Pre-Join Degree in Professional Policing with University of Cumbria

Integrated Foundation Year

Programme Specification

Programme Title and Name of Award	This programme specification is designed for prospective students, academic staff and enrolled students. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. BSc (Hons) Professional Policing with Integrated Foundation Year
Academic Level	6 **Total Credits** 480
Professional Body Accreditation / Qualification	The programme has been accredited and licenced by the College of Policing as the professional body in policing in England and Wales.
Date of Professional Body Accreditation	13 June 2019 **Accreditation Period** 5 Years from the point of validation sign-off (in accordance with CoP accreditation period)
UCAS Code	L900
JACS Code	n/a
HECoS Code	100486
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. https://www.cumbria.ac.uk/study/courses/foundation-courses/ *We would strongly advice that students become familiar with the recruitment requirements for the constabulary to which they intend to apply. Students need to also note that entry requirements into a career in policing are subject to individual constabulary police recruitment processes, which includes vetting checks, application sift, assessment centre, final interview, medical and fitness.*

	Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/professional-policing-with-integrated-foundation-year/
Teaching Institution	Centre of Excellence for Policing Studies, University of Cumbria.
Owning Department	Business, Law, Policing & Social Sciences
Programme delivered in conjunction with	This programme will be independently delivered.
Principal Mode of Delivery	The delivery of this programme will be a combination of the following: Face to Face & Blended Learning.
Pattern of Delivery	Delivery will be fulltime. (This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader).
Delivery Site(s)	Fusehill St, Lancaster, East India Dock Road (Level 3 delivered at Fusehill Street, Carlisle only)
Programme Length	Full Time: 4 years standard (8 years maximum) Part Time: 6 years standard (8 years maximum) All College of Policing licenced programmes have a currency of five years. After this time a 'refresher programme' will need to be completed if the student has not entered the policing profession.
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Ordinary Degree Policing 420 Dip HE Policing 360 Cert HE Policing 240 Fd Cert in Social Science 120
Period of Approval	1 Aug 2019 – 31 Jul 2024 (aligned to PSRB)

Cumbria Graduate Attributes
Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:
• Enquiring and open to change

- Self-reliant, adaptable and flexible

- Confident in your discipline as it develops and changes over time

- Capable of working across disciplines and working well with others

- Confident in your digital capabilities

- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment

- A leader of people and of places

- Ambitious and proud

Programme Features

The University of Cumbria has been at the forefront of the delivery of professional policing degree programmes for the past nine years, with the current prevision being delivered in conjunction with Cumbria Constabulary. As such we have also played a key role in working with the professional body for policing, the College of Policing, the national employer 'trailblazer group' and other interested parties in developing both the national curriculum and the **Police Education Qualification Framework (PEQF).**

The College of Policing has undertaken to develop the PEQF, a standardised national framework that sets minimum education qualification levels for the police service, by level of practice or rank.

The aim of the PEQF is the standardisation and professionalization of police education for those who enter the service at the rank of police constable. Three new entry routes into policing at this rank are being introduced, namely:

- A degree apprenticeship, linked to achievement of a degree in professional policing

- A pre-join undergraduate degree in professional policing

- A programme for entry to the policing profession by graduates with a first degree other than the above.

The BSc (Hons) Professional Policing is an important part of the Police Vision 2025, transformational agenda. It is a key workforce development aim that supports key aspects of police training and development through academic accreditation, recognising the skills and knowledge of the police workforce.

The foundation year prepares students in readiness to undertake options of a placement as a special constable or a research project addressing current policing issues, such as partnerships, ethics and community impact of policing models.

The Law and Social Science foundation year entry route provides opportunities to develop an understanding of a range of law and social science subject areas including sociology, criminology, law, psychology, policing and investigation. Core academic skills with be developed and practised throughout the year.

The BSc (Hons) Professional Policing academic knowledge-based degree constructed using the national curriculum for the police constable role, which has been developed by the College of Policing, in conjunction with police services in England and Wales, and a select group of higher education institutions, of which the University of Cumbria is the lead institution.

The BSc (Hons) Professional Policing may also be of interest or benefit to those considering a career in non-PC roles in policing and 'policing' related occupations, for those seeking to understand how society is policed, who have an interest in law enforcement or want to enter the wider justice sector.

