Course Handbook
Foundation Degree in Policing
2018/19
Course Leader: Mark Dale
School of Forensic and Applied Sciences

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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Welcome to the course

As Course Leader of the Foundation Degree in Policing I am pleased to welcome you to our course and also into the School of Forensic and Applied Sciences.

The overarching role of the school in general and this course of study in particular, is to enhance knowledge, understanding and application of legislation and practice in respect of policing in England and Wales.

This is vital to the role as a Special Constable as the course develops but also supportive of a future career choice within policing or other avenues of law enforcement.

The school has strong links with Forensic Science providers, the Crown Prosecution Service and various crime scene investigation departments and police forces in the North West of England and elsewhere in the UK. Liaison with ‘front-line’ investigators and both legal and forensic science practitioners has been central to the development of the school and there has been significant input by such specialists into the course design, development and delivery. The School is also proud of our established and fruitful relationship with The College of Policing, which is the professional body for policing in the UK and also our influential role on the Higher Education Forum for Learning and Development in Policing.

The school has invested in specialist teaching facilities for all its courses. These include evidence search and recovery laboratories, a microscopy suite for scientific investigation, three crime scene houses and vehicle examination facilities. You will learn how to manage crime scenes and collect evidence for laboratory examination by experts to support an investigation. In addition you will have the chance to experience the Hydra/Minerva Immersive Learning facility which is a state of the art learning resource hosted by the school, where practical leadership skills, team working and decision making can be tested in a safe environment.

The handbook will give you all the basic information with regard to the support you will be able to draw on whilst studying the Foundation Degree in Policing. The rules and regulations on course structure, progression, exit award criteria and the University’s Accreditation of Prior (Experiential) Learning [APEL] are covered. The course structure and outlines of the modules are provided in brief and more specific details are provided in the module booklets.
1.1 Rationale, aims and learning outcomes of the course

On successful completion of the course a student will receive the Foundation Degree in Policing and the Award format is explained in detail in paragraph 6 below.

The Foundation Degree in Policing mirrors the national Initial Police Development and Learning Programme (IPLDP) and has been mapped against the Diploma in Policing (College of Policing qualification) and the Certificate in Knowledge of Policing (CKP). During the course students will acquire an understanding of policing and are provided with both academic and practical exposure to policing issues. It is anticipated that those completing the course intend to seek employment in policing roles having ‘qualified’ by being passed ‘fit for independent patrol’ not as a special constable but as a regular officer. It is hoped that completion of this course will result in graduates undertaking reduced training and a shorter probationary period if appointed as regular police officers.

Successful completion of the Foundation Degree in Policing will also enable students to secure the Certificate in Knowledge of Policing (CKP) after a short ‘validation examination’ and the university has been awarded ‘Approved Provider’ status by The College of Policing for the delivery of this award.

In addition, your Foundation Degree will enable you to progress to year 3 of the BSc (Hons) Police and Criminal Investigation degree should you so choose following the completion of a ‘bridging course’. This degree course can also be completed by distance learning on a part time basis over 2 years – ideal for those who secure employment after completing the Foundation Degree.

Aims of the Course

It is important that both you and your teaching team are clear about what you are striving to achieve over the next two years of your studies and so we have listed our aims here.

The specific aims of the course are:

- To provide students with the appropriate knowledge, understanding, skills and values required to operate as an effective and efficient police officer.
- To enable students to comprehend the links between the theory and practice of professional Policing
- To develop within students skills of analysis, problem solving and forms of reasoning at an appropriate level
- To prepare students to be able to demonstrate the National Occupational Standards required for initial Police training
• To develop the professional and practical skills which are fundamental to working in the criminal justice system
• To provide a suitable basis for progression to an honours degree or professional or vocational qualifications

The course provides education in law, investigation and police practices and crime scene science. These elements are tailored to the needs of initial police training (IPLDP) and the course is designed for those wishing to pursue a career in the police service.

Learning Outcomes

At the end of the course you will be able to:

• Demonstrate understanding of, and evaluate, the theory and practice of policing in the community
• Demonstrate understanding of, and apply, legislation and policy guidelines relevant to policing
• Demonstrate knowledge of human rights, ethics, values and standards relevant to the police service
• Identify and evaluate issues relating to equality and diversity within policing and society as a whole
• Demonstrate knowledge of, and apply, the principles of risk assessment and management

At the end of your course you will be able to:

• Undertake structured interviewing of witnesses and suspects
• Demonstrate knowledge of major concepts and principles of law
• Demonstrate ability to assess and search crime scenes and recover physical evidence when appropriate
• Demonstrate knowledge of the terminology, nomenclature and classification of law and criminal investigation
• Manage people and situations including critical incidents

At the end of the course you will have obtained the following thinking skills and be able to:

• Analyse current issues and problems
• Draw suitable conclusions and make recommendations on the basis of research undertaken into cases and situations
• Apply theoretical models to police work
• Provide relevant solutions to problems
• Demonstrate an understanding of the limitations of knowledge, and role, and how this influences analyses and interpretations based on that knowledge
During the course you will also develop transferable skills and be able to:

- Communicate effectively in a variety of forms, to specialist and non-specialist audiences using an appropriate vocabulary.
- Work individually and in a group to solve ‘real world problems’
- Learn independently, making use of written, electronic and human sources of information
- Manage time and learning/ work activities

1.2 Course Team

NB New Forensic Science Lecturer for Investigation & Evidence module and new seconded police officer details required when appointed. Also any revised Year 1 and Year 2 Associate Lecturers/ Lecturers in due course.

