Programme Handbook: Police Constable Degree Apprenticeship (PCDA)

BUCKINGHAMSHIRE
NEW UNIVERSITY

EST. 1891

Contents

Introduction

This handbook has been tailored to your Degree Apprenticeship programme, and includes information about the programme, its structure, and the staff that you will meet and is intended to provide you with answers to many of the questions you may have about studying on your course.

Throughout the handbook you will find references to the University's procedures, regulations and course related services, with links to the full document or service on the University website. This is not an exclusive list, and you will encounter other regulations during your time with us. All documentation is, however, published on the University website, should you have any queries. Alternatively, please contact any of the people referred to in this handbook or one of the central service directorates who will be able to help you.

You should also understand that the apprenticeship programme is delivered in partnership with Thames Valley Police (TVP), and as you are a Police Officer, you will be subject to Police Regulations and TVP policies and processes. Whilst every effort has been made to ensure that University policy and TVP policy are complementary, in any areas where this is not the case, then TVP policy will take precedence.

Welcome from Buckinghamshire New University (BNU)

Welcome to Buckinghamshire New University. You are joining a course within our School of Aviation and Security which is designed to prepare you both academically and professionally for your career development and progression. Our aim is to help you to develop during your time at Bucks into a highly competent, confident, and capable graduate who is able to move forward with the best preparation that we can give.

This Handbook provides some background detail about the course, and of course you will soon become very familiar with the modules and their content once you have joined us and settled in. We have a great team of academic staff here whose job is to teach, guide, help and support you, and we have a wide and extensive range of experience that will help us to develop your skills and knowledge.

The School of Aviation and Security is a professional school. We believe in high standards, and we strongly believe that our students, because you are entering a profession with high standards, are amongst the best that the University has. If you want to excel, we will help you to achieve your ambitions. We are very much looking forward to you joining us and bringing you into this fascinating subject area.

So, once again we would like to welcome you to the University, and to the School of Aviation and Security; I hope that you will work hard, aim to be the best that you can be, and that you enjoy your time here at the University!

Musa Mihsein BSc (Eng), PhD, MBA, CEng, FIMechE – Interim Head of Aviation and Security School.

Allison Savory FHEA, PGCLTHE, MA (Open (SPC), BA (Hons) – Policing Programs Lead (below)

Welcome from Vice Chancellor of BNU – Professor Nick Braisby.

As the Vice Chancellor of Buckinghamshire New University, I am pleased to welcome you to the University and to your programme of study. We are delighted to be working in partnership with Thames Valley Police, building on our well-established relationship, to provide the Degree Apprenticeship programme which will equip you to meet the challenges of 21st Century policing.

Policing in England and Wales is undergoing change in terms of initial entry routes at constable rank and your programme will be challenging but also, I hope, rewarding in terms of not only your self-development, but also in terms of preparing you to serve your communities with pride and confidence.

I wish you every success in your studies.

Welcome from Thames Valley Police

You are about to embark on a challenging and rewarding career which offers a multitude of opportunities to develop and specialise over time – there really is no other job like it.

As Chief Constable, I want Thames Valley Police to deliver an excellent service and be regarded as an outstanding police force by the communities we serve. Our success depends on us all working towards the same goals, fighting crime, preventing harm and bringing offenders to justice.

When things are at their worst for people, I want us to be at our best.

Ultimately, Thames Valley Police is only as good as the people that work for us, and I am proud to say you are joining an amazing workforce; hardworking, selfless, and courageous. I want to wish you every success as you begin your Police Constable Degree Apprenticeship.

John Campbell QPM; Chief Constable

Your Programme of Study

Programme Aims, Learning Outcomes and Structure

This programme aims to:

1. Develop learners' operational expertise alongside relevant interpersonal, ethical and leadership skills through the application of methods and techniques to review, consolidate, extend and apply knowledge in a professional policing context in line with the College of Policing national curriculum and within the apprenticeship standards of behaviour, skills and knowledge.

2. Advance learners' operational expertise alongside relevant interpersonal, ethical and leadership skills through the application of methods and techniques to review, consolidate, extend, and apply knowledge in a professional policing context.

3. Enable learners to critically evaluate the strategic choices available to police organisations, demonstrating a critical appreciation of how operational and organisational decisions are taken in their economic, social, and cultural contexts.

4. Equip learners with a coherent and detailed knowledge and understanding of the requirements of 21st century policing, including how police organisation's function and are managed according to the needs of communities.

5. Provide learners with the knowledge and skills to undertake a work-based research project to identify improvements to professional policing practice.

Programme Learning Outcomes
Knowledge and its application (K)

On successful completion of the programme a graduate will be able to:

1. Evidence an in-depth understanding of key cross-cutting and inter-dependent areas of policing, including roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk.

2. Demonstrate knowledge of applicable aspects of Authorised Professional Practice, legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads/transport).

