions e.g. Organised Crime Groups (OCGs) 6.2 Links between serious and organised crime and public protection issues e.g. sexual offences, modern slavery, sex work and prostitution, child abuse 6.3 Disruption and detection strategies	Protecting the Vulnerable	14, 17
7 Examine instances where law enforcement personnel have misused their position of authority and police powers to commit sexual offences	7.1 IPCC Report: The Use of Police Powers to Perpetrate Sexual Violence (2012) 7.2 Psychology of an offender's use of position of authority to commit sexual offences	Protecting the Vulnerable	14, 17
8 Evaluate the effect of media coverage on public protection policing strategy	8.1 Media influences upon social perceptions of policing strategy 8.2 Effect of high-profile cases resulting in major investigations e.g. Operation Yew Tree 8.3 Link between media spotlighting and changes to police strategy	Protecting the Vulnerable	14, 17
<b>Victims and Witnesses</b>			
1 Understand and be able to apply the law, policy and guidance in the treatment of victims and witnesses	1.1 Key legislation, codes of practice, guidance and policies when dealing with victims and witnesses: <ul style="list-style-type: none"><li>The Youth Justice and Criminal Evidence Act 1999</li><li>Code of Practice for Victims of Crime 2015 (the Victims' Code)</li><li>The Witness Charter</li><li>Achieving Best Evidence 2011</li><li>Criminal Procedures Rules</li></ul>	Criminal Justice	3, 4
	1.2 Ensuring victims and witnesses are dealt with fairly, with respect and in an ethical and non-biased manner: <ul style="list-style-type: none"><li>The Code of Ethics</li><li>Procedural justice</li></ul>	Criminal Justice; Making Decisions: Policing Legally and Ethically	3, 4, 6
	1.3 Measures available to protect victims and witnesses: <ul style="list-style-type: none"><li>Criminal disclosures</li><li>Measures applicable to victims of domestic abuse, stalking etc.</li></ul>	Criminal Justice	3, 4
	1.4 Purpose of protection orders: <ul style="list-style-type: none"><li>Domestic Violence Protection Order (DVPO)</li><li>Stalking Protection Orders (SPO) etc.</li></ul>	Criminal Justice	3, 4
	1.5 Impact of proceedings on victims and witnesses (or families) <ul style="list-style-type: none"><li>Coronial processes</li><li>Family court proceedings</li></ul>	Criminal Justice	3, 4
2 Understand the complexities associated with victim and witness care	2.1 Key terms associated with victims and witnesses <ul style="list-style-type: none"><li>Difference between victim and complainant</li><li>Victimisation</li><li>Poly-victimisation</li><li>Repeat victimisation</li><li>Coercion</li></ul>	Protecting the Vulnerable	14, 17
	2.2 Range of psychological effects on victim and witness behaviour: <ul style="list-style-type: none"><li>Denial, detachment, anxiety, panic, irritability, minimisation, avoidance, withdrawal, loss of memory, disorientation, confusion etc.</li></ul>	Protecting the Vulnerable	14, 17
	2.3 Impact of re-victimisation on victims and witnesses where they are not dealt with appropriately from the outset of an investigation	Protecting the Vulnerable	14, 17
	2.4 Impacts of investigations on the investigator e.g. investigator fatigue <ul style="list-style-type: none"><li>Empathy fatigue, mindlessness, bias and stereotyping</li></ul>	Protecting the Vulnerable	14, 17
	2.5 Relationships between victims and offenders <ul style="list-style-type: none"><li>The responses and steps to manage these e.g. if victims are BAME, LGBT, female, foreign nationals or migrants, elderly, dependent on the offender etc.</li><li>Signs and signals of how relationships between offenders and victims may subsequently develop and change</li><li>Learning that can be obtained from reviews into cases such as serious crime reviews, domestic homicide reviews and disaster reviews, regarding offender and victim relationships</li></ul>	Protecting the Vulnerable	14, 17

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
3 Apply good practice when dealing with the individual needs of victims and witnesses	3.1 Different categories of victim and witness: <ul style="list-style-type: none"> <li>• Crime, abuse, trauma and disaster</li> <li>• What to consider when dealing with different categories of victim and witness</li> </ul>	Criminal Justice	1, 4, 5
	3.2 Enabling a victim or witness to give their best evidence: <ul style="list-style-type: none"> <li>• Tools and techniques that can be used to build rapport and obtain information</li> <li>• Involving the victim and witness in the decision-making process</li> </ul>	Criminal Justice	1, 4, 5
	3.3 The choices and autonomy available to victims in pursuing an outcome and what to do should they not support, or wish to pursue, a formal criminal justice outcome	Criminal Justice	1, 4, 5
	3.4 Keeping the victims and witnesses updated on the investigatory process	Criminal Justice	1, 4, 5
	3.5 The police role in triaging (signposting) victims and witnesses to specialist support <ul style="list-style-type: none"> <li>• Safeguarding services and agencies e.g. MASH</li> </ul>	Criminal Justice	1, 4, 5
4 Understand and demonstrate appropriate behaviours and attitudes when dealing with victims and witnesses	4.1 The legitimacy of the police and policing by consent: <ul style="list-style-type: none"> <li>• Victim and witness understanding of Introduction to Criminology and Policing</li> </ul>	Criminal Justice	1, 2, 3, 4
	4.2 Personal and professional communication skills required to support the victim and witness <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Non-verbal communication (NVC)</li> <li>• Knowing what and what not to say e.g. differentiating between empathy and sympathy</li> </ul>	How to be an effective investigator	7, 9, 11
	4.3 Behavioural skills that can provide additional support to victims and witnesses e.g. <ul style="list-style-type: none"> <li>• Acting with compassion, empathy and kindness</li> </ul>	How to be an effective investigator	7, 9, 11
	4.4 Understanding the victim's account in terms of completeness, coherence and accuracy	How to be an effective investigator	7, 9, 11
	4.5 Legal concepts of reliability and credibility and the impact on those of assumptions around vulnerability	How to be an effective investigator	7, 9, 11
5 Understand the requirements of an initial assessment of the situation and consider the best approach to deploy as part of a first contact	5.1 Accurately identifying victims and witnesses and applying early considerations around key, significant, vulnerable or intimidated victims or witnesses	Protecting the Vulnerable	14, 17
	5.2 How to conduct an early needs assessment and refer victim and/or witness to appropriate support agencies, if necessary e.g. <ul style="list-style-type: none"> <li>• Women's Aid</li> <li>• Action Fraud</li> </ul>	Protecting the Vulnerable	14, 17
	5.3 Take an initial account from victims and witnesses <ul style="list-style-type: none"> <li>• The details required</li> <li>• Taking victims and witnesses concerns seriously</li> </ul>	Responding to incidents; How to be an effective investigator	7, 11
	5.4 Strategies to safeguard, manage risk and refer the victim care to appropriate specialist agencies/service providers: <ul style="list-style-type: none"> <li>• Victim support</li> <li>• Hate crime support</li> <li>• Independent domestic abuse advisors</li> </ul>	Protecting the Vulnerable	14, 17
	5.5 Immediate actions that may be appropriate to help reduce further victimisation	Responding to incidents; Policing Communities and the Roads	4, 6, 11, 2, 3, 7
	5.6 Continuity in dealing with victims and witnesses <ul style="list-style-type: none"> <li>• Safety</li> <li>• Protection</li> </ul>	Criminal Justice	2, 3, 4
6 Demonstrate appropriate ongoing victim care after first response to incidents, crimes, disasters or investigations	6.1 Specific considerations when supporting different categories of victims and witness e.g. those of: <ul style="list-style-type: none"> <li>• Crime</li> <li>• Abuse</li> <li>• Trauma</li> <li>• Disaster</li> </ul>	Protecting the Vulnerable	14, 17
	6.2 How a victim's or witness's vulnerability may change <ul style="list-style-type: none"> <li>• Ongoing review</li> <li>• Assessment of needs</li> </ul>	Protecting the Vulnerable	14, 17
	6.3 Involvement of multi-agency professionals in building comprehensive victim risk assessments e.g. where victims: <ul style="list-style-type: none"> <li>• Have dependents</li> <li>• Are primary carers</li> <li>• May be the parents of further victims or witnesses</li> </ul>	Protecting the Vulnerable	14, 17