Mark Dale  BA(Hons), PGCE, FHEA. Senior Lecturer
Course Leader
Email; mcdale@uclan.ac.uk  Ext 3558 Room MB219

Andrew Cameron  Associate Lecturer
Email Acameron3@uclan.ac.uk  Ext 4177. Room MB219

Phil Coope  Cert. Ed. AFHEA, Lecturer
Email; PCoope@uclan.ac.uk  Ext 4021. Room MB219

John Edmondson  TTAIT, PGCE. Lecturer.
Email: jledmondson@uclan.ac.uk  Ext 4378 Room MB219

Denise Hanson  Associate Lecturer
Email; DHanson2@uclan.ac.uk  Ext 3913  Room MB219

Bernard Sheridan  PhD BA(Hons), MA, MEd, PGCE, FHEA. Lecturer
Email: bsheridan2@uclan.ac.uk  Ext 4028 Room MB219

If calling from outside the University all extensions should be preceded by 01772 89.
1.3 Expertise of staff
All teaching staff have extensive and varied policing experience, having been serving police officers in a breadth of diverse roles, specialisms and ranks. This wealth of experience provides a vital insight that brings the teaching material to life by relating the law and its procedures to day to day operational policing practice. In addition to this, one of the Foundation Degree lecturers is also a seconded police officer from one of our partner police forces whose presence provides up to the minute currency of all teaching material.

Students often comment that it is this varied operational experience that prepares them to use the law they are taught in the class room in an operational context as Special Constables, and also how they enjoy the enthusiasm for policing that is conveyed by the teaching team.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

See Paragraph 4.1 below for additional information.

1.5 Administration details
Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building
Forensic and Applied Sciences
telephone: 01772 891990 or 891991
e-mail: FosterHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The Foundation Degree teaching team will contact students by varied communications media, which are typically university email addresses, by Announcements on the Blackboard virtual learning environment and also by university texting system to mobile phones.
When students contact the teaching team they will generally receive a reply that day or within 1 working day. It may be that the solution cannot always be provided in each reply, however students will be informed of a realistic timescale in that initial response.

**Office hours**

The Foundation Degree teaching team are available;

Monday to Friday – 8am to 4pm

During these times students are welcome to make appointments and meet with tutors to discuss any matters that we can assist with.

**Outside Office hours**

Tutors cannot always guarantee a prompt reply outside office hours when we may not have access to email however we will always endeavour to support students’ needs as and when they become known.

1.7 **External Examiner**

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. You can access the external examiners report via the Course site on Blackboard.

The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for the Foundation Degree in Policing is

Dr Benjamin P Clifford, Lecturer in Planning, Bartlett School of Planning, University College London
2. Structure of the course

2.1 Overall structure

**Course Structure**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FZ1101 Professional Policing</td>
<td>FZ2102 Signal Crimes</td>
<td>Bridging Module</td>
</tr>
<tr>
<td>FZ1102 Employability &amp; Study Skills</td>
<td>FZ2103 General Police Duties</td>
<td>Dissertation (Double)</td>
</tr>
<tr>
<td>FZ1103 Ethics, Diversity &amp; Social Issues</td>
<td>FZ2104 Investigation Skills &amp; CJ</td>
<td>+ Ethics &amp; Accountability</td>
</tr>
<tr>
<td>FZ1104 Criminal Law &amp; Procedure</td>
<td>FZ2105 Road Policing</td>
<td></td>
</tr>
<tr>
<td>FZ1105 Investigation &amp; Evidence</td>
<td>FZ2107 (Double) Police Performance &amp; Planning</td>
<td></td>
</tr>
<tr>
<td>FZ1106 PACE, Detention &amp; Disposal</td>
<td>FZ2106 Operational Policing (Double) (10 weeks work placement in Division)</td>
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</tbody>
</table>

Please note that the option to complete a full degree may be studied ‘on campus’ in one academic year or ‘off campus’ over two years as a Distance Learning programme.

You will study those subjects currently covered by the national Initial Police Development and Learning Programme (IPLDP). This includes material covered by the National Occupational Standards required to achieve completion of the probationary period as a police constable. It will also include level 1 of Professionalising the Investigation Programme (PIP). It is anticipated that you will apply for appointment as a Special Constable and if successful, you will also gain practical experience undertaking the role and complete two modules as you undertake the training and operations as a Special Constable. If you are unsuccessful in your application, for whatever reason, you will study modules that cover key areas such as Public Engagement (year one) and Police Performance and Planning (year two).

**The Certificate in Knowledge of Policing (CKP) is a separate College of Policing qualification which the university is approved to award.** This is founded on the knowledge element of the IPLDP and will be tested during your two year course. A number of police forces require this as part of their recruitment processes and as such
you will also be awarded the CKP at the conclusion of your course, subject to passing the requisite assessments. The CKP, when awarded, is at no additional cost to the student.

**Year 1**
In your first year at University you will all study Professional Policing, Employability and Study Skills, Ethics, Diversity and Social Issues, Criminal Law and Procedure, Investigation and Evidence and PACE, Detention and Disposal.

Students who are appointed to Special Constabulary will also study health and safety, conflict resolution and defensive tactics with their chosen partner police force.

Students who are not appointed to the Special Constabulary will undertake a module that covers some of the theoretical and strategic issues of policing, FZ1107 Public Engagement.

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Credits</th>
<th>Core (C), Compulsory (COMP) or Optional (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FZ1101 Professional Policing</td>
<td>20</td>
<td>COMP</td>
</tr>
<tr>
<td>FZ1102 Employability and Study Skills</td>
<td>20</td>
<td>COMP</td>
</tr>
<tr>
<td>FZ1103 Ethics, Diversity and Social Issues</td>
<td>20</td>
<td>COMP</td>
</tr>
<tr>
<td>FZ1104 Criminal Law and Procedure</td>
<td>20</td>
<td>COMP</td>
</tr>
<tr>
<td>FZ1105 Investigation and Evidence</td>
<td>20</td>
<td>COMP</td>
</tr>
<tr>
<td>FZ1106 PACE, Detention and Disposal</td>
<td>20</td>
<td>COMP</td>
</tr>
<tr>
<td>FZ1107 Public Engagement</td>
<td>20</td>
<td>O</td>
</tr>
</tbody>
</table>
TIMETABLE  Year 1

<table>
<thead>
<tr>
<th>Semester 1 (weeks 2 - 10)</th>
<th>FZ1101 Professional Policing (COMP)</th>
<th>FZ1102 Employability and Study Skills (COMP)</th>
<th>FZ1103 Ethics, Diversity and Social Issues (COMP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FZ1104 Criminal Law and Procedure (COMP) or FZ1107 Public Engagement (OPTIONAL)</td>
<td>FZ1105 Investigation and Evidence (COMP)</td>
<td>FZ1106 PACE, Detention and Disposal (COMP)</td>
<td>Year Long</td>
</tr>
</tbody>
</table>

Semester 2 (Weeks 11 onwards)

<table>
<thead>
<tr>
<th>FZ1104 Criminal Law and Procedure (COMP) or FZ1107 Public Engagement (OPTIONAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FZ1105 Investigation and Evidence (COMP)</td>
</tr>
<tr>
<td>FZ1106 PACE, Detention and Disposal (COMP)</td>
</tr>
<tr>
<td>Year Long</td>
</tr>
</tbody>
</table>

Year 2

In the second year you will study another five compulsory modules covering issues such as signal crimes, general police duties, investigative skills and criminal justice and road policing.