Throughout the BSc (Hons) Professional Policing you will be taught using a range of teaching methodologies. Teaching methods will include face-to-face formal lectures, tutorials, seminars, practical exercises, role plays, directed study, and research projects. The Programme will utilise IT including Blackboard, Virtual Learning Environment (VLE), to facilitate communication between lecturers and students in their learning experience and to provide access to course information, course materials and relevant web links.

The BSc (Hons) Professional Policing will develop your critical thinking about the context of policing, issues within policing, policy and practice through a range of complementary modules that encompass academic skills and theories of policing. Individual learning is supported through a structured system of tutoring. The Programme is underpinned by theoretical knowledge and analytical skills which can be understood in an operational policing and policy context.

This BSc (Hons) Professional Policing has at its core the national curriculum for the police constable role, which is a licenced product of the College of Policing, so whatever your aspirations, once you have successfully completed the programme, you will be educationally equipped to enter into the employment market, regardless of professional direction you choose to take. Clearly, the primary purpose this programme serves is to prepare you as a prospective police constable for a career in policing. From **1st January 2020**, entry into a career in policing will require students to pursue one of the three entry routes that culminates in a **BSc (Hons) Professional Policing**.

We believe that **The Centre of Excellence for Policing Studies, University of Cumbria**, has developed, from the national curriculum, a programme that meets all the necessary learning requirements.

This BSc (Hons) Professional Policing has been designed to meet the licence requirements of the College of Policing, as well as being referenced to the **QAA Subject Benchmarking Statement for Criminology 2014** and other academic standards.

Aims of the Programme

The overall aims of the Programme are:

1. To provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study

2. Develop students' inter-disciplinary knowledge through an exploration of theoretical concepts in a range of contexts applicable to Policing

3. Develop the academic personal and professional skills required to work in the context of Policing

4. To provide students with the opportunity to grow and develop their theoretical knowledge, understanding and practical skills in the classroom, in lectures, using role-plays, group work, tutorials and the VLE, so as to prepare students so that they are ready to pursue a career in policing

5. To ensure that the specialised and diverse graduate skills and knowledge developed by students during the programme can be contextualised to wider policing and community safety issues.

6. To enable students to develop an understanding of policing, its relationship with criminal justice partnerships and the wider social and political context by developing a comprehensive understanding of the theories, themes and policies that impact modern policing

7. To develop critical thinking and reflective practice within ethical and professional boundaries providing a critical academic understanding of policing, policy, practices, ethical values and moral codes. Students will build academic knowledge and skills and in turn develop a contextual understanding of contemporary policing.

8. To enhance specialised and diverse skills and knowledge that reflect the individual students' areas of interest and career aspirations

9. To provide students with knowledge and skills to utilise a range of analytical and research methodologies critically, allowing them to undertake ethically sound, professional, empirical research.

10. To equip students to progressively develop their intellectual capacities and career management skills, allowing for the development of a range of interpersonal and transferrable skills, commensurate with role competencies as outlined in policing.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications] (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.

- Begin to work beyond defined contexts

- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format

- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.

- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.

- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.

- Accept responsibility for determining and achieving personal outcomes.

- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (FdCert) you will be able to demonstrate:

K1. An understanding and knowledge of key aspects of the subject area.

K2. The ability to describe the English legal system and the main branches of law in relation to business practices

K3. An understanding of the causes of criminality and how this is policed

After 240 credits of study (Cert HE) you will be able to demonstrate:

K4. An understanding of the importance of equality and diversity, ethics and values within a policing environment

K5. An understanding of how roles within policing, engage in the wider criminal justice system

K6. An awareness of how the police operate in partnership with other organisations and the wider community

K7. An awareness of the roles and functions of specialised policing departments and other law enforcement agencies

K8. Explain how various investigative methodologies can be utilised in bringing offenders to justice

K9. A fundamental understanding of criminological theories.