3. Define social behaviour and society, including their origins, development, organisation, networks, and institutions and how this relates to policing across diverse and increasingly complex communities.

4. Articulate a systematic understanding of the causes, mitigations, and prevention of crime.

5. Summarise different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive outcomes. These may relate to internal organisational practice or external social or criminal factors. Materials appropriate to policing and criminal investigation).

Analysis and Criticality (C)

On successful completion of the programme a graduate will be able to:

1. Evaluate the ethics and values of professional policing, including duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights.
2. Examine expertise relevant to organisational/local needs, including the following operational policing contexts: response, community, intelligence, investigation, and roads/transport.
3. Analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness.
4. Investigate, assessing risk and threats across increasingly complex policing contexts, taking decisions, and critically evaluating initiatives and their outcomes, including the impact of differing actions and methods, in accordance with policing guidelines and policies.

Application and Practice (P)

On successful completion of the programme a graduate will be able to:
1. Implement all relevant law, as it relates to any encountered policing situation, incident, or context.
2. Demonstrate how knowledge and understanding can influence and be applied to accountable decision-making in all operational environments.
3. Apply Authorised Professional Practice and any local policy applicable to the operational policing context.
4. Examine different policing approaches alongside partner organisations as part of a multi-disciplinary team to address identified, often complex, issues, concerns, and situations to reduce and prevent crime in communities.
5. Employ accurate use of police legal powers to deal with suspects, victims, and witnesses across various challenging situations, conducting all actions in a balanced, proportionate, and justifiable manner.

Transferrable Skills (T)

On successful completion of the programme a graduate will be able to:
1. Coherent leadership- to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people.
2. Accountability - take ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks.
3. Professional integrity - maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate.
4. Collaborative - work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results.
5. Curious and innovative - have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach.

The University recognises the following types of Learning Outcome which are linked to its Graduate Attributes: Knowledge and its application (K); Analysis and Criticality (C) Application and Practice (P), Transferrable skills and other attributes (T). Not all modules will necessarily cover all attributes.

How your programme is taught

This programme provides a developmental approach for students from Foundation level through to level 6. This program provides a developmental approach for students from level 4 through to level 6. The programme aims to equip learners with the knowledge and understanding, insight, perspectives, and skills with which to perform the role of a Police Constable within Thames Valley Police and to gain an understanding of policing in its wider context (K1-5). In Level 4 there is an exploration and understanding of theoretical and practical areas of policing as a whole (K1-5, C1-2, P4-5, T3/5). The course further develops vocational and professional training adding a layer of intellectual skills relevant to policing which will provide graduates with an understanding of the concepts, principles, protocols, procedures, and legislation which are all pertinent to the police officer role (K1-5, C1-4, P1-4, T3/4). In level 6 the previous 2 years are consolidated as all learning outcomes are explored in a more nuanced and analytical manner. Developed in consultation with Thames Valley Police and covering all aspects of the College of Policing's curriculum for Professional Policing, the programme provides the opportunity for you, after successful completion of the apprenticeship and graduation, to be confirmed in the rank of constable. The programme aims also include transferrable skills which are equally valued in other roles within the Criminal Justice System and beyond (T1-5). The Bucks attributes are developed and embedded in specific individual modules at all levels across the Programme and aims to develop students' employability, self-confidence, and reliance via the experience of authentic, work-related/ work-based learning opportunities.

Please refer to individual module specifications and assessment briefs for full details on the taught elements of your programme. These documents will give an overview of how the module is taught, the indicative content, and the assessment strategy. Detail of the assessment strategy is given below.

Virtual Learning Environment (Blackboard)

The University's 'virtual learning environment' – Blackboard – is accessible via desktop, laptop, and mobile device. Here you will get access to online programme information and access to other online resources while at Bucks. You can also communicate and collaborate with your fellow students and programme tutors.

Any course-specific announcements will be made via Blackboard – you will have a university e-mail address, and you should forward this either to your personal e-mail address or another e-mail address that you regularly monitor. Any communication from the University will be sent to your university e-mail address. Blackboard is accessed directly via https://my.bucks.ac.uk regardless of whether you are on Thames Valley or University premises. You will receive instructions for using Blackboard early in the programme so that you can access its full potential during your studies.

Accessing your timetable.

You can access your personal timetable online via Blackboard. Your Timetable is subject to change up to 7 days before any lecture, seminar, or workshop – any such changes to your timetable will be notified to you through Blackboard and e-mail. For this reason, you should check your Timetable at the beginning of each week to ensure there are no changes and ensure that you check your university e-mails.

Professional Body Requirements The specific requirements of the College of Policing, as the Professional Body, and Thames Valley Police, as your employer-force, will be provided directly to you at the start of your programme.