Students who are appointed to the Special Constabulary will take a double module in operational policing whilst everyone else will take a double module that addresses police performance and planning issues.

The double module in operational policing is a work placement whereby students work for a continuous 10 weeks with the partner police force with whom they are a Special Constable. The work placement location (police station) will be determined during the programme.

The Police Performance and Planning double module is a campus based taught module.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core (C), Compulsory(COMP) or Optional (O)</th>
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<tbody>
<tr>
<td>FZ2102</td>
<td>20  COMP</td>
</tr>
<tr>
<td>FZ2103</td>
<td>20  COMP</td>
</tr>
<tr>
<td>FZ2104</td>
<td>20  COMP</td>
</tr>
<tr>
<td>FZ2105</td>
<td>20  COMP</td>
</tr>
<tr>
<td>FZ2106</td>
<td>40  O</td>
</tr>
<tr>
<td>FZ2107</td>
<td>40  O</td>
</tr>
</tbody>
</table>
For some modules Year 2 is described as ‘Year Long’ whereby modules FZ2102, FZ2103, FZ2104 and FZ2105 span both Semester 1 and Semester 2 and finish by January/February at which point modules FZ2106 and FZ2107 commence.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

See Appendix B for description of all modules.

2.3 Course requirements
Like most degree courses this course is modular. This means that it is split up into particular areas of study which are studied and assessed separately.
To achieve a Foundation Degree a student must pass 12 modules over the two years of the course – six modules per year.
Most of the modules you will take are ‘single modules’ and as such they each count as 20 credits. The ‘Operational Policing’ and ‘Police Performance and Planning’ modules in the second year are ‘double’ modules counting for 40 credits each.

You will see modules described by their title and having a code number. The module code consists of two letters and a number e.g. FZ1101. The letters tell you which School delivers the module FZ = Forensic and Applied Sciences. The first digit normally indicates the year of study.

The academic year is divided into 2 semesters. Semester 1 runs from 18 September 2017 to 12 January 2018. Semester 2 runs from 15 January 2018 to 19 May 2018.

Some of the modules are completed in one semester; others are stretched out over the whole year.
You will encounter references to Coleg Llandrillo and North Wales Police from time to time during the course and it is worth noting that the University has ‘franchised’ the Foundation Degree in Policing to that Higher Education Institution. Most of the learning materials are now shared with the team at Coleg Llandrillo who will be delivering the course in a similar way. There may be opportunities to hear from the staff at the Coleg and meet those students from time to time. The Course Leader, is also responsible for overseeing this aspect of the course and UCLan are the awarding body for the degree.

2.3 Progression Information
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable
All students will have access to an electronic timetable via their UCLAN student account upon enrolment.

Student electronic timetable for 2017/18 was not issued when this document was created.

2.4.2 Expected hours of study

Students will have 3 or 4 modules per week (Year 1 and Year 2 respectively) and therefore approximately 9 to 12 hours contact time per week including lectures, tutorials or practical sessions.

As a rough guide the normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – 20 credits is a standard module size and thus equals 200 notional learning hours per module.

On average, students should be planning to do between 36 and 40 hours per week. This includes attendance at UCLan and time spent in private study.

Any lesser commitment is unlikely to produce a good degree. You should bear this in mind if you intend to undertake part-time employment or pursue other interests outside the curriculum.

There is no check on this, no-one to test whether you are doing the private study – but it will become apparent over time.
2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or absence must be made to the School Office on 01772 895687 or by email to FosterHub@uclan.ac.uk.

Exceptional requests for leave must be made to the Programme Coordinator (in this case the Course Leader, Mark Dale) or nominee. You should contact the School Office as above and your request will be forwarded to the appropriate person.

For International Students under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. Some practical sessions may involve assessed work, so if you miss the practical without good reason you will attract a score of 0% in that assessment. In the event of absence due to illness, a medical certificate must be produced.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance at classes will be monitored using the Student Attendance Monitoring system (SAM) and you can check your attendance record through MyUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

3. Approaches to teaching and learning

3.1 Expertise of staff
Please see Paragraph 1.3 above.

3.2 Learning and teaching methods

The course is delivered in a variety of teaching/learning methods. There are formal lectures and group tutorials in which the subjects are explored in detail. Practical skills are developed through role-plays and practical sessions and operational duties if
appropriate. Investigative skills are acquired through on-going scenarios based on real investigations of major crimes.

Most of the course is delivered by university staff but where appropriate experts in their own field are brought in to speak with authority from their own experience and expertise.

As with all university education you are responsible for your own learning; the lectures are merely the starting point and you will have to undertake a substantial amount of study in order to succeed.

The aim of the School is to promote deep and active learning and for the students to achieve an appropriate balance between (a) the accumulation of subject specific knowledge (b) the understanding of subject-specific concepts (c) the application of these and (d) the development of general investigative and presentational skills.

At Level 4 (year one) hour-long class sessions will normally be lectures or tutorials. In practice the lectures may, in addition to the theoretical background to the subject, include problem exercises managed through pair or group work.

The tutorials will also introduce you to the use of basic techniques and reinforce concepts introduced as theory. In addition, role-play and tutorial work will also include the development of teamwork, planning, understanding accuracy and variability and the generation and testing of hypotheses.

Modules at Level 5 (year two) will be delivered via a mixture of teaching methods, with increased emphasis on teamwork, independent study followed by discussions, data-interpretation/problem-solving exercises and role play sessions. A range of other skills will be developed, e.g. communication skills through discussions and presentations. By Level 5 modules will normally be delivered without rigid demarcation between lectures, tutorials and group work.