After 360 credits of study (Dip HE) you will be able to demonstrate:

K10. An understanding of the importance of equality and diversity, ethics and values within a policing environment

K11. The ability to debate topical aspects of policing, including the management of intelligence, investigative practises, treatment of offenders and public protection and how these engage in the wider criminal justice system

K12. An appreciation of theoretical concepts of policing in the context of an operational setting

K13. Evaluation of social and historical development of policing, its structures and governance, alongside new and emerging forms of policing in line with the College of Policing's professionalising of the service

K14. An ability to Critically debate of the practical application of legislation within an operational context

K15. An ability to Evaluate relevant police theory, policy, procedure and practice impact on the community

After 420 credits of study (BSc) you will be able to demonstrate:

K16. A critical awareness of the underpinning principle, ethics and values of policing within an operational context

K17. An understanding of police engagement in a partnership approach to addressing safeguarding issues in the community

K18. A critical understanding of contemporary theories and research in policing practice and policy

K19. A deep understanding of the governance and structures within policing and the new and emerging forms of policing (strategy)

K20. An ability to critically evaluate current policy and procedures and the impact they have within operational policing (operation)

After 480 credits of study (BSc Hons) you will be able to demonstrate:

K21. A critical awareness of appropriate research methods to allow the design an ethically sound empirical piece of **Evidenced Based Policing** research

K22. A critical and demonstrable awareness of Operational Competence in policing

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Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (FdCert) you will be able to demonstrate:

S1. An understanding of the academic, personal and professional skills needed to succeed in higher education.

S2. The ability to apply legal principles to problem based scenarios

S3. The ability to explain the role and function of key personnel in the English legal system

After 240 credits of study (CertHE) you will be able to demonstrate:

S4. The capacity to solve problems, to be innovative and creative in approach to work and be able to communicate these ideas and arguments effectively to others both orally and in writing.

S5. Effective self-management and the ability to continue learning, display self-awareness,

self-reflection and sensitivity to diversity in people and different situations

S6. How to Incorporate knowledge and understanding into planning and evaluating policing measures and strategy

After 360 credits of study (DipHE) you will be able to demonstrate:

S7. A range of academic research techniques in order to review data and research relating to policing and apply this learning to new situations

S8. An ability to plan work and manage time, reflect on own strengths, limitations and performance, taking responsibility for setting targets and implementing plans for independent and collaborative working and personal and professional development.

S9. Developing professional values and understanding of anti-discriminatory, moral and ethical issues, legal principles, social divisions and diversity relevant to criminal justice sector.

After 420 credits of study (BSc) you will be able to demonstrate:

S10. Application of theoretical concepts in differing operational contexts specific to individual aspirations

S11. Professional discipline and an understanding of its development and culture in line with the College of Policing Strategic Intent

S12. Research skills and be able to apply findings to enhance professional practice

S13. Skills of data collection and analyses from varying sources in an ethical and professional way

S14. An understanding of the skills relating to Operational Competence to enhance professional practice

After 480 credits of study (BSc Hons) you will be able to demonstrate:

S15. An ability to challenge existing knowledge and construct evidence based arguments.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

In line with the College of Policing's licencing arrangements the programme has been referenced to:

- The PEQF Pre-join Degree in Professional Policing National Programme Specification
- The PEQF pre-join National Policing Curriculum
- The College of Policing Quality Assurance System
- QAA subject benchmark statement for http://www.qaa.ac.uk/en/Publications/Documents/SBS-criminology-14.pdf
- Framework for Higher Education Qualifications in England, Wales and Northern Ireland (revised in 2014).
- University of Cumbria has been the lead establishment in a consortium of ten Universities who have been part of the 'Trailblazer Group' and enabled the development of the national curriculum and the PEQF

The programme integrates the learning outcomes required for an academic undergraduate degree programme with those determined by the College of Policing's national curriculum.

The following will be considered when undertaking review and oversight:

- The UK Quality Code for Higher Education, specifically programme monitoring and review

- PEQF Quality Assurance Strategy, an overarching strategy setting out the principles, infrastructure and roles and responsibilities for quality assurance across the PEQF underpinning individual PEQF educational programmes (College of Policing).

- The Police Service Quality Assurance Framework (PSQA, specifically evaluation and performance outcomes)

- The Equality Impact Assessment (EIA) for the programme owned by the University of Cumbria.

All academic programmes are owned by the University of Cumbria and, as such, they will remain accountable for academic quality assurance as determined by internal policy and processes, which are compliant with QAA processes and the Teaching Excellence Framework (TEF).

