

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MSc Rural and Environmental Crime and Policing
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Policing
Award Title (including separate Pathway Award Titles where offered):	MSc Rural and Environmental Crime and Policing
Pathways (if applicable)	
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Postgraduate Certificate Postgraduate Diploma
Accreditation details:	
Length of programme:	2 years
Mode(s) of Study:	Part Time
Mode of Delivery:	Blended learning
Language of study:	English
QAA Subject Benchmark(s):	Policing (2022)
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	MSREPCBP
UCAS Code(s):	
Approval date:	01/12/2022
Date of last update:	

2. Programme Summary

With growing public awareness, and concern, about rural and environmental crime, and how to mitigate it, there is increasing demand for specialist practitioners in this field. Whether your interest is in an enforcement or compliance capacity this course will equip you with the skills and insights to help you prevent this multi-faceted form of offending and to tackle it when it happens. It will also equip you with the management, strategic and project skills required to lead others in tackling rural and environmental crime.

This exciting course looks closely at all types of rural and environmental crime, from theft from farms and hare coursing, through modern slavery and organised crime in the rural setting, to heritage crime and environmental offences such as fly-tipping or wildlife crime. You will consider the causes and context of such offending and the explanations offered by

rural and green criminologies alongside the legislation in place to deal with it. Unlike courses which focus primarily on the law, this master's takes a strong practical perspective. Using case studies, and specialist insights from industry experts, you will explore how the relevant legislation translates into practical compliance and enforcement.

You will gain an appreciation of the complexity of rural and environmental crime, but also go away with the legal and enforcement management skills increasingly sought after in this field. This Master's is for anyone with a professional or personal interest in rural and environmental crime, either in an enforcement, compliance, or management role. This includes rural police officers and those working for organisations with an evidence gathering or prosecuting role.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop a strategic perspective on the causes and nature of rural and environmental crime. Enabling learners to contribute to society at large by raising rural and environment awareness amongst the wider population
2. Equip learners with an advanced understanding of the legislative and regulatory frameworks pertaining to rural and environmental crime
3. Enable learners to critically evaluate response strategies and to develop innovative means of tackling rural and environmental crime
4. Develop the critical thinking, analytical and research skills needed to make logical arguments and creative contributions in their chosen area of work
5. Prepare learners for senior roles in rural or environmental enforcement or compliance, by developing appropriate strategic decision-making, leadership and management skills

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Communicate original research-based knowledge on a specialist area of rural or environmental enforcement or compliance.
K2	Exhibit a strategic awareness of the spectrum and impact of rural and environmental crime.
K3	Recognise theory based strategies for tackling rural and environmental offending.
K4	Synthesise understanding of UK and international rural and environmental law and regulation pertaining to rural and environmental crime.
K5	Demonstrate a conceptual understanding of victimological theory in relation to rural and environmental enforcement and compliance.

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Analyse the various ways of defining rural and environmental crime.
C2	Investigate contemporary theoretical approaches to understanding the causes of rural and environmental crime.
C3	Differentiate strategies for overcoming the risks and practical constraints associated with enforcing and complying with rural and environmental law and regulation and evaluate strategies to overcome them.
C4	Critique the impact of rural and environmental crime on individuals, communities and businesses.
C5	Appraise strategies for tackling rural and environmental crime.

Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Develop innovative approaches to corporate and/or institutional compliance with rural and environmental legislation and regulation.
P2	Demonstrate evidence-based practice relating to rural or environmental enforcement or compliance.
P3	Adapt innovative practices and technological advances that have been employed in enforcement and compliance.
P4	Perform autonomously when recognising and responding to the professional challenges associated with both identifying and dealing with the perpetrators and understanding the experience of victims of rural and environmental crime.
P5	Employ informed and creative leadership and management decisions pertaining to complex issues associated with organisational compliance with, or enforcement of, rural and environmental law and regulation.

Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Demonstrate wider public awareness of rural and environmental crime through original research.
T2	Employ enforcement and compliance decisions based on a comprehensive and critical understanding of current legislation and regulation.
T3	Apply an ethical approach to the responsibilities associated with rural and environmental enforcement and compliance.
T4	Create change management strategies to influence institutional and public attitudes toward rural and environmental crime.
T5	Demonstrate a critical awareness of the legal and social responsibilities of enforcement and monitoring agencies.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the

development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

This course will equip learners with the management, strategic and project skills required to lead others in tackling rural and environmental crime (K/L).

The course looks closely at all types of rural and environmental crime, from theft from farms and hare coursing, through modern slavery and organised crime in the rural setting, to heritage crime and environmental offences such as fly-tipping or wildlife crime (K). Learners will consider the causes and context of such offending and the explanations offered by rural and green criminologies alongside the legislation in place to deal with it (K).

This master's takes a strong practical perspective (C). Using case studies, and specialist insights from industry experts, learners will explore how the relevant legislation translates into practical compliance and enforcement (K/S). They will gain an appreciation of the complexity of rural and environmental crime, but also go away with the legal and enforcement management (K), skills increasingly sought after in this field.

This Master's is for anyone with a professional or personal interest in rural and environmental crime, either in an enforcement, compliance, or management role (L). The course is also aimed at those with compliance responsibility, particularly in businesses or agencies required to take environmental regulation and legislation into account in their day-to-day activities (S/L).

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

6. Learning, Teaching and Assessment

Learning and teaching

Please see the Academic Advice pages for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The course is blended in its approach combining online learning with a campus-based dissertation workshop and an annual research colloquium. The course is underpinned by theory but has a strong practical emphasis allowing learners to effectively apply these principles in a work situation.