3.3 Study skills
All of the courses within the school have a study skills module to assist with the development of your academic and employability skills. There are a variety of other services that support schools and these include:

**WISER**

**LIS**

Wiser staff can be contacted in person or by following the below link

http://www.uclan.ac.uk/students/study/wiser/index.php
3.4 Learning resources
3.4.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Information on Learning Information Services is included in the Student Handbook, however also see the links above to LIS resources and in Study Skills.

3.4.2 Electronic Resources

Course and module materials are not provided in ‘hard copy’ format, however, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and materials and other relevant information and resources are made available in electronic form via BlackBoard. This is the brand name for the on-line Virtual Learning Environment (VLE) that the University uses to support and enhance teaching and learning.

All students can access the BlackBoard spaces for the course and modules that they are registered for. Once logged into your BlackBoard area you can access material from the course and all of the modules you are studying without having to log in to each module separately.

You can expect that, on the Course page, you will be able to access:

1. Course Handbook
2. Student Guide to Assessment
3. Timetables
4. Minutes of SSLC Meetings
5. External Examiners Report

You can expect that, on each module space, you will be able to access:

1. Module Description
2. Module Booklet
3. Assignment briefs (including a marking scheme), if not included in the module booklet
4. Generic feedback on coursework assignments
5. Handouts for tutorials and practicals
6. Lecture notes (no later than 48hrs after the date of the lecture).
7. A past exam paper (if there is an exam in the module)
   Generic feedback on the examination paper
3.5 Personal development planning

While you are at University you will learn many things. You already expect to learn lots of facts and techniques to do with Policing, but you will also learn other things that you might not be aware of. You will learn how to study, how to work with other people, how to manage your time to meet deadlines and so on. If you are to be an employable graduate it is vital that you can list the skills employers value in your CV.

Employers are looking for skills such as:

- self-organisation
- team work
- good written communication
- good oral communication
- problem solving

So we have introduced a system that aims to:

- help you to identify the **skills** you should be developing,
- help you to **identify** the ones you are weak in, and
- to take **action** to improve those skills.

This approach can broadly be described as **Personal Development Planning** and can be defined as:

*A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.*

The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more rounded detail.
3.6 Preparing for your career

This course, originally the first of its kind in England, has been designed to focus on the knowledge and skills required by police officers and crime investigators in other areas of law enforcement. For example, as well as the traditionally recognised geographic police forces throughout England and Wales there is also the National Crime Agency which now recruits directly.

In the public sector there are investigation branches in many government departments such as the National Health Service (Counter Fraud), Department of Trade and Industry, DEFRA (Environment Agency), Department of Work and Pensions (Benefit Agency), HM Revenue & Customs and HM Immigration Service.

Your University experience is not only about achieving your chosen award, it is also about developing yourself as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.
4. Student Support

Perhaps the most important thing that the School of Forensic and Applied Sciences will give you is support. We will guide you through the subject and instil in you the critical and enquiring characteristics required of an investigator.

In your course you will be presented with a great deal of information and knowledge. Equally important, though, is the manner in which you develop as an individual over that period and the skills you acquire which can be used other than in investigative work. Employers are looking for skills such as:

- self-organisation
- assertiveness
- good communication skills
- team work
- problem solving

Any problems you may choose to discuss with a member of staff, academic or otherwise, will be treated in strict confidence and will not be divulged to anyone without your permission (including parents). It is highly unlikely that you will have a problem we have not encountered before.

The important thing is not to sit on a problem and hope it will go away – it will not! As to whom you should ask, that depends on the nature of the problem:

- Learning/teaching in a module. Each module has a Module Tutor – a member of staff responsible for that module. The Module Tutor will be your first port of call for questions about the learning/teaching within the module.
- Which options to take – Electives – structure of your course – progression (moving from year to year). These are questions for your personal tutor. He or she will meet with you at the start of the course and will remain your personal tutor throughout your time throughout the course.

Welfare, money, housing, health, personal problems. The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).
4.1 Academic Advisors

You will be assigned an Academic Advisor who will assist with Academic related problems. You will find out more about them and their role in induction week.

Your Academic Advisor is responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University and to offer whatever help and assistance they can to make your time at the University a satisfying and stimulating experience. Their job is not to have all the answers but they will be able to direct you to the person or place where they can be found. Your Academic Advisor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times, it may be necessary for them to challenge you over your progress, performance or attendance but it is not their role to constantly monitor you in these areas as may have happened at school or college.

You should meet your Academic Advisor during induction week and time has been allocated on the induction timetable to enable you to do this. During this meeting you should make arrangements about the process by which future regular contact will be maintained. You should meet with your Academic Advisor regularly. You should have at least four meetings with the Academic Advisor in year one, with at least three of these being ‘one to one’ meetings. There will be at least three contacts with your Academic Advisor in year two, one of which should be ‘one to one’.

There will be appointment sheets by staff offices so that you can arrange meetings either by booking an appointment or emailing them (details of this are at the front of the booklet). Throughout the year contact with your Academic Advisor is usually maintained through e-mail, you should check your UNIVERSITY e-mail account regularly.

Both you and your Advisors should keep appropriate records of meetings and this may form part of your Personal Development Process.

If you need to get advice in an emergency or when your Academic Advisor is not available then you can go and see your Retention Tutor or Course Leader, or go to/contact the School Office (JBF201) and staff there will endeavour to find a member of staff who can deal with your enquiry.

If you have good reason for wishing to change your Academic Advisor, then this can be arranged by contacting the Student Experience Co-ordinator, Janine McGuire JGMcGuire@uclan.ac.uk  Ext 4385  Room MB056.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study
successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

The School has a named lead for students with disabilities - Arati Iyengar. Arati’s contact details can be found at the beginning of this book and you can contact her direct for further advice/support.