Assessment of Students

In the design of the programme the aims, outcomes and assessment methods are constructively aligned and are those considered most appropriate to the nature of the programme, the award title, the knowledge, skills and attributes associated with employability and those that employers are looking for in graduates for their future workforce.

The assessment strategy aims to facilitate the development of subject knowledge and skills as well personal and social awareness and reflexive, such that students become graduates who manifest attributes of professionalism, who have become independent, self-managing, resilient, networked, effective as a team member and adaptable, so they can be prepared for the unpredictable future and the world of work and/or career development.

The assessment methods therefore include formative and summative approaches. Formative assessment is used for purposes of building insight on areas of strength and development needs whether in respect of literacy, reflection, writing skills, (critical) analysis, synthesis, evaluation, numeracy, or reflexivity. The provision of early and responsive feedback with and to students on their contributions in group work and on their individual written, verbal presentations, simulation, engagement, etc. aim to promote personal and professional development and prepare them for their next assignment throughout the programme. Summative assessments confirm the level the student achievement against clear assessment requirements and marking criteria. Internal and external moderation processes are implemented for quality assurance.

Assessment strategy and methods

Holistically, the module learning outcomes complement the programme outcomes; these are, in turn, aligned to the QAA benchmarks for criminology at honours level. Assessments are designed specifically to test the learning outcomes outlined in each module descriptor. Some modules include formative assessments and whilst these do not contribute marks towards the final module grade, they do offer students valuable feedback for improved performance.

Students receive an assignment brief outlining the task including the assessment criteria. They receive written feedback on all assessments in the programme which gives them the opportunity to

see how they have performed in each criterion of assessment. This feedback can then be used to improve future work.

Across the programme a varied menu of assessment methods is provided, including:

- **Annotated bibliographies** allow students to research, identify, summarise and briefly analyse relevant literature which will form the basis of a follow up assignment.

- **Case Study** allows students to solve a problem. A case study will have enough information in it so that students understand what the problem is and, after critical analysis of the information the students are expected to come up with a proposed solution.

- **Dissertation**: this represents a major piece of independent research activity chosen by the student and undertaken with supervision in level 6. This may be either empirically based or library based

- **Essays** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.

- **Evaluative summaries** are used at Level 4 to develop students' paraphrasing and summarising skills as well as introduce them to the concept of critical thinking and analysis.

- **Examinations/Time Constrained Assessments** allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. Most examinations are unseen; however, some modules utilise a 'seen' examination, where the questions are released to the students prior to the examination date. These foster a higher level of analysis and evaluation than is possible in an unseen situation.

- **Online interactive assessments** enable students to engage whilst off campus and provides opportunity for feedback on discussions and ideas.

- **Oral Presentations** permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.

- **Portfolio:** in some modules students are asked to create a portfolio which examines in depth a topic of interest to them. Material on the topic is gathered together and can take the form of journal articles, current affairs articles, wider media items as well as literature, art and other visual sources. Alongside these different sources there is a written account of the portfolio explaining and analysing why the sources have been included and linking the issues raised by the sources to wider theoretical work on the topic.

- **Poster presentation** enables the students to demonstrate the skills to present a complex piece of research in a brief, concise and visual format. Students may be required to work independently or in groups to coordinate a presentation to a professional standard.

- **Reflective diaries** are used as part of the employability focus of the programme. Whilst participating in work-related learning students are asked to keep a reflective diary in order to facilitate their understanding of the workplace, develop their professional identity and highlight the development of their transferable skills and enhanced CV.

- **Reports** will be required in some modules. It will enable students to demonstrate their ability to: define an area of research, critically review relevant academic literature, carry out empirical research if relevant, analyse data and analyse findings in relation to the literature, evaluate the contribution of the study to the knowledge area, and write the report in a formal social scientific style.

This is not an exhaustive list and many more creative and innovative assignments are being created and developed to ensure an up to date and modern program that reflect the reality of policing. Throughout the learning progress students are prepared for the assignments in seminars and workshops. Assistance may also be sought from the Student Learning Achievement (SLA) centre, which supports students in terms of the development of their academic and report-writing skills, presentation skills, critical reflection, and analytical skills.

These skills are developed in Level 4 and built upon in Levels 5 and 6, giving the student on completion of their degree a range of skills that would enable them to gain and progress a career in not only the criminal justice system but the wider job market.

Taught Modules

The ethics and values of professional policing underpin every aspect of these modules. The acquisition and understanding of relevant law are at its core, alongside ensuring ongoing professional integrity.

First year of program; Level Four:
Code: LC420 (30 credits)   Title: An Introduction to Professional Policing
This module will provide a thorough introduction to key aspects of professional policing. Students will examine theoretical criminological concepts with a focus on practical application. The importance of policing communities effectively is shown alongside the theoretic models which advise the police use of force. Fundamental concepts of vulnerability and risk are explored to ensure that students have a detailed grounding in the basic skills required in professional policing.