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
	6.4 Impact of investigative activity on victims, including: <ul style="list-style-type: none"> <li>• Expert witnesses</li> <li>• Managing 'difficult' messages</li> <li>• Managing uncooperative or hostile victims</li> </ul>	How to be an effective investigator	7, 9, 11
	6.5 Principles of victim consent and their right to privacy: <ul style="list-style-type: none"> <li>• Adhering to DPP Guidance</li> <li>• The right to withdraw consent at any time</li> </ul>	How to be an effective investigator, Protecting the Vulnerable	7, 9, 14, 11, 17
	6.6 Legitimacy of victim and witness and defence accounts, to conduct balanced, unbiased investigations in search of the truth	How to be an effective investigator	7, 9, 11
	6.7 How family liaison can provide additional information regarding support to officers in providing victim care <ul style="list-style-type: none"> <li>• Reducing the potential for victims to become dependent on the police</li> <li>• Creating an exit strategy</li> <li>• Managing complaints, sharing good practice and lessons learned</li> </ul>	How to be an effective investigator, Protecting the Vulnerable	7, 9, 14, 11, 17
7 Understand the various types of justice outcomes, both judicial and non-judicial	7.1 Views of the victim and witness as to what constitutes justice and why victims and witnesses do not always seek judicial redress <ul style="list-style-type: none"> <li>• Types of justice outcomes e.g. restorative</li> <li>• Impact on victims and witnesses when offender is either punished or not punished</li> </ul>	Criminal Justice	1, 4, 5, 6
	7.2 Reasons why cases may not go to court <ul style="list-style-type: none"> <li>• Impact on victims and witnesses</li> </ul>	Criminal Justice	1, 4, 5, 6
	7.3 Dealing with victims who are not eligible for a formal outcome <ul style="list-style-type: none"> <li>• No further action taken</li> <li>• Threshold not met</li> <li>• No reasonable lines of enquiry</li> </ul>	Criminal Justice; Making Decisions: Policing Legally and Ethically	1, 4, 5, 6
8 Employ appropriate processes to manage victims through the Criminal Justice System (CJS) post-judicial proceedings	8.1 Impact of the criminal justice system on victims and witnesses	Criminal Justice	1, 4, 5
	8.2 How to enhance victim and witness satisfaction in their dealings with the police and CJS	Criminal Justice	1, 4, 5, 6
	8.3 Specialist support agencies and their role in supporting victims through the criminal justice system e.g. <ul style="list-style-type: none"> <li>• Witness services</li> <li>• Witness care units</li> <li>• Implementing special measures</li> </ul>	Protecting the Vulnerable	13, 17
	8.4 How to use and employ expert evidence and expert witnesses	How to be an effective investigator	7, 9, 11
	8.5 How to manage victims through the court process with other agencies	Making decisions: Policing Legally and Ethically	6
	8.6 The police officer's responsibilities to victims after criminal justice system outcomes e.g. relaying of information regarding the offender (s)	Introduction to Criminology and Policing	4
	8.7 Roles and responsibilities of the police through prison, parole and probation processes in relation to keeping victims and witnesses informed of potential developments in a case	Introduction to Criminology and Policing	4
<b>Criminal Justice</b>			
1 Explain the criminal justice system and the legislation and processes that support it	1.1 Function and purpose of the criminal justice system (CJS) and the police role within it 1.2 Definitions of key criminal justice terms, including 'material', 'relevant' and 'disclosure' 1.3 Roles of key partners/stakeholders involved in the criminal justice system 1.4 Relevant legislation applicable to the criminal justice system, including PACE Code G 1.5 Legislation associated with criminal justice, including: <ul style="list-style-type: none"> <li>• Criminal Justice Act 2003</li> <li>• Criminal Procedure Rules 2015</li> <li>• Policing and Crime Act 2017</li> <li>• Youth Justice and Criminal Evidence Act 1999</li> <li>• Civil Evidence Act 1995</li> <li>• Criminal Procedure and Investigations Act 1996</li> </ul>	Criminal Justice; Making Decisions: Policing Legally and Ethically	2, 3, 4, 6
2 Understand the process for ethical recording of policing incidents	2.1 Incident Recording Standards 2.2 Crime Recording Standards	Criminal Justice; Policing Communities and the Roads	2, 3, 4, 6
3 Explain the considerations associated with supporting victims and witnesses through the criminal justice system	Content associated with this learning outcome is covered in detail in the 'Victims and Witnesses' section		
4 Understand the legislation and functions associated with detaining and escorting a suspect to custody	4.1 Function of detention and custody in the criminal justice system 4.2 Legislative requirements for escorting persons to custody and detaining the person, including: <ul style="list-style-type: none"> <li>• Police Reform Act 2002</li> <li>• PACE Code of Practice</li> </ul>	Making Decisions: Policing Legally and Ethically	6