4.3 Students’ Union One Stop Shop
The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If you are not studying on the main UCLan campus in Preston, the Students’ Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.
5. Assessment

5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The Course Team recognise the main purpose of assessment as:

- the diagnosis of strengths and weaknesses of individual students
- encouragement to students to be involved in determining their own performance
- evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award

Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on the appropriateness of your study skills in meeting the learning objectives. It also assists the academic staff by providing information as to the appropriateness of the learning environment in facilitating student learning. Formative assessment includes assessment strategies that encourage the student and tutor to build on the student’s strengths and to plan remedial help to correct identified weaknesses. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

The nature of formative assessment varies between modules. In some there are short tests or essays, while in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you have assimilated facts, sometimes we need to assess your understanding and at other times your application of the facts. Often we need to test all these learning outcomes at once. In addition, we need to assess skills such as your ability to communicate your ideas.

The summative assessment methods and what we are trying to assess by the particular method are shown below:

Examinations

Short answer questions are usually looking for how well you have learned factual information. Essay questions are looking for your understanding and critical analysis skills.

Oral presentations

Your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.
Essays
Non-examination situation essays assess your understanding of the subject and ability to do research as well as your written communication and critical analysis skills.

Case studies
These assess the application of theory to practical situations. They also assess either your written or oral presentation skills when communicating your deliberations to the class or marker.

Dissertation
This assesses the application of the information that you have gained and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module syllabuses in the module booklets.

Presentation of Written Work

The way in which you present your work will be taken into account when arriving at the final grade for the assessment. To assist you in this regard, refer to the Student Guide to Assessment produced by the School and which accompanies this handbook.

5.2 Notification of assignments and examination arrangements

When will the Assessments take place?

The course team try to spread the assessment load. Nevertheless there is bound to be some bunching up towards the end of semester and it is important that you plan your work carefully in order to meet assessment deadlines. You may have more than one deadline at the same time and you are expected to manage your time sufficiently well to meet all deadlines whilst continuing with your attendance at classes. Your tutors will provide all the information you will require and the assessments and exams will be listed on your electronic timetable.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information: disability@uclan.ac.uk.

Submission of Assessments

Normally all work should be submitted through BlackBoard and Turnitin. Information about the requirements for individual assessments and their respective deadlines for submission/examination arrangements will be provided in the assignment brief or in the module booklet that will be posted on BlackBoard.

All work should be submitted with a completed assessed work cover sheet with the Student Identification number attached but not your student name as all assignments
are graded anonymously. These assessed work cover sheets can be obtained on the module and course pages on BlackBoard.

Once the work has a FULLY completed and anonymous cover sheet attached, it should be submitted through the assignment drop-box on BlackBoard or through the appropriate letter box in School Hub situated in Foster Building Room 058.

**Deadlines for Assessments**

In the workplace you will be faced with many deadlines. Assessment deadlines will help you to develop a personal ethos which will enable you to cope with tight work schedules. We expect work to be handed in on time.

A **deadline is set at a particular time on a particular day and work submitted after this time without an extension granted by the relevant retention tutor will be penalised.**

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment

If you have problems that prevent you meeting a deadline for submission, it is imperative that you contact your retention tutor before the deadline expires. The contact details for the retention tutor can be found at the beginning of this handbook.

This regulation is not intended to be draconian. However, since in most cases work will be returned to students with specimen answers and feedback, it would delay the return of coursework to the rest of the group if this regulation were not adhered to. Rather than disadvantage the majority of students for the sake of the few, **this regulation will be strictly implemented.**

**Extensions**

Assignments must be submitted no later than the date on your assignment brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the retention tutor.

**Authorisation of the late submission** of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days**
where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

Extenuating Circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php
You can apply for extenuating circumstances online via my UCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.3 Referencing

Any academic writing completed on the course is expected to comply with the referencing system known as HARVARD. Students will be taught this referencing system in the Employability and Study Skills module FZ1102.

Referencing is designed to help the author to achieve consistency and to make life easier for the reader and you will receive full tuition on this important aspect of academic writing during your course.

5.4 Confidential material

There is no requirement on this course for students to access confidential material as part of the campus based module learning and assessment however student are reminded that as Special Constables on operational duties they will be exposed to confidential police data and personal records of members of the public who they deal with. This information must be treated with the rules governing confidentiality and integrity as demanded by the professional standards of the police service at all times.
5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Normally you will be required to submit your assignment through BlackBoard and Turnitin and its contents will automatically be scanned against a variety of resources to check the original source of the material.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
• the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
• when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
• the appropriate penalty will be 0% for the module with no opportunity for reassessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

This may have severe implications for your ability to complete your course of study.

You can find more about the various forms of plagiarism and how to avoid it in the following publications:


Smith, Jean et al, *How to avoid plagiarism* (www.northwestern.edu/uacc/plagiar.html).


Writing Tutorial Services, *Plagiarism: What It is and How to Recognize and Avoid It*, Indiana University, Bloomington, IN, USA (http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf).
6. Classification of Awards

Final Awards

Successful completion of your programme of study will lead to the award of a FdSc Policing.

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

The Average Percentage Mark (APM) will be calculated and used to determine the award classification as follows:

<table>
<thead>
<tr>
<th>APM</th>
<th>Classification</th>
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<tbody>
<tr>
<td>70-100%</td>
<td>Foundation Degree with Distinction</td>
</tr>
<tr>
<td>60-69.99%</td>
<td>Foundation Degree with Merit</td>
</tr>
<tr>
<td>40-59.99%</td>
<td>Foundation Degree</td>
</tr>
</tbody>
</table>

A minimum APM of X9.5 be rounded up automatically to the next degree classification.

Your APM is calculated using all 12 modules you studied during your programme.

Exit Awards

For a Foundation Certificate in Policing you must pass FZ1101, FZ1102, FZ1103, FZ1105, FZ1106, and either FZ1104 or FZ1107.

For calculating awards 1 module = 20 credits.

If you fail a module the Assessment Board may offer reassessment (of coursework, examination or both) or may consider compensation if you fail by a very small margin, in which case you will be allowed to progress as if you had passed the module. This decision is taken at the discretion of the Board (in line with the University Regulations) and will depend upon the specific circumstances surrounding the failure. If you score less than 20% you will not normally be offered a reassessment and will have failed the module.