Code: LC421 (30 credits)   Title: Legislative and Practical Policing Processes
This module offers a thorough introduction to the legislative and procedural processes that form professional policing. Students will understand the role of the police within the criminal justice system. As students learn the key theories of intelligence handling, counter terror and internet

facilitated crime, they will be able to apply these in their operational work. Knowledge of the core legislation and principles of policing the roads will enable students to police professionally and competently.

Code: LC422 (30 credits)   Title: Ethical Problem Solving in Professional Policing

This module offers a thorough introduction to core professional policing principles including ethics, equality, diversity, and human rights. Students will learn problem solving techniques within a policing context and understand effective communication theories and strategies.
As students learn the key public protection responsibilities of a professional police service, they will be able to apply these in their operational work.

Learners will explore their role in their workplace by reflecting on specific critical instances that provide an opportunity for learning. Through enquiry based learning the learner is placed very much at the centre of the learning process and will be presented with greater independence in decisions relating to their learning.

The ethics and values of professional policing underpin every aspect of this module, with a focus on encouraging an innovative, inquisitive and outward-looking nature for learners.

Code: WB401 (30 credits)   Title: Investigating Work-based Learning and self-review

The aim of the module is to allow student apprentices to link theory and practice in a work-based situation. They will also reflect on their own learning needs through self-review. This will provide them with confidence and a clearer idea of their own strengths and weakness. Central to a work-based approach to learning is the ability to combine studies with authentic tasks and opportunities for learning that are a part of daily work. This will enable student apprentices to plan inquiries that meet module requirements and have a positive impact upon their workplace. As they develop their PDP through the initial self-review, student apprentices will begin the process of development and the habits of an effective lifelong learner. Student apprentices will begin to explore the complexity of your workplace and the influences on their role. Using elementary research skills such as data recording, critical thinking, reflection and analysis during the exploration. Module content will be appropriate to individuals in their work setting and will be supported by relevant learning. Student apprentices will develop their own personal development plan (PDP) that will form the framework for their studies making an explicit links between learning opportunities both at and through work. This will enable student apprentices to develop graduate study skills and transferable employment skills of analysing their learning needs and developing a PDP.

Second year of program; Level Five:
Code: LC520 (30 credits)   Title: Community and Partnership Policing

This module provides a detailed exploration of the constitutional role of the police and highlights the importance of partnership work to maintaining community cohesion. Examining the relationship between professional standards and communities prepares students further for their policing career.

Topics such as vulnerability, risk and public protection will guide students towards ever more ethical and professional policing practice.

Code: LC521 (30 credits)   Title: Ethical Investigative Policing

This module will guide students through investigating more complex and serious crimes, with ethical behaviour and decision making always at the forefront. Increasing confidence in using the National Decision-Making Model will assist students as they evaluate intelligence handling and link counter terror offences to other forms of criminality. Students will understand the wide range of strategic responses available to police across all forms of criminality, including criminal activity on the road.

The ethics and values of professional policing underpin every aspect of this module, with accountability and systematic evidence-based preventative policing at its core.

Code: WB501 (30 credits)   Title: Action Inquiry in the workplace context

This module aims to develop research skills and an increasing understanding of theory in an action inquiry. It provides opportunities for the student apprentice to reflect on and engage with ways of making and driving enhancements in their workplaces via an engagement with key work-based learning approaches. In collaboration with managers and colleagues, learners will reflect on and investigate their working contexts and plan for enhancements. This will entail a consideration of the ethical issues associated with 'insider' research and development activities.

Module content will be appropriate to individuals in their work-based setting and with reference to the relevant apprenticeship standard.

Code: WB502 (30 credits)   Title: Organisational skills and Behaviours

This module aims to develop the student apprentice's critical thinking abilities to become more effective within their organisation. It will provide opportunities for the student apprentice to reflect upon their own ability and develop the skills necessary for career development within their organisation as defined in the apprenticeship standard.

The module is intended to introduce organisational behaviours and skills and to influence the behaviour and performance of the student apprentice at work. It will provide the student apprentice with a critical appreciation of theory and concepts to develop their abilities in analysing and understanding organisational behaviour and working relationships. Its aim is to develop the skills needed in applying these techniques to a wide range of workplace situations.

Student apprentices will undertake a self-review against the skills and behaviours defined in the apprenticeship standard and construct an action plan for personal development.

Third year of program; Level Six:

Code: LC624 (30 credits)   Title: Complex and Strategic Policing

This module builds upon learning at levels 4 and 5 to enable students to evaluate professional policing at a higher level of strategy and complexity. This includes more complex study in <u>one</u> of the five areas of policing (response policing, policing communities, policing the roads, information and intelligence, or conducting investigations) with a view to both informing and improving future policing practice at operational and strategic levels with local and national perspectives.