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
5 Explain statutory processes relating to a person detained in police custody	5.1 Time constraints associated with detention of persons, including extensions to the detention period 5.2 Legislation associated with interviewing of detainees	Making Decisions: Policing Legally and Ethically	6
6 Understand the roles associated with pre-charge bail	6.1 Roles associated with pre-charge bail processes, including authorisations 6.2 Importance of necessity and proportionality in the decision-making processes for using bail, including street bail	Making Decisions: Policing Legally and Ethically	6 1, 6
7 Explain the government policy for 'out-of-court' disposal that may be used within policing	7.1 Government policy on 'out-of-court' disposals	Making Decisions: Policing Legally and Ethically	1, 6
8 Explain the processes for provision of materials for disclosure by CPS	8.1 Specific disclosure legislation and common law, including the Crown Prosecution Service (CPS) Disclosure Manual 8.2 Roles associated with the disclosure of material 8.3 The disclosure process for recording, retention and revelation of material	Making Decisions: Policing Legally and Ethically	6
9 Explain the stages of the court process and the responsibilities associated with giving evidence at court	9.1 Types of courts, legal proceedings, hearings and their purposes 9.2 The court process, including the Crown Court Sentencing Guidelines, the Sentencing Council Magistrates' Court and the Director of Public Prosecutions (DPP) Guidance on Charging 9.3 Orders and requirement options available to various courts 9.4 Charging process 9.5 Key terminology used in a court, including trial agenda 9.6 Personnel involved 9.7 Role of experts	Making Decisions: Policing Legally and Ethically	1, 6
10 Evaluate how the diversity of individuals and society impact on the criminal justice system	10.1 How the diverse nature of society impacts upon the criminal justice system; the importance of valuing diversity and inclusion 10.2 How socio-economic, mental health, diversity issues can impact on individuals progressing through the criminal justice system	Criminal Justice;	4, 5, 3
11 Explain the importance of effective partnership collaboration with respect to offender rehabilitation	11.1 The role of the Youth Offender Service in diverting young people away from crime 11.2 Reducing the possibility of re-offending by: • Integrated offender management • Rehabilitation 11.3 Potential impacts of other interventions and diversions, including reparative, punitive and restorative justice on re-offending 11.4 The importance of effective partnership collaboration	Criminal Justice	4, 5, 3
<b>Digital Policing</b>			
1 Understand the prevalence of technology and devices in modern society and their effect on policing	1.1 Changing world of devices and device capabilities: • Wearables (e.g. fitbits, apple watches etc.) • GPS, satnav, drones • Vehicle data (telematics, infotainment etc.) • Internet of things (connected home) • Games consoles (e-readers, other mobile devices) • Routers, Wi-Fi, VPN and communications data • Data storage, including Cloud, removable drives, memory sticks and volatile data	Digital Policing	14, 17
	1.2 Common IT terminology associated with devices: • Internet addresses (e.g. IP addresses, MAC addresses, mobile internet etc.) • Email • Social networking (e.g. social media, instant messaging) • Mobile apps • Source code • Cryptocurrency • Dark web, deep web	Digital Policing	14, 17
	1.3 Supporting technology and how these support device functionality • Social networks • Apps and encrypted communications	Digital Policing	14, 17
	1.4 Influences of technology and devices in a policing context • First point of contact, social media etc. • Digital witnesses (Echo, Google home etc.), CCTV, digital devices etc. • Investigative opportunities (CPIA 1996, investigative mindset) • Community engagement	Digital Policing	14, 17
2 Understand the personal and organisational risks associated with using personal devices and being a member of law enforcement	2.1 How to manage the security risk to self, and family: • Keeping private life separate from work life and work identity • Risk of being traced through technology, location service data etc. • Social media association		
	2.2 What is meant by the term 'digital hygiene': • Impacts of using personal devices for police business (e.g. automatic connection to networks, taking photographs etc.) • Seizure of the personal device for evidence and subsequent disclosure at court (e.g. crime scene photographs) • Risk of disclosure of personal data in court (if the device is seized) • Risk of leaking information about live police operations • Tracking and scanning devices • Keeping private life separate from work life and work identity • Risk of being traced through technology, location service data etc. • Social media association		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
	<p>2.3 Key legislation applicable to ensure compliance and mitigate organisational risk when dealing with devices in a policing context:</p> <ul style="list-style-type: none"> <li>• Computer Misuse Act 1990</li> <li>• Wireless Telegraphy Act 2006</li> <li>• Criminal Justice and Police Act 2001</li> <li>• Investigatory Powers Act 2016</li> <li>• Regulation of Investigatory Powers Act 2000</li> <li>• Police and Criminal Evidence Act 1984</li> <li>• Criminal Procedure and Investigations Act 1996</li> <li>• ACPO Principles of Computer Based Digital Evidence 2012</li> <li>• Data Protection Act 2018/General Data Protection Regulation 2018</li> </ul>	Digital Policing	14, 17
3 Describe the ways in which technology may be used in everyday policing	<p>3.1 How digital technology may be used to assist with:</p> <ul style="list-style-type: none"> <li>• Community engagement</li> <li>• Managing incidents (instant messaging, public appeals for information etc.)</li> <li>• Enhancing a criminal investigation (device location, attribution etc.)</li> <li>• Enhancing communications</li> </ul> <p>3.2 Considerations in the use of technology within policing:</p> <ul style="list-style-type: none"> <li>• Legal restrictions on investigatory use of technology</li> <li>• Digital footprint, personal and work devices</li> <li>• Professional standards</li> <li>• Disclosure considerations</li> </ul>	Digital Policing; Policing Communities and the Roads; How to be an effective investigator	4, 6, 14, 17
4 Examine types of internet-facilitated crimes, and individuals who may be especially vulnerable	<p>4.1 Common internet-facilitated crimes:</p> <ul style="list-style-type: none"> <li>• Hate crime</li> <li>• Extortion (e.g. sexting/revenge porn etc.)</li> <li>• Abuse, bullying, stalking and threats or harassment</li> <li>• Online fraud/cyber crime</li> <li>• Child sexual exploitation</li> <li>• Radicalisation</li> <li>• Financial crime</li> </ul> <p>4.2 Individuals who may be more vulnerable to internet-facilitated crimes e.g. children, elderly, vulnerable adults</p>	Digital Policing	14, 17
5 Describe complex types of digital-facilitated crimes and their impact	<p>5.1 How criminals engage in complex internet-dependent crimes and the impact of such criminality:</p> <ul style="list-style-type: none"> <li>• Hacking</li> <li>• Malware</li> <li>• Phishing</li> <li>• Denial of service</li> <li>• Browser hi-jacking</li> <li>• Ransomware</li> <li>• Data manipulation</li> <li>• Cryptocurrency and cryptolocker offences</li> </ul> <p>5.2 Impact of complex digital-related crimes on individuals and businesses</p>	Digital Policing	14, 17
<b>Counter Terrorism</b>			
1 Understand key counter-terrorism terminology/concepts	<p>1.1 Radicalisation</p> <p>1.2 Extremism, including domestic extremism</p> <p>1.3 Interventions</p> <p>1.4 Terrorism-related offences</p> <p>1.5 CONTEST strategy: Pursue, Prevent, Protect and Prepare</p>	Counter-Terrorism	14, 17
2 Explain the organisational structures and inter-relationships that exist in counter-terrorism policing	<p>2.1 National Counter Terrorism Policing HQ (NCTPHQ)</p> <p>2.2 National Counter Terrorism Policing Operations Centre (NCTPOC)</p> <p>2.3 Counter Terrorism Command (CTC)</p> <p>2.4 Counter Terrorism Unit (CTU)</p> <p>2.5 Counter Terrorism Intelligence Unit (CTIU)</p> <p>2.6 Special Branch</p> <p>2.7 Security Service</p> <p>2.8 National Counter Terrorism Security Office (NaCTSO)</p>	Counter-Terrorism	14, 17
3 Understand key legislation relevant to counter-terrorism policing	<p>3.1 Relevant legislation, including:</p> <ul style="list-style-type: none"> <li>• Terrorism Act 2000 (as amended)</li> <li>• Counter Terrorism and Security Act 2015</li> </ul> <p>3.2 Powers of search, arrest and detention in relation to terrorism</p>	Counter-Terrorism	14, 17
4 Explain the function of key counter-terrorism operations that impact on front-line policing	<p>4.1 Counter-terrorism operations, past and present</p> <p>4.2 National threat levels</p>	Counter-Terrorism	14, 17
5 Understand the role of policing in gathering intelligence that can combat terrorism	<p>5.1 Intelligence in counter-terrorism operations:</p> <ul style="list-style-type: none"> <li>• Local</li> <li>• Regional</li> <li>• National</li> </ul> <p>5.2 Importance of community intelligence in counter-terrorism operations:</p> <ul style="list-style-type: none"> <li>• Community engagement</li> <li>• Developing intelligence</li> <li>• Fostering co-operation</li> </ul>	Counter-Terrorism	14, 17
6 Analyse the potential links between terrorism and other forms of criminality	<p>6.1 Methods of funding/enabling terrorism, including:</p> <ul style="list-style-type: none"> <li>• Money laundering</li> <li>• Fraud</li> <li>• Identity theft</li> </ul>	Counter-Terrorism	14, 17

