SPECIAL REGULATIONS: BSc (HONS) PROFESSIONAL POLICING

INTRODUCTION

1. The Special Regulations relate only to the following Programme:

   BSc (Hons) Professional Policing - Police Constable Degree Apprenticeship (PCDA).

2. This award is made under the degree awarding powers of the University, as part of a Consortium to deliver the programme.

ASSESSMENT

3. Students on the programme will not be permitted a second reassessment opportunity.
4. Late submission of component of assessment will constitute a fail and will not be graded.
5. All components of assessment must be passed.

COMPENSATION

6. The programme is excluded from University regulations regarding compensation.

TRAIL AND PROGRESS

7. A student on a Level 4 or Level 5 of the programme may trail and progress to the subsequent level provided the trainee has passed 80 credits and is deferred or referred in 40 credits because either (a) the first reassessment opportunity has not been completed or (b) there are circumstances, approved through the Extenuating Circumstances Procedures or the Temporary Learning Agreement Procedures that have prevented the first assessment opportunity from being taken.

APPEALS AND COMPLAINTS

8. The appeals and complaints procedures for the programme will be those of the University, except that a member of the Apprentices Main Training Provider will attend the formal investigation stage of the appeal or complaint. It is acknowledged that the deliberations will involve personal data and, in some circumstances, special category personal data. It is imperative that the attending representative treats any personal data with the utmost confidentiality.
9. The right to request a review of the decision by the Vice-Chancellor of the University and the process by which the review is undertaken will not be affected by these Special Regulations.

RECOGNITION OF PRIOR LEARNING

10. To ensure that the Consortium for the delivery of the Award makes consistent decisions regarding the Recognition of Prior Learning, the University will follow the principles and procedures set out in Appendix A of this document. Where Appendix A is in conflict with the principles and procedures of the University, the principles and procedures in

Appendix A will be followed, except where to do so would be incompatible with the degree awarding powers of the University.

Amendment approved by Academic Board, 26 October 2020.

APPENDIX A: RECOGNITION OF PRIOR LEARNING

The Consortium

Middlesex University | Canterbury Christ Church University | University of Cumbria | University of Portsmouth

CONSORTIUM APPROACH REGARDING THE RECOGNITION OF PRIOR LEARNING

This document concerns the following programmes offered by the Consortium universities:

- Police Constable degree apprenticeship (PCDA) - BSc (Hons) Professional Policing Practice
- Degree Holder Entry Programme (DHEP) - Graduate Diploma Professional Policing Practice

Common and consistent principles

There are common and consistent principles underpinning Recognition of Prior Learning (RPL) assessment across all Consortium universities:

1. RPL assessment decisions will be made by individual Consortium universities
2. The maximum volume of credit that can be awarded through RPL is two thirds of the total credit of the respective qualification.
3. Credit will only be awarded that is equivalent to whole programme modules
4. Credit is awarded following the assessment of evidence of learning (not experience alone)
5. RPL claims can be submitted by individuals for 'certificated' and/or 'experiential' learning. Certificated learning includes qualifications or certificates awarded by a university or other awarding body as evidence of previously recognised learning that has an established academic credit value.
6. Where a prior qualification or certificate is not from a recognised awarding body, its equivalence to specific learning outcomes will need to be established with reference to UK NARIC. Where a qualification or certificate's credit value cannot be established, the prior learning associated with it will require further evidence that can be assessed.
7. Academic credit for prior experiential and/or work-based learning (that is learning that is derived from experience or work) can also be claimed where appropriate evidence of this learning is submitted for assessment by the Consortium university. This is normally in the form of a portfolio of evidence.
8. Where RPL claims are made, the College of Policing's RPL Framework and the National Police Curriculum (for PCDA and DHEP) will inform the process.
9. The assessment of Independent Patrol Status (IPS) and Full Operational Competence (FOC) will be undertaken and confirmed by the respective employing Police Force. IPS and FOC cannot be achieved through RPL without the explicit agreement of the employing Police Force.

10. The Initial Assessment of prior learning with regards to the Knowledge, Skills and Behaviours for the PCDA will be undertaken, in accordance with the requirements of the Education and Skills Funding Agency Funding Rules, prior to the start of the apprenticeship.

These principles do not require any change in individual Consortium university regulations.

Mechanisms and infrastructure

The Consortium has the following mechanisms and infrastructure to assure a consistent approach to RPL decisions:

1. Consortium universities will complete an RPL Assessment Plan that will enable the Programme Management Board to monitor and review the consistency of RPL practice.
2. All Consortium university candidates for the PCDA and DHEP programmes, identified by their respective employing police force, will undertake Initial Assessment of their prior learning through Aptem[1] Skills Scan.
3. Consortium university Admissions Tutors will review the results from the Aptem Skills Scan to identify opportunities to formally assess prior learning and implement the Consortium university's process in accordance with the RPL Assessment Plan and institutional policies and procedures.
4. The Programme Management Board will receive reports on Consortium university RPL decisions and monitor consistency of approach, the profile of Student Officers with approved RPL claims, as well as any impact on Key Performance Indicators, including progression and achievement.
5. The Programme Management Board will review existing relevant professional policing training programmes, such as the level 4 Police Community Support Officer (PCSO), and established professional roles, such as Special Constable, to agree standardised RPL routes through mapping against PCDA and DHEP programme modules.
6. The Programme Management Board will produce an Annual RPL Monitoring Report that will be reviewed by the Partnership Strategic Group.

Approved by Academic Board, 8 November 2019

[1] Aptem is the Learning Management System universally used by the Consortium for both the PCDA and DHEP programmes. Skills Scan is a core feature within Aptem that supports the Initial Assessment of prior learning in relation to either the Knowledge, Skills and Behaviours, Programme Learning Outcomes or Operational Competencies of the PCDA or DHEP.