Code: LC625 (30 credits)   Title: Leadership and Communication in Policing

This module builds on the learning at levels 4 and 5 to cement effective communication skills across varying media forms to engage the police with its communities. Students will learn to apply established analytical techniques in order to reduce community tension and promote community cohesion. The critical application of a range of mentoring and coaching techniques will ensure that students are best placed for ongoing work-based assessment and development.

Code: LC626 (60 credits)   Title: End Point Assessment/EBRP

This module incorporates the End Point Assessment (EPA) for the police constable degree apprenticeship. It includes a research and analysis focussed submission which will grow from the individual apprentice's specialist area of operational activity.

Apprentices will be equipped with the skills needed to report on their findings in a professional and academic manner, taking related issues, approaches and risk management into account. Apprentices will discuss key findings, make recommendations for performance improvement, and reflect on their self-effectiveness and professional practice. The module will enable the apprentice to demonstrate an ability to learn independently and apply relevant methods of enquiry through critically reflecting and making judgements on theory, policy, and practice.

Apprentices will develop a firm understanding of current policing research and development within local, regional, national, and relevant international perspectives. During this module, apprentices will develop and implement their enquiry-based learning plans and engage in multiple cycles of enquiry-based learning. With a strong focus on the EPA throughout, apprentices will collect, present, and analyse data, and discuss findings in the light of the literature relevant to the research focus.

During the EPA, which will be towards the end of year three of the programme, the student will present their Operational Competence Portfolio for assessment and partake in a professional discussion relating their occupational competence. They will also present their research project and be part of a professional discussion in relation to the project.

Assignment Strategy and Program structure as of 22/11/22 – LEVEL 4

Assignment No	Description – All assignments are due in on the Monday of the given week.	Weighting	Due in
Week 4	All assignments set for year 1		
LC420 EX1	30 question Multiple Choice Time Constrained Assessment	50%	Week 11
Week 13 Annual Leave			
WB401 CW1	Op day completion and 1200–1500-word reflection	50%	Week 17
LC421 EX1	30 question Multiple Choice Time Constrained Assessment	50%	Week 17
LC421 CW1	RP scenario completion and 1000-word reflection	50%	Week 22
LC420 CW1	2000-word essay	50%	Week 23
Week 23 Annual Leave			
10 weeks Coached Patrol (achievement of IPS)			
Week 34 Annual Leave			
Week 35 & 36 PLT			
WB401 CW2	1500-word reflection on using learning from coached patrol	50%	Week 37
Week 42 PLT			
LC422 CW1	1500-word report Confirmation of IPS achievement	100%	Week 43

Assignment Strategy and Program structure as of 22/11/22 – LEVEL 5

Assignment No	Description – All assignments are due in before 1400 hours on the Monday of the given week.	Weighting	Due in
Weeks 7 & 8 PLT – All assignments set for year 2			
LC520 CW2	2000-word report	50%	Week 9
Weeks 19 & 20 PLT			
LC520 CW1	2500-word report	50%	Week 21
Weeks 27 & 28 PLT			
LC521 PR1	20 Minute presentation	50%	Week 28
LC521 CW1	2000-word poster	50%	Week 28
Week 36 PLT			
WB501	3000 Action research	100%	Week 37

Assignment Strategy and Program structure as of 22/11/22 – LEVEL 6

Assignment No	Description – All assignments are due in before 1400 hours on the Monday of the given week.	Weighting	Due in

Weeks 11 & 12 PLT – All assignments set for year 3			
LC625	3000-word essay	100%	Week 13
Weeks 29 & 30 PLT			
LC624	20-minute presentation and mock professional discussion (Mock EPA)	100%	Week 29 & 30
Week 36 EPA Gateway			
LC626	End Point Assessment/Evidence Based Research Project (10,000 words).	100%	

Your Programme Team

The following are a set of roles that are found on this programme – some relate only to roles offered by the University. Depending on the nature of any inquiry you have, you may wish to contact the relevant individual. If you feel that issues have not been resolved at the levels mentioned below, you can also contact the Programme Lead (for matters relating to the academic elements of the programme) or the Head of Learning and Professional Development' for Thames Valley Police.

University Subject Leader – Allison Savory.

Fields are used where different subjects overlap and are taught within a single programme. The Subject Leader will be responsible for those modules which are contained within their particular field. Any subject related issues or concerns can be discussed with the Subject Leader. The subject for the university is Policing. Any program that is run by the policing teams, be it full time undergraduate, work-based programs, etc, are led by the Subject Leader.

Programme Leader – Allison Savory.

Your Programme Leader is the person with overall responsibility for the degree-elements of your course of study. They work closely with the Head of Learning and Professional Development for Thames Valley Police and between them, these individuals are responsible for the delivery of all aspects of the programme. You can raise any issues you may have with the running of your programme with your Programme Leader.