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
<b>Response Policing</b>			
1 Review the overall scope of the response policing role	1.1 Purpose of, and evidence base for, response policing 1.2 Relevance of the following to response policing: <ul style="list-style-type: none"> <li>• The Code of Ethics</li> <li>• National Decision Model (NDM)</li> <li>• National Intelligence Model (NIM)</li> </ul> 1.3 Role of others, including call takers, control room staff, duty inspector 1.4 Meeting public views and expectations of police contact: <ul style="list-style-type: none"> <li>• Public scrutiny and perceptions</li> <li>• Management of community expectations</li> <li>• Maintaining professional standards</li> </ul> 1.5 Key considerations in response policing: <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Intelligence</li> <li>• Investigation</li> <li>• Variations to response approach for different environments e.g. care homes</li> <li>• Use of crime pattern analysis</li> </ul> 1.6 Effective use of technology in response policing: <ul style="list-style-type: none"> <li>• To lower policing risk</li> <li>• To ease administrative burden</li> <li>• To improve investigative opportunities</li> <li>• To save time</li> <li>• To improve efficiency</li> <li>• To interrogate information systems quickly and effectively</li> </ul> 1.7 Use of body-worn video, including the positive and negative aspects of its use	Responding to Incidents	8, 11
2 Review the types of incident and crime likely to be encountered in response policing	2.1 The police's role to protect the public: duty of care 2.2 Types of common incidents that first responders may attend: <ul style="list-style-type: none"> <li>• Non crime-related</li> <li>• Crime-related</li> </ul> 2.3 Types of crime: <ul style="list-style-type: none"> <li>• Volume and priority crime</li> <li>• Evolving/increasing areas of crime e.g. child sexual exploitation (CSE), human trafficking/slavery, fraud and cybercrime</li> <li>• Serious and complex crime e.g. murder, kidnapping, serial GBH, Organised Crime Groups (OCGs)</li> </ul>	Responding to Incidents  Responding to Incidents  Responding to Incidents	8, 11  8, 11
3 Understand the legislation relevant to public order policing	3.1 Definition of 'public order' 3.2 Offences associated with public order contrary to the Public Order Act 1986, Crime and Disorder Act 1998 and Criminal Justice Act 2003, including: <ul style="list-style-type: none"> <li>• Riot</li> <li>• Violent disorder</li> <li>• Affray</li> <li>• Fear or provocation of violence</li> <li>• (Intentional) harassment, alarm or distress</li> <li>• Racially or religiously aggravated</li> <li>• Aggravation related to disability, sexual orientation or transgender identity</li> </ul> 3.3 Role of police in public order incidents	Making Decisions: Policing Legally and Ethically; Responding to Incidents	8; 6, 11
4 Understand how to establish grounds and authority for carrying out a lawful search/entry and search	4.1 What is meant by the terms 'search' and 'search objectives' 4.2 Establishing whether there are grounds for a lawful search or a lawful entry and search 4.3 Establishing the authority for the search before starting a search 4.4 Limitations when carrying out a search	Making Decisions: Policing Legally and Ethically; Responding to Incidents	8; 6, 11
5 Understand appropriate powers to stop and search a person under Section 1 PACE 1984	5.1 Definition of a 'stop and search' under Section 1 PACE 1984 5.2 Difference between a 'stop and account' and a 'stop and search' 5.3 Importance of employing an ethical 'stop and search' process according to the Best Use Of the Stop & Search Scheme 5.4 Potential impact of a 'search' or 'stop and search' on individuals and the community	Making Decisions: Policing Legally and Ethically; Responding to Incidents	8; 6, 11
6 Explain the role and responsibilities of the police at a major incident	6.1 Definition of a 'critical incident' and 'major incident' 6.2 Difference between a critical incident and a major incident 6.3 Who can declare a major incident 6.4 Command structure at a major incident	Responding to Incidents	8, 11
7 Examine the effectiveness of joint interoperability between the emergency services	7.1 Introduction to, and rationale for, the Joint Emergency Services Interoperability Programme (JESIP) 7.2 JESIP principles 7.3 Role of police on attendance 7.4 Improvements made to interoperability between the emergency services since the inception of JESIP	Responding to Incidents	8, 11
8 Critically review key issues relating to the complexity and challenges of operational policing	8.1 Police occupational culture 8.2 Police integrity and corruption 8.3 Police diversity 8.4 Cross-cultural differences within society 8.5 Policing marginalised people 8.6 Public perceptions: <ul style="list-style-type: none"> <li>• Fear of crime and perceptions of safety</li> <li>• Satisfaction and confidence</li> <li>• Procedural justice</li> <li>• Legitimacy</li> </ul>	Professional Policing in Context	8, 9, 10, 11

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
9 Review examples of high-profile critical and major incidents to establish best policing practice	9.1 High profile examples of critical and major incidents	Responding to Incidents	8, 11
	9.2 Lessons learned from these incidents		
	9.3 How this affects joint interoperability in future similar incidents		
	9.4 Use of emotional intelligence		
10 Analyse Introduction to Criminology and Policing within a joint emergency services operation	10.1 Instances when JESIP comes into operation e.g. a major incident	Responding to Incidents	8, 11
	10.2 The primacy rule at a major incident		
	10.3 Future developments e.g. joint command structures/joint command centres		
11 Examine specific challenges faced by response officers in more complex response situations and contexts	11.1 Street gang culture and their power within communities	Responding to Incidents	8, 11
	11.2 Reducing knife crime		
	11.3 Circumstances constituting a firearms incident		
	11.4 Role of the NDM in firearms incidents		
	11.5 Building trust - how the police can build trust with the vulnerable e.g. homeless people, missing persons		
	11.6 The 'pack mentality' and the actions of organised low-level crime syndicates e.g. shoplifting teams, pick pockets		
	11.7 Recording police action on social media		
	11.8 How to increase police visibility and accessibility to the public		
12 Understand key social, political and strategic drivers impacting upon contemporary response policing	12.1 Impact of social and political change upon response policing	Responding to Incidents	8, 11
	12.2 How response policing has adapted to a reduction in police numbers and growing financial constraints		
	12.3 Analysing and reporting on issues such as: <ul style="list-style-type: none"> <li>• Current policing awareness of social/community issues</li> <li>• Cultural/socio-political influences and change</li> </ul>		
13 Explain strategies for how those involved in response policing can remain effective in an increasingly challenging environment	13.1 PEEL reports into police effectiveness	Responding to Incidents	8, 11
	13.2 Reforms required to enable the police service to fulfil its primary functions		
	13.3 Potential impact of resourcing demands on policing: <ul style="list-style-type: none"> <li>• Doing more with less money and fewer officers</li> <li>• Increasing and different demands e.g. mental health and social issues, technical/digital crime, extremism</li> <li>• Staffing levels, abstractions and availability</li> <li>• Maintaining morale when faced with extent and pace of change</li> </ul>		
	13.4 How response policing can deal with challenges posed by issues of resourcing		
<b>Policing Communities</b>			
1 Examine the function of community policing, and key issues relevant to community policing	1.1 Aims of community policing: <ul style="list-style-type: none"> <li>• Partnership building</li> <li>• Improved public perceptions (e.g. reassurance, confidence) and better future engagement</li> <li>• Reduced crime, anti-social behaviour and demand</li> <li>• Stronger communities (e.g. collective efficacy)</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	1.2 Development of, and differences between, community policing in the 1980s, 2000s and 2010s	Policing Communities and the Roads	1, 2, 3, 4
	1.3 Impact of politics on community policing	Policing Communities and the Roads	1, 2, 3, 4
	1.4 Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing: <ul style="list-style-type: none"> <li>• Duty of care and support</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	1.5 Key issues relevant to the community policing role: <ul style="list-style-type: none"> <li>• Difference between community policing and other policing functions and models</li> <li>• Defining and understanding neighbourhoods and communities</li> <li>• Using data to profile neighbourhoods and communities</li> <li>• Types of community e.g. hard to reach/hear, hidden and open communities, communities of interest</li> <li>• Demand and shared priorities for partner organisations</li> <li>• Risk, vulnerability, harm and public perception</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	1.6 Key aspects of community policing: <ul style="list-style-type: none"> <li>• Targeted foot patrol</li> <li>• Community engagement</li> <li>• Problem-solving (including early action and intervention)</li> <li>• Crime prevention</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	2 Explore a range of community policing contexts in which effective communication can bring particular benefits	2.1 Engaging with individuals, focus groups and communities	Policing Communities and the Roads
2.2 How effective communication can encourage future co-operation from the community		Policing Communities and the Roads	1, 2, 3, 4
2.3 How perceptions of, and confidence in, the police service are enhanced by effective communication		Policing Communities and the Roads	1, 2, 3, 4
2.4 Communication via social/online media		Policing Communities and the Roads	1, 2, 3, 4
3 Evaluate how crime and anti-social behaviour affects local communities and what constitutes effective and appropriate police action	3.1 Crime and anti-social behaviour (ASB) in communities: <ul style="list-style-type: none"> <li>• Defining ASB</li> <li>• Patterns (long-term issues, hotspots and repeat victimisation)</li> <li>• Risk factors and causes</li> </ul>	Policing Communities and the Roads; Professional Policing in Context	1, 2, 3, 8, 9, 4, 10, 11
	3.2 ASB and vulnerability	Policing Communities and the Roads; Professional Policing in Context	1, 2, 3, 8, 9, 4, 10, 11