- [UoC Vision, Mission and Values](#)

- [UoC Corporate Strategy](#)

- UoC Strategic Plan

- [UoC Learning, Teaching and Assessment Strategy](#)

- UoC Departmental Business Plans

- [UoC Academic Regulations and Academic Procedures and Processes](#)

- UoC Collaborative Provision Strategy

Graduate Prospects

The BSc (Hons) Professional Policing is one of three possible entry routes into policing and is a key part of the national agenda relating to professionalising the police, recruitment into policing, widening participation and wider PEQF. As such this qualification will allow you to pursue a career in policing as an approved qualification from the College of Policing. This helps to improve graduate prospects with regard to a future career in policing (subject to recruitment processes*), or a related field.

Graduates attributes associated with this programme include but are not limited to academic study and research skills, subject specific knowledge, collaboration and partnership working, an ethical foundation, respect for others, creativity, innovation and risk management, positive communication skills, emotional intelligence, reflective practitioner and being self-aware.

Recruitment into policing is managed by individual constabularies and involves rigorous background checks and recruitment processes that a separate to UoC admissions policies and procedures. The University of Cumbria has no influence over such procedures and while admission on to this programme of study will enhance your prospects and provide you with the necessary qualification, it cannot guarantee you a career in policing.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

The University of Cumbria has developed a **Learning, Teaching and Assessment Strategy 2017 – 22** that supports the University's vision

 "To be recognised as a catalyst for individual and regional prosperity and pride with national and international relevance, reach and impact"

By raising the aspirations and educational attainment of our learners. We will achieve this through the provision of an accessible and relevant environment for learning, teaching and research. We will focus on building progression routes into higher education, into employment and throughout careers for the "lifelong University of Cumbria learner".

Our learning environment will be flexible, distributed and 'fit for purpose' in being diverse and multi-faceted. It is led and facilitated by staff who are expert practitioners, engaged in research and scholarly activity and at the forefront of their disciplines. We will continue to embed the use of digital technology for learning and skills development. Above all, our learning environments offer an accessible, safe space for critical challenge and, where relevant, experimentation.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Blended learning approaches seek to offer diverse methods of teaching and learning that best suit learning styles, time demands and available resources.

Integrated foundation year

We want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of programmes within your department and students from other departments, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme. In some modules such as Professional Practice in the Community guest speakers from local industry and organisations will give talks on their role and practice within the sider community bridging the link between social theory and practice explored during the module.

Learning and Teaching

Knowledge, understanding, skills and other attributes are taught at the University with students putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake self-directed study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance. Facilitated by our expert practitioner staff, this community will develop in a learning environment that is well equipped, flexible, and stimulating. To maintain this environment, we will prioritise the needs of learning and research and actively develop relationships with external bodies to place students in the widest possible range of relevant settings.

The curriculum has been developed by The College of Policing (CoP), the professional body for policing in England & Wales, with support from HEI's and police forces nationally and only approved, licenced providers are permitted to deliver the pre-join degree. It is an expectation of the CoP that the programme will be delivered so as to incorporate all aspects of the curriculum.

Throughout the BSc (Hons) in Professional Policing programme, **Evidence Based Policing (EBP)** sits as part of the whole programme, where it features in all modules, either directly or by informing the content and delivery.

Summative and Formative Assessment

Some of the assessments within the pre-join degree have been designed to reflect the professional requirements of report and document writing within policing.

Examples of assessment methods include: case study, reflective reports, academic essay, e-portfolio, production and presentation of reports, poster and oral presentation, written report.

Learning and Teaching Assessment (LTA) approaches will be continually evaluated and improved by using module evaluations, feedback, peer review, focus groups, enhancement and module development sessions. As a student you will be encouraged to contribute to this process of development. This will ensure an enhanced student learning experience and the continuing professional development of academic team to maintain contemporary LTA best practice.

Formative assessment is an important feature within this pre-join degree. The nature of the formative work varies across the programme, and will be used to inform the summative assessment. Formative work includes in-class or online activities such as presenting work-in-progress presentations and reports. Peer and self-assessment are also used to provide feedback on formative tasks.