There are strict limits on the number of modules that can be compensated within each level of any degree programme. More detail regarding progression is given below.
Progression Regulations

Year 1 to Year 2

a) To proceed from year one to year two of the programme of study, normally you must pass ALL six modules. If you do not pass all the modules you cannot normally progress into the second year of the degree.

Exceptionally, if you fail a single module the Assessment Board has the discretion to allow you to retake that module in the subsequent academic year as an extra module (i.e. 7th module) but this will not be allowed for generally weak students because taking seven modules would be beyond the capability of such students and would be unfair to the student and the university.

Another possibility, entirely at the discretion of the Assessment Board, if you fail one or more modules you may be permitted to re-take just the failed modules in the subsequent academic year as a part-time student. Once you have passed those modules you could then be allowed to progress to year two of the course in the subsequent academic year. (You should, however, be aware that you cannot get a student loan or some other funding as a part-time student). There is no right to retake the year.

You will not normally be allowed to attempt more than six additional modules in order to complete Year One and progress to Year Two.

b) If you fail a component of assessment and are required to be reassessed in that component, the maximum mark you can be awarded for any reassessed component is the minimum pass mark (ie 40% or P or S) and this mark will contribute to the overall aggregate mark for the module.

A module, or a component within it, may be reassessed only once, whether that is in-module reassessment or at the end of the module,

Appeals

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.
If you wish to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

The dates for the publication of results can be found on the academic calendar.

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. **Student Feedback**

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

Every module concludes with a Module Feedback Questionnaire which students complete voluntarily and is an opportunity to explain what students think about any aspect of the module. This allows tutors to review the module and make any adjustments that are appropriate.

Students can play an important part in the process of improving the quality of this course through the feedback you give and also through the Student Staff liaison Committee as shown below.

7.1 **Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.
• Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

• Update on actions completed since the last meeting
• Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
• Review of enrolment / induction experience;
• Course organisation and management (from each individual year group, and the course overall);
• Experience of modules - teaching, assessment, feedback;
• Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
• Any other issues raised by students or staff.

The minutes of the last SSLC meeting will be posted on the course space on BlackBoard
8. Appendices

8.1 Programme Specification(s)

Appendix A Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.

*Sources of information on the programme can be found in Section 17*

| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire  
Preston Campus  
Gnwp Llandrillo Menai (Coleg Llandrillo campus)  
City & Islington College, London |
| 3. University School/Centre | Forensic and Applied Sciences |
| 4. External Accreditation | N/A |
| 5. Title of Final Award | FdSc Policing |
6. **Modes of Attendance offered**
   - Full-time

7. **UCAS Code**
   - L435

8. **Relevant Subject Benchmarking Group(s)**
   - National Occupational Standards for Policing
   - Initial Police Learning and Development Programme
   - Foundation Degree Qualification Benchmark

9. **Other external influences**
   - National Occupational Standards for Policing
   - Initial Police Learning and Development Programme
   - Foundation Degree Qualification Benchmark

10. **Date of production/revision of this form**
    - June 2012
    - Updated September 2013
    - Updated January 2014 (Minor change)
    - Updated February 2014 (Minor change)

11. **Aims of the Programme**
    - To provide students with the appropriate knowledge, understanding, skills and values required to operate as an effective and efficient police officer.
    - To enable students to comprehend the links between the theory and practice of professional policing.
    - To develop within students skills of analysis, problem solving and forms of reasoning at an appropriate level.
    - To prepare students to be able to demonstrate the National Occupational Standards required for initial Police training.
    - To develop the professional and practical skills which are fundamental to working in the criminal justice system.
    - To provide a suitable basis for progression to an honours degree or professional or vocational qualifications.

12. **Learning Outcomes, Teaching, Learning and Assessment Methods**

    **A. Knowledge and Understanding**

    A1. Demonstrate understanding of, and evaluate, the theory and practice of policing in the community.

    A2. Demonstrate understanding of, and apply, legislation and policy guidelines relevant to policing.

    A3. Demonstrate knowledge of human rights, ethics, values and standards relevant to the police service.
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<tbody>
<tr>
<td>A4.</td>
<td>Identify and evaluate issues relating to equality and diversity within policing and society as a whole</td>
</tr>
<tr>
<td>A5.</td>
<td>Demonstrate knowledge of, and apply, the principles of risk assessment and management</td>
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</tbody>
</table>

**Teaching and Learning Methods**

Lectures, tutorials, practical exercises, role play, group work and if appropriate operational duty.

**Assessment methods**

Examinations, essays, reports, assessed role plays, case files, portfolios.

**B. Subject-specific skills**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>B1.</td>
<td>Undertake structured interviewing of witnesses and suspects</td>
</tr>
<tr>
<td>B2.</td>
<td>Demonstrate knowledge of major concepts and principles of law</td>
</tr>
<tr>
<td>B3.</td>
<td>Demonstrate ability to assess and search crime scenes and recover physical evidence when appropriate</td>
</tr>
<tr>
<td>B4.</td>
<td>Demonstrate knowledge of the terminology, nomenclature and classification of law and criminal investigation</td>
</tr>
<tr>
<td>B5.</td>
<td>Manage people and situations including critical incidents</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

Lectures, tutorials, practical exercises, role play, group work and if appropriate operational duty.

**Assessment methods**

Examinations, essays, reports, assessed role plays, case files, portfolios.

**C. Thinking Skills**

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.</td>
<td>Analyse current issues and problems</td>
</tr>
<tr>
<td>C2.</td>
<td>Draw suitable conclusions and make recommendations on the basis of research undertaken into cases and situations</td>
</tr>
<tr>
<td>C3.</td>
<td>Apply theoretical models to police work</td>
</tr>
<tr>
<td>C4.</td>
<td>Provide relevant solutions to problems</td>
</tr>
<tr>
<td>C5.</td>
<td>Demonstrate an understanding of the limitations of knowledge and role, and how this influences analyses and interpretations based on that knowledge</td>
</tr>
</tbody>
</table>
### Teaching and Learning Methods

Lectures, tutorials, practical exercises, role play, group work and if appropriate operational duty.

### Assessment methods

Examinations, essays, reports, assessed role plays, case files, portfolios.