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
	3.3 Impact of crime and ASB on victims and communities: <ul style="list-style-type: none"> <li>• Pilkington case</li> <li>• Signal crime</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	3.4 Preventing and responding to crime and ASB in communities: <ul style="list-style-type: none"> <li>• Investigative activity</li> <li>• Enforcement activity, including specific legislation</li> <li>• Targeted prevention activity (e.g. offender focus, hotspots, problem solving, repeats)</li> <li>• Partnership activity (e.g. local authorities, communities)</li> <li>• Long-term prevention activity (e.g. early interventions, families with complex needs)</li> <li>• Perceptual activity (e.g. control signals)</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
4 Describe how to foster effective partnerships in community policing	4.1 Role and importance of partner agencies in effective problem-solving: <ul style="list-style-type: none"> <li>• Shared problems</li> <li>• Data sharing</li> <li>• Problem identification and analysis</li> <li>• Non-police responses to problems</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	4.2 Legislative framework	Policing Communities and the Roads; Making Decisions: Policing Legally and Ethically	1, 2, 3, 4, 6
	4.3 Support that partners can provide in a community context: <ul style="list-style-type: none"> <li>• Statutory and voluntary agencies</li> <li>• Blue light partners in community strategies</li> <li>• Formal and informal local partnership approaches</li> <li>• Partnership building and networking</li> <li>• Use of police volunteers e.g. speed watch</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	4.4 Barriers and facilitators to working effectively with partner agencies: <ul style="list-style-type: none"> <li>• Joint responsibilities, shared costs, shared data/intelligence, shared resources</li> <li>• Different priorities, agendas and performance management focus</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	5.1 Aims and benefits of community engagement	Policing Communities and the Roads	1, 2, 3, 4
5 Understand the purpose and value of community engagement	5.2 Typology of community engagement	Policing Communities and the Roads	1, 2, 3, 4
	5.3 Strengths/weaknesses of different methods of engagement	Policing Communities and the Roads	1, 2, 3, 4
	5.4 Using community engagement to inform police practice (e.g. problem-solving activity)	Policing Communities and the Roads	1, 2, 3, 4
	5.5 Ways of engaging with the community to maximise community cohesion: <ul style="list-style-type: none"> <li>• Structured and effective community engagement</li> <li>• Protecting the community</li> <li>• Building community trust, cohesion and confidence</li> <li>• Focus groups and community</li> <li>• Team-building for partnership working</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	5.6 Role/use of social media	Policing Communities and the Roads	1, 2, 3, 4
	5.7 Importance and value of information provision	Policing Communities and the Roads	1, 2, 3, 4
	5.8 Role and importance of the public in effective problem-solving: <ul style="list-style-type: none"> <li>• Problem identification, specification and prioritisation</li> <li>• Co-production</li> <li>• Collective efficacy and community resilience/recovery</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	6 Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police	6.1 National and local incidents	Policing Communities and the Roads; Professional Policing in Context
6.2 High profile cases which have affected the community relationship with the police		Policing Communities and the Roads; Professional Policing in Context	1, 2, 3, 8, 9, 4, 10, 11
6.3 Rationale for negative outcomes		Policing Communities and the Roads	1, 2, 3, 4
6.4 Balancing key causation factors		Policing Communities and the Roads	1, 2, 3, 4
7 Explain how engaging with the community to examine/critique current policing practice can have a positive impact on policing	7.1 Methods currently employed to deliver effective policing to the community: <ul style="list-style-type: none"> <li>• Use of Community Impact Assessments</li> <li>• Trigger points/trigger incidents</li> <li>• Use of evidenced-based policing approaches/methods</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	7.2 Understanding community problems, issues and concerns regarding policing practice	Policing Communities and the Roads	1, 2, 3, 4
	7.3 Areas of policing where evidence-based research may benefit the level of service provided to the community	Policing Communities and the Roads	1, 2, 3, 4
	7.4 Impact of policing resources on community policing	Policing Communities and the Roads	1, 2, 3, 4
	7.5 Effectiveness of early intervention/early action initiatives	Policing Communities and the Roads	1, 2, 3, 4
	7.6 Methods of adapting policing style to police minority groups	Policing Communities and the Roads	1, 2, 3, 4