Feedback methods for formative assessment include:

- Immediate verbal or written feedback where possible supported by
- Feedback on-line via blackboard
- Peer feedback through seminars via discussion or presentation feedback

See University of Cumbria **Learning, Teaching and Assessment Strategy 2017-22.**

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality

academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction takes place during Welcome Week prior to the start of the programme. All foundation year students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programmes who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst your peer group, to familiarise you with the University and introduce you to a range of support services who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. You will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the University, but in addition foundation year students will receive dedicated supported from the level 3 Student Transition Advisors and by their subject area lead.

Transitioning to level 4: Progressing students will not be required to attend all induction activities at level 4, but will be invited to activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition, the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

Individuals who choose to study with us at University of Cumbria, come from a wide range of individual and educational backgrounds. We design induction and the early stages of your study programme with this in mind. The aim is to make your personal transition to studying at university as smooth as possible.

As a student at the University of Cumbria will have access to a University of Cumbria on-line provision, currently known as 'Head Start'. This feature provides guidance and exercises for you to enable you to prepare for academic study. Further you will have access to staff details to ask any questions in advance of commencing the apprenticeship. Students should then be familiar with various on-line systems such as Blackboard. Once you have started, staff will complete a full induction and be able to deal with identified concerns.

At the start of each year students will be briefed with an outline of the coming study year so as be able to plan and prepare for their own study. You will also have access to Library Support and Student and Staff Services.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

From induction to completion of the pre-join degree, support will be available from the University and the support services to enable the PDP process. Tutorials will take place which will be documented and used to address your individual needs. Formative assessment will also take place to ensure you are keeping to time scales and working to a satisfactory level. Feedback will be provided and if necessary the use of Development Plans or Action plans will be used to keep you focused and on track.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Student Transition Advisor Support (level 3)

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
L3	UNIF3003	Essential University Skills 1	20	Compulsory	K1, S1
L3	UNIF3004	Essential University Skills 2	20	Compulsory	K1, K2, S1, S2, S3
L3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	K1, K2, K3, S1, S2, S3
L3	UNIF3011	Introduction to Policing, Criminology and Law	20	Compulsory	K1, K2, S1, S2
L3	UNIF3020	Families, Communities and the Criminal Justice System	20	Compulsory	K2, K3, S1, S2
L3	UNIF3014	Professional Practice in the Community	20	Compulsory	K2, K3, S1, S3
L4	POLI4501	Understanding the Police Constable Role	20	Core	K4, K5, K6, K7, K8, S4, S5, S6, S7, S8, S9
L4	POLI4502	Policing Vulnerability in Contemporary Society	20	Core	K4, K5, K6, K7, K8, K9, S4, S5, S6
L4	POLI4503	Police Legislation	20	Core	K4, K5, K6, K7, K8, S4, S5, S6, S7, S8, S9
L4	POLI4504	Academic Study Skills & Applied Social Sciences	20	Compulsory	K5, K6, K9, S4, S5, S6, S7, S8, S9

L4	POLI4505	Information & Intelligence	20	Core	K7, K8, S4, S5, S6, S7, S8, S9
L4	POLI4506	Policing, Decisions & Ethics	20	Core	K4, K5, K6, K7, K8, K9, S4, S5, S6
L5	POLI5501	Professionalism, Values & Standards	20	Core	K10, K12, K13, K14, K15, K16, K17, S4, S5, S6, S7, S8, S9
L5	POLI5502	Vulnerability & Risk	20	Core	K9, K10, K12, K13, K14, K15, K16,K17, S4, S5, S6, S7, S8, S9
L5	POLI5503	Specialist Procedures	20	Core	K9, K10, K12, K13, K14, K15,S4, S5, S6, S7, S8, S9
L5	POLI5504	Operational Policing	20	Core	K10, K11, K12, K13, K14, K15, S5, S6, S7, S8, S9
L5	POLI5505	Academic Research Skills	20	Compulsory	K8, K9, K10, K11, K12, K13, K14, K15, S4, S5, S6, S7, S8, S9
L5	POLI5506	Criminological Concepts	20	Core	K10, K11, K12, K13, K14, K15, S7, S8, S9
L6	POLI6501	Coaching & Mentoring	20	Compulsory	K12, K13, K14, K15, K16, K17, K18, K19, K20, S7, S8, S9, S10, S11
L6	POLI6502	Response Policing	20	Core	K12, K13, K14, K15, K16, K17, K18, K19, K20, S7, S8, S9, S10, S11
L6	POLI6503	Community Policing	20	Core	K12, K13, K14, K15, K16, K17, K18, K19, K20, S7, S8, S9, S10, S11
L6	POLI6504	Specialism – Police Investigation	20	Core *	K15, K16, K17, K18, K19, S7, S8, S9, S10, S11, S12