Senior Lecturers and Tutors.

Modules are individual parts of programmes - typically each year of a programme includes four modules. The SLs and tutors are directly responsible for delivering the taught content and mark assignments. This person will normally be your first point of call for issues specifically relating to that the teaching content.

Tutor Constable – to be allocated.

You will be allocated a Tutor Constable when you are undertaking your initial 10 weeks of operational deployment. The Tutor's role is to support and guide you to start to develop your operational competence and confidence.

Development Assessment Officer (DAO) – to be allocated.

The DAO is your personal coach and mentor throughout the entire programme. They will monitor your progress and will assist you in becoming an autonomous and creative learner. They will also support you in gaining the knowledge and skills necessary for modern day policing.

Administrative Support

The Academic Registry will normally be your first port of call for questions about your enrolment and any regulations which relate to your programme. They can also advise you on your options should you have any queries about your course.

You can find details about various administrative issues on the Registry Help Desk page.

School Registry Officer – Cleo Jack

The Registry Officer is a member of University staff and has responsibility for ensuring that the administrative side of your programme runs smoothly. They will normally be your first port of call for questions about and interpretation of any University Regulations which relate to your programme and are supported by Registry Administrators. They are also those who you need to contact if you wish to apply for mitigating circumstances.

Program Administrators – Martyna Hampel/Chloe King.

This person is responsible for the administration of your program. They will be supporting the program lead and those delivering your content with administrative tasks.

Apprenticeship Partnership Manager – Tasharna Franco.

The Apprenticeship Partnership Manager will be your first point of contact when it comes to tripartite reviews and for helping you to evidence your progress against your apprenticeship, using Aptem, the University's learner management system.

BNU Reviewer – to be allocated.

These people hold your tripartite review. You must attend these reviews as they are an important part of the apprenticeship learning process and need to be carried out on a regular basis as defined by the ESFA and will be timetabled for you quarterly. As well as being able to track an apprentice's progress and ensure they are hitting the programme targets, the reviews also allow the apprentice to voice any concerns about the programme – whether they may need more support, or need to be undertaking different jobs to obtain the correct evidence, etc.

Academic Personal Tutor – to be allocated.

You will be allocated an Academic Personal Tutor who is Jennifer Gale in you your first 22 weeks and then another Tutor will look after you when you leave training school and up to the end of your second year. The Personal Tutor will then be your EBRP supervisor in your final year to get you through your big piece of work and EPA.

Your Academic Personal Tutor will monitor your progress on the programme and your level of achievement. Your tutor will support you to become an autonomous and creative learner and will help you to develop your employability, enterprise and leadership skills. They will be a first point of

contact for you to the specialist support and other services provided by the University and the Students' Union.

Student Wellbeing and Support

Throughout your studies, it is important to care for your physical health as well as your mental health and wellbeing. There may also be times where you may feel that you need support to help you get the most out of your time here.

Here you will find information, support and guidance to help you manage any issues that might impact on your studies, as well as your general wellbeing, and we offer a range of options and services to help you.

For any questions or concerns, your first point of contact should be our Student Wellbeing and Engagement Team at the Student Hub. Here you can ask about support at the university, understand more about your options for help, and even find out how to register with a local GP. You can contact the team on students@bucks.ac.uk

Making the journey through higher education can be hard sometimes. So if you ever feel like you need a bit of extra support, we can offer professional therapy and help away from your day-to-day environment. It's all confidential, and completely free too. Please email the team to request an appointment on counselling@bucks.ac.uk

The Inclusion, Diversity and Disability Team are here to help ensure that you get the most from your experience in an inclusive learning environment. We are happy to discuss individual needs at any stage of your application or during your studies. You can contact the team on inclusion@bucks.ac.uk

The University also has free, 24/7 online support via TogetherAll. This includes peer support, information and resources, self-assessments and wellbeing courses. You can access the service by registering on www.togetherall.com using your Bucks student email address.

Contact Details

Contact details for staff with key responsibility for your programme

Name	Role	Email
Allison Savory	Program Leader	Allison.Savory@bnu.ac.uk
Chris Allen	Senior Lecturer	Christopher.Allen2@bnu.ac.uk
Chloe Tedds	Senior Lecturer	Chloe.Tedds@bnu.ac.uk
Jennifer Gale	Tutor	Jennifer.Gale@bnu.ac.uk
Paul Proctor	Tutor	Paul.Proctor@bnu.ac.uk
Chris Blake	Tutor	Christopher.Blake@bnu.ac.uk
Angela Jouanneau	Tutor	Angela.Jouanneau@bnu.ac.uk
Tim Ibbotson	Tutor	Tim.Ibbotson@bnu.ac.uk
Lee Dickinson	Tutor	Lee.Dickinson@bnu.ac.uk