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
	7.7 Effectiveness of initiatives/approaches made by other organisations (statutory and voluntary)	Policing Communities and the Roads	1, 2, 3, 4
8 Evaluate the role of community policing in fostering and maintaining community cohesion	8.1 Why there is a historical mistrust of the police by some sections of society	Policing Communities and the Roads; Professional Policing in Context	1, 2, 3, 8, 9, 4, 10, 11
	8.2 How historical mistrust can manifest itself in confrontations	Policing Communities and the Roads; Professional Policing in Context	1, 2, 3, 8, 9, 4, 10, 11
	8.3 High profile cases where such confrontations have taken place	Policing Communities and the Roads	1, 2, 3, 4
	8.4 Measures to reduce tension and improve trust	Policing Communities and the Roads	1, 2, 3, 4
	8.5 Use of community tension indicators	Policing Communities and the Roads	1, 2, 3, 4
	8.6 Impact of community engagement on police legitimacy	Policing Communities and the Roads	1, 2, 3, 4
	8.7 Impact of engagement on community confidence	Policing Communities and the Roads	1, 2, 3, 4
9 Understand the key principles of effective community engagement	9.1 Identification of key stakeholders: <ul style="list-style-type: none"> <li>• Partner organisations</li> <li>• Groups</li> <li>• Individuals</li> <li>• Police</li> </ul>	Policing Communities and the Roads; Professional Policing in Context	1, 2, 3, 8, 9, 4, 10, 11
	9.2 Typology and influences on community partnerships	Policing Communities and the Roads	1, 2, 3, 4
	9.3 How to develop an effective community engagement strategy: <ul style="list-style-type: none"> <li>• Aim and benefit(s) of community engagement</li> <li>• Pros and cons of different methods of engagement</li> <li>• Using community engagement to identify and prioritise problem-solving activity</li> <li>• Role of social media, including communication/marketing methods</li> <li>• Importance and value of information provision/sharing</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
10 Evaluate the impact of potential challenges to community policing and the future role of the community constable	10.1 Potential future challenges and opportunities: <ul style="list-style-type: none"> <li>• Financial constraints</li> <li>• Competing priorities</li> <li>• Resourcing challenges/expectations</li> <li>• Ability to continue to deliver community policing in its present form</li> <li>• Advances in technology</li> <li>• Changing crime types and patterns</li> </ul>	Professional Policing in Context	8, 9, 11
	10.2 Future role of community police officers and special constabulary: <ul style="list-style-type: none"> <li>• Evolving knowledge and skills requirements</li> <li>• Adaptability to changing needs and priorities</li> </ul>	Professional Policing in Context	8, 9, 11
<b>Policing the Roads</b>			
1 Explain core policing functions and strategies relating to policing the roads	1.1 Commonly-used terms in policing the roads	Policing Communities and the Roads	1, 2, 3, 4
	1.2 Principal police functions in relation to policing the roads		
	1.3 The National Police Chiefs' Council (NPCC) Roads Policing Strategy		
	1.4 Health and safety risks within the roads policing environment		
	1.5 Partner agency roles		
	1.6 Role and function of family liaison in roads policing incidents		
2 Explain legislation, police powers and the most common offences associated with policing the roads	2.1 Key legislation including: <ul style="list-style-type: none"> <li>• Road Traffic Act 1988</li> <li>• Highway Act 1835, 1980 and 1988</li> <li>• Road Traffic Regulation Act 1984</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	2.2 Police powers relating to <ul style="list-style-type: none"> <li>• Vehicles</li> <li>• Use of the highway</li> <li>• Documentation offences</li> </ul>		
	2.3 Roads-related offences: <ul style="list-style-type: none"> <li>• Vehicles, including anti-social behaviour</li> <li>• Use of the highway</li> <li>• Documentation offences</li> <li>• Breaches of legislation by commercial vehicles</li> </ul>		
3 Explain police powers in relation to commercial vehicle enforcement	3.1 Legislation and regulations relating to commercial vehicles and drivers of commercial vehicles: <ul style="list-style-type: none"> <li>• Road Vehicles (Construction and Use) Regulations 1986</li> </ul>	Policing Communities and the Roads	1, 2, 3, 4
	3.2 Legal documentation required by vehicles: <ul style="list-style-type: none"> <li>• Passenger Carrying Vehicles (PCV) and Large Goods Vehicles (LGV), including operators</li> </ul>		
	3.3 Driver hours, rules and regulations: <ul style="list-style-type: none"> <li>• Rules and regulations that govern driver hours, how they are recorded and how these can be breached</li> <li>• Regulations relating to: <ul style="list-style-type: none"> <li>- Dangerous goods and hazardous materials</li> <li>- Weight of vehicles and abnormal indivisible loads</li> </ul> </li> </ul>		
4 Explain the effect of roads-related anti-	4.1 Roads-related anti-social behaviour and offences		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
social behaviour offences on victims and their families	4.2 Groups of people who are especially vulnerable in the roads environment 4.3 Impact of incidents upon victims and their families	Policing Communities and the Roads	1, 2, 3, 4
5 Explain the legislation applicable to more complex road investigations	5.1 Relevant case law and legislation in relation to drink/drug driving 5.2 Legislation and powers in relation to potential construction and use offences when conducting examinations of vehicles at the roadside	Policing Communities and the Roads	1, 2, 3, 4
6 Explain how to apply a problem-solving process to investigate small-scale incidents and collisions on the roads	6.1 The CLEAR initiative	Policing Communities and the Roads	1, 2, 3, 4
7 Understand the more prevalent criminal activity facilitated by the road network, and how this can be disrupted by effective policing of the roads	7.1 Criminal activity facilitated by the road network: • Drug smuggling • Human trafficking • Child sexual exploitation • Counterfeit goods • Organised crime groups 7.2 Methods of gathering intelligence and information 7.3 Stopping a vehicle, using the powers provided by Section 4 of Police and Criminal Evidence Act (PACE) 1984 7.4 Procedures and follow up actions where a suspect, or person of interest is arrested, or apprehended, following an incident or planned operation on the road network	Policing Communities and the Roads	1, 2, 3, 4
8 Review available prevention and disruption options available, to target criminal activity on the road network	8.1 Impact of organised crime activity at a national, regional and local level 8.2 How criminal activity on the road can be targeted 8.3 How to prevent and disrupt high-level crime on the road network	Policing Communities and the Roads	1, 2, 3, 4
9 Explain how to police the strategic road network effectively and safely	9.1 Definition of common terms associated with the strategic road network 9.2 Specific legislation applicable to the strategic road network, including: • Motorway Traffic (England and Wales) Regulations 1982	Policing Communities and the Roads	1, 2, 3, 4
10 Explain roles and responsibilities of personnel involved in police pursuits, and the types of vehicle	10.1 Definition of the term 'pursuit' 10.2 Vehicles which are suitable for use in a pursuit and those which are prohibited from use 10.3 The extent to which police drivers are authorised to operate in the phases of a pursuit	Policing Communities and the Roads	1, 2, 3, 4
11 Review the evidence base associated with serious road policing offences, and strategies associated with reducing the number of collisions	11.1 Evidence-base associated with serious road policing offences, including: • Behaviour of young drivers • Causes of death in road-related incidents • Social acceptance of serious road traffic offences compared to other serious offences 11.2 Common causes of road collisions and how they can be reduced: • Content of a STAT19 report • Importance of interpreting the guidance set out in the STAT20 manual • The priorities set out in the National Police Chiefs Council (NPCC) Policing the Roads in Partnership 5 Year Strategy 2015-2020 • Local strategies and initiatives in place to reduce the number of collisions	Policing Communities and the Roads	1, 2, 3, 4
<b>Information and Intelligence</b>			
1 Explain the importance of information and intelligence to key areas of policing	1.1 Information versus intelligence 1.2 The National Intelligence Model (NIM) 1.3 Intelligence roles: • National intelligence • Local intelligence • Intelligence roles within other intelligence organisations 1.4 How information and intelligence can be used in key areas of policing e.g: • Community policing • Response policing • Policing the roads • Investigation • Counter terrorism • Public protection • Vulnerability and risk • Motor policing operations 1.5 Potential impact on public perceptions of policing caused by both effective/ineffective use of information and intelligence	Introduction to Criminology and Policing; Policing Communities and the Roads; Responding to Incidents	1, 2, 8, 4, 11
2 Understand and operate within relevant legislation/guidance underpinning information and intelligence in policing	2.1 Relevant legislation, including: • Data Protection Act 2018/General Data Protection Regulation 2018 • Human Rights Act 1998 • Protection of Freedoms Act 2012 • Freedom of Information Act 2000 • Regulation of Investigatory Powers Act 2000 • Investigatory Powers Act 2016 2.2 Relevant guidance, including: • Managing Information (Management of Police Information (MOPI)) • APP Information Management • Government Security Classifications (GSC) • Information Sharing Agreements (ISA)	Introduction to Criminology and Policing; Making Decisions: Policing Legally and Ethically	1, 2, 4, 6