### D. Other skills relevant to employability and personal development

D1. Communicate effectively in a variety of forms, to specialist and non-specialist audiences using an appropriate vocabulary.

D2. Work individually and in a group to solve ‘real world problems’

D3. Learn independently, making use of written, electronic and human sources of information

D4. Manage time and learning/ work activities

### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>FZ2102</td>
<td>Signal Crimes</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ2103</td>
<td>General Policing Duties</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ2104</td>
<td>Investigative Skills and Criminal Justice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ2105</td>
<td>Road Policing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ2106</td>
<td>Operational Policing</td>
<td>40</td>
</tr>
</tbody>
</table>

**Foundation Degree in Policing**

Requires 240 credits including a minimum of 100 at Level 5.

**Foundation Degree with Distinction APM ≥ 70%**
(Students successfully completing the Foundation Degree in Policing will be eligible to progress to the third year of BSc (Hons) Police and Criminal Investigation Degree, if they pass the Bridging module FZ2199.)

<table>
<thead>
<tr>
<th>Level 4</th>
<th>FZ1101</th>
<th>Professional Policing</th>
<th>20</th>
<th>Foundation Certificate in Policing</th>
</tr>
</thead>
<tbody>
<tr>
<td>FZ1102</td>
<td></td>
<td>Employability and Study Skills</td>
<td>20</td>
<td>Requires 120 credits including a minimum of 120 at Level 4.</td>
</tr>
<tr>
<td>FZ1103</td>
<td></td>
<td>Ethics, Diversity and Social Issues</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>FZ1104</td>
<td></td>
<td>Criminal Law and Procedure</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>FZ1105</td>
<td></td>
<td>Investigation and Evidence</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>FZ1106</td>
<td></td>
<td>PACE, Detention and Disposal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>FZ1107</td>
<td></td>
<td>Public Engagement</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

FZ1104 and FZ2106 will be studied by those who have been appointed to the Special Constabulary, whilst FZ1107 and FZ2107 will be studied by those students who are unsuccessful in gaining an appointment with the Special Constabulary.

15. Personal Development Planning

PDP is delivered and monitored through modules and the personal tutor system. Students are provided with a PDP handbook in electronic format and are introduced to the idea by their personal tutor (PT). Their PT will then guide them throughout their time at university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.

Each student sees their PT six times a year (seven in year 1) for a small group tutorial where the PT and other students will discuss a particular skill or employability issue. Typically the student will have prepared a document or done a task in preparation for the meeting. Topics targeted at meetings include time management and vocabulary developing at Level 4, ranging up to psychometric testing and help with job applications at Level 6. These tutorials help students to identify and develop their skills and also encourage a culture of confidence between tutee and PT, so that if any specific problems arise with a student the PT will be in a position to assist.

The PT topics are constantly reviewed and updated in response to current practice in the workplace and to feedback from PTs and tutees. PTs insist on seeing a completed PDP before writing references.

Students will also take FZ1102 Employability and Study Skills, which focuses on the learning and assessment processes that will be encountered as part of the programme and in on-going professional development in the policing sector.
16. Admissions criteria

Applicants will normally be required to have, one of:

CDD at A2.
BTEC MMP.
Pass Access Course and or appropriate life experience.

In addition applicants will be required to have Maths and English GCSE at Grade C or equivalent.

Students must also meet the requirements to apply for appointment as a Special Constable.

All students will be interviewed to assess their suitability for the course and potential careers within the Police.

Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no subscore lower than 5.5

Please consult the UCLAN admissions department for the most up to date requirements.

17. Key sources of information about the programme

- University web site (www.uclan.ac.uk)
- UCAS web site (www.ucas.ac.uk)
- School website (www.uclan.ac.uk/forensic)
- Course Leader
- Admissions tutor
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>FZ1101 Professional Policing</td>
<td>COMP</td>
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<td>✔</td>
<td></td>
</tr>
<tr>
<td>FZ1102 Employability and Study Skills</td>
<td>COMP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FZ1103 Ethics, Diversity and Social Issues</td>
<td>COMP</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>FZ1104 Criminal Law and Procedure</td>
<td>COMP</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>FZ1105 Investigation and Evidence</td>
<td>COMP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FZ1106 PACE, Detention and Disposal</td>
<td>COMP</td>
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<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Type</td>
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<td>Level 1</td>
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<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>FZ1107</td>
<td>Public Engagement</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FZ2102</td>
<td>Signal Crimes</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FZ2103</td>
<td>General Policing Duties</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FZ2104</td>
<td>Investigative Skills and Criminal Justice</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FZ2105</td>
<td>Road Policing</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FZ2106</td>
<td>Operational Policing</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FZ2107</td>
<td>Police Performance and Planning</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Appendix B Contents of the Modules

The modules that are included in the Foundation Degree in Policing are described briefly below:

Year One

FZ1101 Professional Policing
The module will introduce students to the underpinning philosophies and methods of contemporary policing within a quality framework. On completion of this module students will understand the fundamental principles of policing, resource and tasking models as a cost-bearing activity and be able to demonstrate an awareness of the concepts and applications of best value in practical decision-making and responses to policing situations and incidents.

FZ1102 Employability and Study Skills
This module aims to introduce the student to learning and assessment processes that they will encounter as part of their studies and on-going professional development. It will prepare them for the assessments involved as they pursue a career in policing. Students will be able to reflect and identify how their own values and beliefs can affect their interaction with others. They will be able to develop their knowledge and understanding of ways in which they can improve their practices and learn how to balance professional pressures with the need to develop themselves.

FZ1103 Ethics, Diversity and Social Issues
This module aims to introduce students to the origins of police service values and ethics, the principles of police ethics, and the links to race and diversity. Through this module, students will begin to develop and apply appropriate policing ethics of their own. Students will be able recognise the rights and responsibilities of individuals when helping to resolve tensions and how to help those unable to exercise those own rights with regard to equality and diversity issues. It will equip students with an understanding of the benefits of diversity in the workplace and the community.