Module teaching is primarily based upon online lectures supported by linked seminars to develop learning. Online lectures will typically include a mix of recorded interviews with a subject or topic expert, group discussions involving course academic staff, and lead academic lectures highlighting related principles and theory. Seminars will develop the topic further through lecturer set online tasks that learners will undertake independently.

Learners will also have personal access to their lecturer through virtual tutorials and Blackboard as well as telephone and email. They will also be encouraged to participate in a module specific discussion forum facilitated and moderated by the module academic lead. Outside of this learners will continue learning independently through guided self-study. Typically this will involve reading journal articles and books, using the library online resources, preparing for seminars, and completing coursework assignments. Each module has at least one core text, but learners will be expected to read beyond this resource to access alternative perspectives on any given topic.

Prior to embarking upon dissertation work learners will be encouraged to attend a two-day workshop. This workshop is designed to develop the skills and techniques required to conduct primary research and produce an original dissertation. Learners will also be expected to attend an annual research colloquium where second year learners will each make an assessed presentation of their research at the mid-point of their dissertation work.

Assessment

The [Assessment and Examination](#) webpages provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to learners, including our commitment to ensure this is provided to learners within 15 working days (the 'three-week turnaround').

The assessment strategy is designed to give learners the opportunity to apply theories and concepts to 'real-world' situations thus linking course content and learning outcomes to practical work situations. All assessment is undertaken through application of the criteria and weightings outlined in the Module Descriptors. Module assignment briefs will be published on the University Virtual Learning Environment (VLE).

Learners will be expected to produce written assignments on given subjects and carry out project work, such as developing a response strategy to a specific rural or environmental crime. In addition learners will produce a client report containing legal advice and be expected to make a recorded presentation outlining the content of that report. Within the leadership and management strand of the course there are elements of portfolio work, specifically investigating leadership issues in an organisation, and a formal examination.

The module assessments are designed to encourage a disciplined approach to programme deadlines and to ensure that learners develop and demonstrate the capability to not only produce written work but also to self-analyse, reflect and develop their own approaches and academic views. Feedback will be provided against each of the assessment criteria so that learners can understand the associated links to the learning outcomes for the Module. Learners will be encouraged to amend and update their original ideas based upon feedback, further tutor interaction and their own research and studies. This process culminates in the Dissertation Module where learners will be expected to demonstrate their academic development as they generate original knowledge on their chosen specialist area.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate learners study 120 credits (1200 hours) and full-time postgraduate learners study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Schedule Activities (Hours)	Guided Independent Study (Hours)	Placement Study/Abroad (Hours)
Year One	150	750	0
Year Two	180	780	0

7. Programme Regulations

This programme will be subject to the following assessment regulations:

Academic Assessment Regulations

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The following systems are in place to support you to be successful with your studies:
- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed learner representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Master's Degree Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Apply an in-depth understanding of the interdisciplinary nature of policing, criminal justice, and criminology to their current or future professional responsibilities	X																			
Understand and evaluate the application of criminal law to policing			X																	
Apply in-depth knowledge and understanding of safe, lawful and effective policing		X																		
Understand a range of policing specialisms such as response, community, roads, information and intelligence, and the conduct of investigations					X															

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Select and apply appropriate contemporary policing strategies to complex and interrelated contexts						X														
Apply broad knowledge and understanding of digital policing and technology-related crime							X													
Understand and adopt an ethical approach, reflecting the highest professional values and standards of the police service									X											
Synthesise specialist interrelated contemporary theories, ideas and methods which can be adopted to provide support to victims, witnesses, the vulnerable, and those at risk										X										

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Take personal responsibility for promoting equality, diversity, inclusivity and human rights Adopt specialist interrelated contemporary theories, ideas and methods to prevent and detect crime, deal with suspects and offenders											X									
Critically evaluate and apply evidence-based research to the complexities of policing												X								
Select and apply specialist strategies, methods and evidence-based research to the complexities of problem solving													X							
Make informed decisions in complex, unpredictable and interrelated														X						X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
situations, founded upon critical thinking and the evidence-base																				
Act within selected guidelines and apply professional discretion														X						
Understand and apply the skills of conflict management															X					
Apply an in-depth understanding of leadership, team and partnership-working															X					
Understand and apply techniques to ensure the wellbeing and resilience of self and others in all situations																X				
Actively engage in continual self-reflection, evolving strategies to improve own practice.																	X		X	

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Accurately deploy a range of established techniques for the design, collection, analysis and interpretation of research																		X		
Organise and communicate interrelated information to a range of specialist and non-specialist audiences Critically evaluate arguments, assumptions and abstract concepts to identify possible solutions							X													
Act autonomously and take responsibility for achieving personal and/or group tasks in complex contexts																			X	
Understand contemporary debates with regard to equality, diversity, inclusion and sustainability																X				

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Understand the impact of culture on working practices																		X		
Apply a range of innovative methods and techniques learned to employment Select and apply a range of digital skills and techniques in the workplace											X									
Actively engage in self-reflection, to identify and address own learning needs																				
Understand the importance of engaging with continuing professional development.																				X

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)						
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	
Year 1																						
Forms of Rural Crime	X	X	X			X	X	X	X	X					X						X	
Forms of Environmental Crime	X					X	X	X	X	X					X						X	
Rural and Environmental Law	X				X		X				X	X										
Rural Green and Environmental Criminologies	X	X				X	X		X		X		X	X								
Rural and Environmental Crime Enforcement and Challenges	X			X	X	X			X	X	X		X	X		X		X	X			X
Year 2																						
Dissertation	X							X							X		X	X				
Optional Modules																						
Leading, Managing and Developing Talent																X						X
Strategic Leadership														X								X
Project Management																						X
Organisational Resilience																		X				