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
3 Understand the practical issues pertaining to the collection, retention and sharing of information and intelligence	3.1 The Intelligence Cycle: <ul style="list-style-type: none"> <li>• Collection</li> <li>• Development</li> <li>• Dissemination</li> </ul> 3.2 Relationship between the National Intelligence Model (NIM) and the Intelligence Cycle 3.3 Use of information and intelligence within the National Decision Model (NDM) 3.4 Sources of information and intelligence, including: <ul style="list-style-type: none"> <li>• Open/closed sources</li> <li>• Police National Computer (PNC)</li> <li>• Police National Database (PND)</li> <li>• Policing registers</li> <li>• Other forces/agencies</li> <li>• Covert Human Intelligence Sources (CHIS)</li> <li>• Social media</li> <li>• Community intelligence</li> </ul> 3.5 Systems employed to 'grade' information into intelligence 3.6 Uses (and challenges) of technology in information and intelligence management: <ul style="list-style-type: none"> <li>• 'Golden Nominal' concept</li> </ul> 3.7 Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information 3.8 Reasons why there is a need to share information within the police service and with other organisations 3.9 Potential positive and negative impact on policing outcomes of information and intelligence sharing 3.10 Principles of sharing police information 3.11 The different types of sharing: <ul style="list-style-type: none"> <li>• Statutory obligation</li> <li>• Statutory Power</li> <li>• Common Law (Policing Purpose)</li> </ul> 3.12 Appropriate, effective and legal sharing of information 3.13 How Information Sharing Agreements (ISAs) work 3.14 Role of the Information Commissioner's Office (ICO) 3.15 Potential consequences of sending too much information versus too little to partner agencies 3.16 Instances when sharing information outside of the ISA may be acceptable 3.17 Impacts of information misuse 3.18 Freedom of Information and subject access requests	How to be an effective investigator; Policing Communities and the Roads	8, 11
4 Understand how information and intelligence held by other agencies can help police operations	4.1 The information that is held on individuals by other agencies 4.2 Considerations for partnership working e.g. data protection, data sharing/quality, privacy, risk management	How to be an effective investigator	8, 11
5 Explain data protection regulations and their impact on professional policing	5.1 The key roles in information handling, including the Information Asset Owner (IAO) 5.2 Data protection regulations associated with storage, processing, use and sharing of policing data 5.3 Impact of holding incorrect, inaccurate or out of date information on an individual 5.4 Implications of data protection regulations on the use of information and intelligence in policing operations 5.5 Legal and organisational implications of inappropriate disclosure of information 5.6 Use of Privacy Impact Assessments with any held data 5.7 Retention periods for information 5.8 Data quality 5.9 Concept of risk mitigation	Making decisions: Policing Legally and Ethically	3, 6
6 Examine the issues that can arise when data management protocols are not adhered to	6.1 Impacts on the police service and the reputation of policing when data management errors occur 6.2 Potential cost to the organisation and individuals when data breaches occur 6.3 Initial actions for dealing with data breaches and the roles of key stakeholders	Making decisions: Policing Legally and Ethically	3, 6
7 Review the rights of the individual in respect of information held about them	7.1 Rights of the individual and exceptions, including: <ul style="list-style-type: none"> <li>• Protection of Freedoms Act 2012</li> <li>• Human Rights Act 1998</li> </ul>	Making decisions: Policing Legally and Ethically	3, 6
<b>Police Investigations</b>			
1 Examine fundamental principles, legislation and powers related to conducting investigations	1.1 Relevant legislation, including legislation applicable in specific areas (e.g. Proceeds of Crime Act 2002) 1.2 Powers applicable to investigations, including: <ul style="list-style-type: none"> <li>• Entry powers</li> <li>• Powers of arrest</li> <li>• Search powers</li> <li>• Powers of seizure including legal privilege</li> <li>• 14 warrants</li> </ul> 1.3 Definitions of 'criminal investigations' and 'investigator' 1.4 Ethical considerations when conducting investigations 1.5 Evidence base behind investigative concepts 1.6 Knowledge and skills required 1.7 Investigative mind-set		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
	1.8 Principles of an investigation: <ul style="list-style-type: none"> <li>• Preserve life</li> <li>• Preserve scenes</li> <li>• Secure evidence</li> <li>• Identify victims</li> <li>• Identify suspects</li> </ul>	Making Decisions: Policing Legally and Ethically; How to be an effective investigator	6, 8, 11
	1.9 Making decisions in an investigative context in accordance with the National Decision Model		
2 Understand the structure and processes in relation to conducting an investigation	2.1 Definitions of key terminology: <ul style="list-style-type: none"> <li>• Investigative mind set</li> <li>• Best evidence</li> <li>• Material/information/intelligence</li> <li>• Disclosure</li> </ul>	How to be an effective investigator	8, 11
	2.2 The stages of an investigation		
	2.3 How to develop an investigative hypothesis		
	2.4 Specialists who may be involved, including Crown Prosecution Service (CPS)		
3 Explain the appropriate processes for gathering and managing evidence/information that may be pertinent to an investigation	3.1 What constitutes 'material', 'information', 'intelligence' or 'evidence'	How to be an effective investigator	8, 11
	3.2 Evidence-gathering opportunities: <ul style="list-style-type: none"> <li>• Victims</li> <li>• Witnesses</li> <li>• Suspects</li> <li>• Crime scenes (including physical and digital scenes of crime)</li> <li>• Passive data generators e.g. CCTV, data communication sources, banking and credit card records</li> </ul>		
4 Understand the types of evidence that may be obtained during an investigation	4.1 Types of evidence	How to be an effective investigator	8, 11
	4.2 How digital technology can capture best evidence e.g. body-worn video cameras		
5 Understand the legislation and supporting principles relating to police interviews	5.1 Legislation to be considered during interviews, including: <ul style="list-style-type: none"> <li>• PACE Code E - Audio Recording of Interviews</li> <li>• PACE Code F - Video Recording of interviews</li> </ul>	How to be an effective investigator	8, 9, 11
	5.2 The evidence base associated with the PEACE interview structure		
	5.3 The principles of investigative interviewing		
	5.4 The PEACE interview process: <ul style="list-style-type: none"> <li>• Planning and preparation</li> <li>• Engage and explain</li> <li>• Account clarification and challenge</li> <li>• Closure</li> <li>• Evaluation</li> </ul>		
	5.5 Individuals who may need to be involved in interview process, including: <ul style="list-style-type: none"> <li>• Interpreters</li> <li>• Legal advisors</li> <li>• Intermediaries</li> </ul>		
	5.6 Non-verbal signals seen in interviews		
6 Understand the difference between 'volume and priority' crime and 'serious and complex' crime and the relevance to the investigative process	6.1 Define 'volume and priority' crime and 'serious and complex' investigations	How to be an effective investigator	8, 11
	6.2 Specific considerations to be taken into account when dealing with the following investigations: <ul style="list-style-type: none"> <li>• Anti-social behaviour and disputes</li> <li>• Hate crime (including the importance of proving hostility)</li> <li>• Public protection and domestic abuse</li> <li>• Roads policing (including road death investigation)</li> <li>• Public order</li> <li>• Firearms</li> <li>• Extremism</li> <li>• Terrorism</li> </ul>		
7 Understand the additional sources of intelligence that can be obtained during a complex investigation	7.1 Role of specialists in retrieving information/intelligence or evidence from devices	How to be an effective investigator	8, 11
8 Review the roles and processes associated with conducting complex investigations	8.1 Relevant legislation	How to be an effective investigator	8, 11
	8.2 Community considerations		
	8.3 Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)		
	8.4 Role of internal specialists, including: <ul style="list-style-type: none"> <li>• Crime Scene Investigator</li> <li>• Digital or traditional forensic specialists</li> <li>• Digital Media Investigator</li> <li>• Financial Investigator</li> <li>• Senior Investigating Officer</li> </ul>		
	8.5 Additional investigative processes that may be required e.g. inquests		
	8.6 Role of coroner		
9 Understand the intricacies associated with victim and witness care during a complex investigation	9.1 Impact of trauma on victim(s) and witnesses involved in complex and serious offending	How to be an effective investigator	8, 11
	9.2 Support required for victims, including therapeutic support, consent issues and maintaining on-going support throughout the investigation		
	9.3 Professional support that may be involved and their role		
	9.4 The role of Multi-Agency Public Protection Arrangements (MAPPA)		
	9.5 Victim's right to review		

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Programme Learning Outcome)
10 Explain additional professional considerations to be taken into account in relation to specific complex investigations	10.1 Specific legislation applicable 10.2 Types of offending that will be serious and complex e.g. offences which: <ul style="list-style-type: none"> <li>• Involve the use of violence, including weapons and firearms</li> <li>• Are sexual assaults</li> <li>• Can result in substantial financial gain</li> <li>• Cause substantial financial loss to the victim</li> <li>• Are conducted by a large number of persons in pursuit of a common purpose</li> </ul>	How to be an effective investigator	8, 11
11 Explain the range of specialists to liaise with in relation to complex live (or cold) cases	11.1 Role of the CPS, early engagement and pre-trial case conferences 11.2 Case discussions prior to engaging a specialist e.g. Forensic Medical Examiner 11.3 Logistics of disclosure during complex or major investigations e.g. case management systems and databases 11.4 Cold case reviews	How to be an effective investigator	8, 11

## **Appendix 2 - PROGRAMME REGULATIONS** – To be Included within the Programme Specification

**Name of programme:** Professional Policing  
**Title of final award:** BSc with Honours  
**Interim awards<sup>1</sup>:** Certificate of Higher Education in Policing Studies  
Diploma of Higher Education in Policing Studies  
**Accreditation:** **The University of Sunderland is licensed by the College of Policing to deliver this programme.**

### **Stage 1**

#### **Core modules:**

Code	Title	Credits
PLC101	Making decisions: policing legally and ethically	30
PLC102	Introduction to Criminology and Policing	30
PLC104	Criminal Justice	30
PLC103	Policing Communities and the Roads	30
PLC201	Responding to incidents	30
PLC202	How to be an effective investigator	30

### **Stage 2**

#### **Core modules:**

Code	Title	Credits
PLC204	Professional Policing in Context	30
PLC203	Research Methods for Policing	30
PLC301	Protecting the vulnerable	30
PLC302	Digital Policing	30
PLC304	Counter-Terrorism	30
PLC303	Evidence-based policing project	30

#### **Regulation 2.1.3 para C**

##### **Existing Regulation:**

*“Credit: a measure of the volume of student learning time required to achieve defined learning outcomes at a given level. A full time undergraduate workload is 120 credits per year representing 1200 hours of notional learning time.”*

##### **Amendment (addition):**

***For an accelerated degree programme, the full time undergraduate workload is 180 credits per calendar year representing 1800 hours of notional learning time.***

#### **Regulation 2.1.3 para G**

##### **Existing Regulation**

*“Stage: an indication of the structure of a programme such that each Stage equates to one year of full-time study irrespective of the Level(s) of the modules taken within that Stage. A typical Bachelor’s degree with Honours has three Stages.”*

##### **Amendment (addition):**

***For an accelerated degree programme, there will normally be two stages. Stage 1 will equate to 120 credit at Level 4 credits and 60 Level 5 credits; Stage 2 will equate to 60 Level 5 credits and 120 Level 6 credits.***

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<sup>1</sup> Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

### Regulation 2.3.1

#### **Existing Regulation:**

*"The study load for a full-time student is 120 credits per year. The maximum load is 140 credits per year, including any failed module trailed under 4.3.3. The maximum study load for a part-time student is 90 credits per year."*

#### **Amendment (Replacement)**

***The study load for a full-time student on an accelerated programme (on BSc Professional Policing (accelerated) is 180 credits per year.***

NB There is no reference to the failed module trailed under 4.3.3 because students on the BSc Professional Policing (accelerated) programme will not be permitted to trail failed modules.