L6	POLI6505	Specialism – Information & Intelligence	20	Core *	K15, K16, K17, K18, K19, S7, S8, S9, S10, S11, S12
L6	POLI6506	Dissertation	40	Core	K15, K16, K17, K18, K19, K20, K21, K22, S7, S8, S9, S10, S11, S12

Notes
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the College of Policing:
Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.
Modules detailed as 'core' above are in accordance with College of Policing National Curriculum, Intended Learning Outcomes as detailed in the licenced curriculum. Where possible we have deemed modules 'compulsory' to allow for greater flexibility.
A failed student will not be permitted to re-register on the same programme.
POLI5505 is a pre-requisite to POLI6506.
(*) Students must choose one of either POLI6504 or POLI6505

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

		Delivery Pattern		
	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme		

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Qualificatory Units	

Programme Delivery Structure:

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	End Semester 2
UNIF3020	Families, Communities and the Criminal Justice System	Spring	Portfolio (100%)	End Semester 2
UNIF3014	Professional Practice in the Community	Spring	Portfolio (100%)	Mid-End Semester 2
UNIF3010	Contemporary Issues and the Media	Autumn	Written Assignment (40%) Set Exercise (60%)	End Semester 1
UNIF3011	Introduction to Policing, Criminology and Law	Autumn	Portfolio (100%)	End Semester 1
Students exiting at this point with 120 credits would receive a Foundation Certificate Social Science				
POLI4501	Understanding the Police Constable Role	Autumn	Oral assessment/presentation (100%)	End Semester 1

POLI4502	Policing Vulnerability in Contemporary Society	Spring	Oral assessment/presentation (100%)	End Semester 2
POLI4503	Police Legislation	Spring	Examination (100%)	End Semester 2
POLI4504	Academic Study Skills & Applied Social Sciences	Autumn	Assignment (70%) Reflection (30%)	End Semester 1
POLI4505	Information & Intelligence	Spring	Report (100%)	End Semester 2
POLI4506	Policing, Decisions & Ethics	Autumn	Assignment (100%)	End Semester 1
Students exiting at this point with 240 credits would receive a CertHE Policing				
POLI5501	Professionalism, Values & Standards	Autumn	Assignment (100%)	End Semester 1
POLI5502	Vulnerability & Risk	Spring	Project work (100%)	End Semester 2
POLI5503	Specialist Procedures	Spring	Portfolio (100%)	End Semester 2
POLI5504	Operational Policing	Autumn	Exam (50%) Practical Assessment (50%)	End Semester 1
POLI5505	Academic Research Skills	Autumn	Project work (100%)	End Semester 1
POLI5506	Criminological Concepts	Spring	Portfolio (100%)	End Semester 2
Students exiting at this point with 360 credits would receive a DipHE Policing				
POLI6501	Coaching & Mentoring	Spring	Portfolio (100%)	End Semester 2
POLI6502	Response Policing	Autumn	Portfolio (100%)	End Semester 1
POLI6503	Community Policing	Autumn	Portfolio (100%)	End Semester 1

	Students exiting at this point with 420 credits would receive an Ordinary BA Policing			
POLI6504	Specialism – Police Investigation	Spring	Portfolio (100%)	End Semester 2
POLI6505	Specialism – Information & Intelligence	Spring	Portfolio (100%)	End Semester 2
POLI6506	Dissertation	Autumn/Spring	Oral presentation (20%) Dissertation (80%)	End Semester 2
	Students exiting at this point with 480 credits would receive a BSc (Hons) Professional Policing			

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee • College of Policing annual review as part of the licencing agreement
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Annual College of Policing review

Date of Programme Specification Production:	June 2018
Date Programme Specification was last updated:	19.08.2021
For further information about this programme, refer to the programme page on the University website:- **https://www.cumbria.ac.uk/study/courses/undergraduate/professional-policing-with-integrated-foundation-year/**	