Name	Role	Email
Steve Colgan	Tutor	Steve.Colgan@bnu.ac.uk
Kerensa Butcher	Tutor	Kerensa.Butcher@bnu.ac.uk
Paul Proctor	Tutor	Paul.Proctor@bnu.ac.uk
Martyna Hampel	PCDA Administrator	Martyna.Hampel@bnu.ac.uk
Chloe King	DHEP Administrator	Chloe.King@bnu.ac.uk
Cleo Jack	Registrar	Cleo.Jack@bnu.ac.uk
Tasharna Franco	Apprenticeship Partnership Manager	Tasharna.Franco@bnu.ac.uk
Peter Gault	BNU Reviewer	Peter.Gault@bnu.ac.uk
Sharon Gault	BNU Reviewer	Sharon.Gault@bnu.ac.uk
Amber Noone	BNU Reviewer	Amber.Noone@bnu.ac.uk

MyBNU

MyBNU is your student portal, making it easy for you to manage student life by giving you access to all university systems, information, and news in one place.

MyBNU is available as an App from the Android and Apple stores, or you can access it from a web browser at: https://mybnu.bucks.ac.uk

Through MyBNU, you can:

- Access Blackboard
- Access BNU Connect to complete online enrolment/ re-enrolment and get your results.
- View your assignment and personal task list.
- Check and send emails.
- Find campus maps and directions.
- Access 'Academic Advice'
- Find library resources and check your library loans and fees.
- Check your contact details (**it is important that you inform us if this need updating**).
- Find the contact details and email academic staff.
- Access the website.
- Find out about the Students' Union
- Get information about university services and facilities.
- Get IT support or find out how to download apps and software.
- Find links to make e-payments.
- See the university Twitter feed.
- Get up to date news feeds from sites of interest to you.
- See campaigns informing and reminding you about e.g. enrolment, exams, results, graduation, NSS surveys etc.

Please note that important University announcements will be made through MyBNU so you must login in regularly. If you download the App, urgent notifications can be sent direct to your phone, so you never miss a critical message.

Academic Advice

The Academic Advice pages on the website are maintained by the **Academic Registry** and contain detailed advice on the following areas (clicking on each subheading below will take you to the webpage):

- **Managing your studies** including: Terms and Conditions for Admission that you agreed to on enrolment to the course; how to enrol and re-enrol; credit accumulation (if you wish to transfer in credit achieved elsewhere); and other important information such as attendance requirements, placements and dates of terms

- **Course Structure and Regulations** including: types of learning and teaching approaches you may encounter during your studies; the academic regulations which govern your academic progression and achievement of your programme; and how you can submit feedback on your course or module (including how that feedback is used to improve provision)

- **Resolving Problems** outlining what you can do if you encounter problems with any aspect of your time at the University or with your fellow students, such as if you have a concern about how your course is being run, or if you have a problem with another area of the University, e.g. accommodation

- **Student Conduct**, which outlines our commitment to providing a University community which is valued by all, and the standards of conduct and behaviour that we expect of all students as members of that community

- **Assessment and Examination** including: a guide to assessment as a whole and how to submit coursework, how exams work, how we promote assessment integrity (including guidance on referencing of source material); an overview of the marking, moderation and feedback processes; the options available to you should you experience exceptional circumstances which affect your ability to complete assessment (e.g. if you are ill, or unavoidably absent for an exam); and what may happen if you fail a particular assignment or module

- **Results**: how your award is calculated and conferred, how you will receive your results and your options if you think that a mistake has been made in the calculation or awards process.

- **Receiving your results**: your final results for each Level/year of your programme will be available online through our BNU Connect student portal at the end of the Level/year after they have been confirmed by a Board of Examiners. (Marks and feedback for individual pieces of assessment will be released on Blackboard during the year. Students in the School of Nursing and Allied Health will receive their interim results on Blackboard)

Through these pages you should be able to access the related policies and procedures as well as any related forms and additional guidance notes. All University policies, procedures and regulations are available via the following [policies webpage](#) or by clicking on the "About Us" on the website menu and then clicking on How Our University Operates.

Through these pages you can also find links to other central support services including the Inclusion, Diversity & **Disability Service**, the **Student Learning and Achievement Hub**, **Library**, and the **Students' Union Advice Service**.

Academic Integrity

The University expects all students to maintain the highest standards of academic integrity. This means that you must

- produce work that is the **result of your individual effort** unless the assessment explicitly requires a group submission of an individual piece of work, e.g. a group presentation.
- **Clearly acknowledge the sources used in your work**, following the referencing system for your programme.
- **not reuse for a new assessment any work or part of any work for which credit has already been granted**. In the rare case when this may be permissible the earlier work must be appropriately referenced following the system for your programme.
- include **accurate data and information obtained appropriately and ethically in your work**, and which represents your own endeavours, knowledge and understanding.
- adhere to and comply with all **applicable legal, professional, ethical and regulatory requirements**. This includes the University's regulations regarding conduct in examinations.