### Regulation 3.2

#### **Existing Regulation**

*"Each student must be registered in each year of study for the programme to which he/she has been admitted and for the modules within that programme which he/she is to take. Full-time students must be registered for 120 credits per academic year. Part-time students may register for up to 90 credits."*

#### **Amendment (Replacement)**

***Students registered on the BSc Professional policing (accelerated) must be registered for 180 credits per calendar year.***

### Regulation 3.3

#### **Existing Regulation**

*"A student may not register on an undergraduate programme for more than 120 credits in one academic year unless he/she is trailing a failed module in which case he/she may register for 140 credits."*

#### **Amendment – Delete**

### Regulation 3.4

#### **Existing Regulation**

*A student who wishes to take additional modules must do so by registering for them separately. This includes registration for a short course or a further programme. Such registration requires the approval of the programme/course/module leader(s) of the student's original programme and of the student's additional course of study before he/she may be allowed to register. The assessment of such additional study will not contribute to the assessment of the student's initial programme of study. A separate fee is charged for any additional study.*

#### **Amendment – Delete**

### Regulation 3.5

#### **Existing Regulation**

*"At each Stage students must register for modules in line with the programme-specific regulations which specify compulsory modules, optional modules and, where applicable, the provision for a student to take a module of choice from elsewhere in the University. The table below shows the minimum and maximum number of credits which programme-specific regulations may allow students to take from modules at each Level within a given Stage of study. So, for example, at Stage 2 a programme must consist of at least 100 credits of Level 5 modules and not more than 120 credits of Level 5 modules, and may include up to 20 credits of Level 4 modules to make a total of 120 credits for the Stage. Modules from Level 6 or 7 may not be included within a Stage 2 programme of study. Students whose programme-specific regulations do not allow them to take modules from the Level below that at which they are studying may not do so."*

#### **Amendment – Delete**

### Regulation 4.3.2

#### **Existing Regulation**

*When a student has failed a module at both the first attempt and when subsequently reassessed under 4.3.1, he or she may, at the discretion of the Programme Assessment Board and taking into account the recommendations of the Module Assessment Board, attempt that module again, once only, with attendance or*

*in an alternative mode of study as deemed by the Board to be appropriate. In this case the student must remain at the same Stage and may not register to study modules for the next Stage. Up to 120 credits may be repeated in this way. Where applicable students may therefore be studying a full-time programme in part-time mode for one year. The standard applicable fee is charged.*

#### **Amendment – Delete**

#### **Regulation 4.3.3 (a)**

##### **Existing Regulation**

*When a student has failed a module at both the first attempt and when subsequently reassessed under 4.3.1, he or she may, at the discretion of the Programme Assessment Board, be permitted to progress to the next Stage of study and to trail a failed module to the value of up to 20 credits in order to attempt that module again, once only, during the next academic year at the next normal occasion of assessment for the module. If timetabling permits, the student may attend lectures and other classes associated with the module during this period.*

#### **Amendment – Delete**

#### **Regulation 5.1.1**

##### **Existing Regulation**

*A student may not progress to the next Stage of study until he/she has satisfied the requirements of the Stage for which he/she has been registered and he/she may not register for modules from the next Stage until he/she has progressed. Progression must be agreed by the Programme Assessment Board. This includes the provision to allow a student to trail a failed module to the next Stage: such a student must be progressed notwithstanding the trailed fail.*

##### **Amendment (Replacement)**

***The first progression decision for students entering from the start of Stage/Year 1 will be on the completion of the first stage i.e. after the student has had the opportunity to complete 120 Level 4 credits and 60 Level 5 Credits. In light of the number of credits being taken in any one calendar year, students will not be permitted to continue on the BSc Professional Policing (accelerated) programme having failed a module. Students will be required to transfer onto the BSc Professional Policing 3YFT programme to complete their degree and the 3-year academic regulations (including approved programme specific regulations) will apply from that point. In order to allow students the opportunity to undertake re-assessment in all modules, students will be exceptionally permitted to progress from stage 1 to stage 2, trailing re-assessment in modules in PLC201 and/or PLC202 for completion at the next available opportunity.***

#### **Regulation 5.2.1-5.2.6:**

##### **Existing Regulation**

###### **5.2.1**

Where a student has attempted the required number of credits at Stage 1, Stage 2 or Stage 3, failure in up to 20 credits at each Stage will be compensated at programme level, providing that the student has:

- achieved at least 35% in the module concerned;
  - submitted all assessments for that module;
- and
- has an average mark across all other modules at that Stage of at least 45%.

###### **5.2.2**

A Board has the discretion to compensate a further 20 credits (for a maximum of 40 credits overall, in any combination of module sizes), again provided that the student has achieved at least 35% in the module concerned, has submitted all assessments for that module, and has an average mark across all other modules at that Stage of at least 45%.

###### **5.2.3**

The mark(s) achieved for the module(s) compensated will stand, and the credits for the module(s) will be awarded. The student will be allowed to progress to the next Stage of study. A compensated pass is accepted as a pass in a pre-requisite module.

###### **5.2.4**

If compensation of a module is not to be permitted, for example because it would infringe PSRB requirements, this must be approved on behalf of Academic Board as a programme-specific regulation and be included in the programme handbook.

###### **5.2.5**

Compensation between modules is not permitted at Level 7 of an Integrated Masters degree.

#### 5.2.6

Compensation must be applied wherever the mark profile permits at the earliest occasion. Once compensation has been given a module may not be referred, repeated or trailed under regulations 4.3.1, 4.3.2 or 4.3.3.

**Amendment: (replacement)**

#### **5.2.1 Progression Regulations**

**In accordance with the pre-join degree in Professional Policing National Programme Specification, programme level compensation is not permitted on this programme. All modules must be passed with a mark of at least 40%.**

### **Regulation 6.1.3**

#### **Existing Regulation**

*Exit qualifications may be awarded for all Honours and Integrated Masters degrees as Certificates or Diplomas of Higher Education or Ordinary degrees, and for Foundation Degrees as Certificates of Higher Education. The name of the exit qualification shall be the same as that for the Honours degree unless an alternative name is approved at programme validation and recorded as a programme-specific regulation.*

#### **Proposed interim award title:**

(120 credits) Certificate of Higher Education in Policing Studies

(240 credits) Diploma of Higher Education in Policing Studies

### **Regulation 6.5.2**

#### **Existing Regulation**

*An Honours degree is awarded on the basis of a weighted mean average of:*

- *the marks for the best 100 credits obtained at Stage 2 and*
- *the marks for the best 100 credits obtained at Stage 3.*

*The mean average for the best 100 credits at each Stage is obtained and then weighted so that the Stage 2 marks are worth 20% and the Stage 3 marks are worth 80%. A final mean average is obtained on the basis of this weighting and this determines the degree classification.*

#### **Amendment (Replacement)**

***An honours degree is awarded on the basis of an average of all modules completed at Level 6.***

### 15. Version Control

Programme Specifications are checked annually and updated when changes are made to the programme.

Version Number		Date	Details of change	Author
V1	Document created	6/4/2020		Ben Middleton
V2	Document changed	08/07/20	Added programme reg	April McLeod