 Academic misconduct is a breach of academic integrity. If your work does not clearly meet the expectations above, you may be accused of poor academic practice or academic misconduct. This can lead to your work being penalised for poor practice or being required to be resubmitted for cases of misconduct. In both cases this can impact on your degree classification

More information about the University's Academic Integrity policy can be found on our [academic advice pages](#).

Your course team will support for you so that you can ensure you maintain your academic standards, as can our Student Learning and Achievement Hub. The Student Learning and Achievement team run workshops and can also offer 1:1 tutorials to help you develop your evidence-based writing skills. They also provide a range of digital resources on their Blackboard organisation, such as video guides on referencing and information on how to access an online avoiding plagiarism course. For more information, contact studentachievement@buck.ac.uk.

Feedback on your programme

We welcome feedback from you on your programme, any areas of good practice and ideas for improvement; you will be given the opportunity to comment on your programme by way of periodic surveys that we encourage you to complete so we know how to improve matters.

Student Representation

Each cohort should be represented by an officer student who can represent the views of their colleagues on their academic program. TVP and BNU attend periodic online meetings where the representative can bring anything they wish to discuss and solutions can be found and improvements can be made.

The Student Representation System is managed by the Students' Union who run annual elections and provide training. Please contact the Students' Union on SUrepresentation@bucks.ac.uk for more information on how you can get involved.

National Student Survey (NSS) / Other national surveys

In the final year of your undergraduate programme, you will be invited to take part in the National Student Survey (NSS). The NSS is launched annually in January and is your opportunity to give your opinions on what you liked about your time at Bucks as well as things that you felt could have been improved. Your feedback is used to compile year on year comparative data which is then made available to prospective students and their families via DiscoverUni.

Important Course Specific Information:

The Two Sites – High Wycombe campus and Sulhamstead:

You will normally undertake your academic studies, alongside the practical training with Thames Valley Police, at their training centre at Sulhamstead. The practical aspects will include a number of Officer Safety Training (OST) practical exercises; practicing interviewing victims, witnesses and suspects; and other practical aspects. University departments are based at High Wycombe campus but are also available to you.

Being a Constable.

Whilst we have tried to include information relevant to Thames Valley Police (TVP) in this handbook that is current, please note that it is for guidance only. You should always follow advice given by Thames Valley Police regarding all equipment, training, shift patterns, behaviour, conduct and ethics. This Degree Apprenticeship is intricately linked with employability. Whilst it is a requirement that you are a police constable, in order to complete this programme, there may be reasons as to why you are unable to continue as a constable. This could range from you self-

selecting not to continue as a police officer through to disciplinary reasons. Read this information carefully – it is important.

Whilst it is not possible to list specific information, to address all possible circumstances, there may be options available to you if you either cannot, or choose not to, continue as a police officer. You should discuss your particular circumstances as they relate to your academic studies with the Program Leader at an early stage. You should also seek advice and guidance from your tutor constable, Development Assessment Officer (DAO) or tutor constable or supervisors within TVP in relation to operational or policing-specific issues or difficulties.

Introductory Reading List

Course-related texts

Allen, M. J. and Edwards, I. (2021) Criminal Law. Oxford: Oxford University Press.

Wood, D., Bradshaw, S., Dickens, T., Parker-McLeod, J., Simpson, F. and Weaver, G. (Ed's) (2022) *Blackstone's Handbook for Policing Students 2023*. Oxford: Oxford University Press.

Joyce, P. (2018) *Criminology and Criminal Justice: A Study Guide, 2nd edn.* Abingdon: Routledge.

Joyce, P. and Laverick, W. (2021) *Policing; Development & Contemporary Practice 2nd Edn*. London: Sage

Newburn, Tim. (2017). *Criminology*; *3rd Edition*. Abingdon: Routledge.

Ozin, P. and Norton, H (2019) *PACE A Practical Guide to the Police and Criminal Evidence Act 1984, 5th Ed.:* Oxford: Blackstones.

Study support texts and online resources

Cottrell, S. (2010) *Skills for Success: Personal Development and Employability*. London: Palgrave Macmillan

Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument*, 2nd ed. London: Palgrave Macmillan

Cottrell, S. (2013) *The Study Skills Handbook*, 4th ed. London: Palgrave Macmillan

Harvard Referencing

The LDU have developed the University's definitive guide to Harvard Referencing. It is free to download via the Student Learning and Achievement Organisation on Blackboard (under the Referencing tab). You can also find add-ons for Microsoft Word 2007 and 2010 which will make a bespoke Bucks version of Harvard Referencing available as part of Word's Citation and Bibliography tool, again via the SLA Organisation on Blackboard