FZ1104 Criminal Law and Procedure
This module aims to provide students with a range of skills necessary to provide policing in a safe environment with additional emphasis on Neighbourhood Policing. By the end of this module, students will recognise and understand workplace policies which relate to the role of a police officer to reduce any health and safety risks. They will be able to evaluate potentially harmful working practices and recognise hazards in the workplace and demonstrate that they can rectify them or implement control measures to minimise the risk to themselves and others. The module aims to equip students to administer first aid.
FZ1105 Investigation and Evidence
This module aims to equip students with the necessary skills and understanding to appropriately deploy the disciplines of crime scene preservation. Students will learn about crime scene examination and collecting evidence as well as the safe packaging, storing and transporting of exhibits and items of evidence. Furthermore students will be introduced to technological developments impacting upon policing.

FZ1106 PACE, Detention and Disposal
This module aims to introduce students to the Police and Criminal Evidence Act 1984 (PACE) and its application. By thoroughly evaluating the associate powers of arrest, the meaning of and use of force, stop and search and detention, students will learn the need to conduct themselves legally and in a balanced and proportionate manner. They will be able to consider the impact of those actions on others and will be able to use the correct techniques and deal with any contingencies that arise.

FZ1107 Public Engagement
This module aims to provide students with a range of skills necessary to provide policing in a safe environment with additional emphasis on Neighbourhood Policing. By the end of this module, students will recognise and understand workplace policies which relate to the role of a police officer to reduce any health and safety risks. They will be able to evaluate potentially harmful working practices and recognise hazards in the workplace. The module aims to equip students to administer first aid.

Year Two

FZ2102 Signal Crimes
This module aims to introduce the students to those ‘signal crimes’ which impact upon individuals in a community setting. This will involve detailed evaluation of the legislation in respect of offences against persons and property, and the causal factors involved. Students will have the opportunity to apply the learning in a practical setting.

FZ2103 General Police Duties
This module concerns the legislation in respect of offences relating to social order. Students will learn about aspects of unacceptable behaviour and ‘street’ offences and how to use the law to counter such neighbourhood concerns. The module is about the initial contact and support that is available to individuals affected by offending or anti-social behaviour and the responses to it. Students will also receive guidance in respect of civil and neighbour disputes.

FZ2104 Investigative Skills and Criminal Justice
This module aims to provide the students with the knowledge and skills to conduct investigations within a criminal justice system. Students will learn to plan and prepare for interviews with witnesses, victims and suspects by developing an interview strategy, assessing the interviewee, location in
in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Students will be expected to evaluate the interview and their performance and take any necessary further action in relation to the investigation including dealing with any suspects in the case e.g. charge, release or bail suspect.

**FZ2105 Road Policing**
This module aims to provide students with an understanding of the legislation, policies and procedures relating to policing the roads. It will cover the initial police response at the scene of collisions in detail and exposure to the specialist road policing units engaged in accident investigation, vehicle pursuits and motorways, Students will learn traffic law and deal with offences and the issue of documents in a practical setting. This will include the interview of a driver.

**FZ2106 Operational Policing**
This double module aims to provide students with operational skills sufficient enough to ensure an appropriate initial police response to incidents. The module will cover a variety of incidents and students will learn how to deal with these by gathering information e.g. history, dangers and witness information and thereafter establish the nature of the incident, and plan actions accordingly. In addition students will be introduced to the principles of operational planning and finalising investigations through the custody process. This will be undertaken over a period of 10 weeks in the workplace as a Special Constable.

**FZ2107 Police Performance and Planning**
This double module aims to challenge students to evaluate the strategic issues affecting the police service and to study police performance models and structures of accountability through to local level and delivery. They will be provided with the necessary skills to undertake a research and planning project around these issues.
Year 3 - BSc (Hons) Police and Criminal Investigation Conversion

FZ3041 Major Crime Inquiries
The module will build on previous learning to expose students to criminal investigations at the highest level. At the end of the module they will be familiar with law, practice and procedure on homicide, and with the complex processes used to bring such enquiries to a successful conclusion. In addition they will have examined the roles and responsibilities of the first officer attending a major crime scene and various other functions up to and including that of the Senior Investigating Officer.

FZ3042 Cyber Crime
This module aims to introduce the student to offences, investigation techniques and the use of computers which fall within the generic meaning of High Technology Crime Investigation. It will examine the use of the computer and the internet as an investigation tool as well as a vehicle for committing crime such as fraud, computer misuse, copyright offences, identity theft and the production and distribution of child abuse images. The module will progress to examine the role of the analyst in the investigation and identification of serious and series crime.

FZ3046 Fraud
To further develop skills in statutory interpretation and, to render students able to apply the law of fraud offences contained within the Theft Acts (plus common law conspiracy to defraud) and Forgery and Counterfeiting Act to practical problems.

To make students aware of the existence of other related legislation.
To introduce students to the world of banking, commerce and forensic accountancy

FZ3047 Police Accountability and Ethics
This module will build on the year 2 module that addressed contemporary policing issues and will put into context the issues of ethics and accountability.

FZ3049 International Humanitarian and Criminal Law
This module is designed to expose students to international humanitarian law, including the law of armed conflict, international criminal law as defined by the Rome Statute of the International Criminal Court, and to the investigation of human trafficking. It may be of particular interest to students considering a military career, or in the area of humanitarian assistance.

FZ 3050 Counter terrorism
This module aims to develop within students an understanding of police approaches and a critical appreciation of the historical roots of terrorism and counter-terrorism strategies within a UK setting. Students will develop critical understandings of the UK’s Counter Terrorism Strategy and legislative framework together with practical issues concerned with countering terrorism.
Students will explore understandings of policing partnership arrangements and organisational structures directed at countering terrorism in the UK and address the complex challenges of multi-agency approaches.

FZ3940 Police and Criminal Investigation Dissertation (double module)

This module provides a valuable opportunity for students as it allows them to carry out an in-depth study of a topic or issue based in, or closely allied to, the syllabuses of Police and Criminal Investigation modules by independent study. The double module dissertation has a word limit of 10,000 words.

The dissertation requires students:

- To choose a particular topic/issue, and to submit an outline and gain approval for the topic/issue (Acting within Departmental and University guidelines for dissertations);
- To take note of the following when selecting a particular area of study:
  - academic viability;
  - the study and preparation time involved;
  - the adequacy and availability of suitable and relevant material; and
  - the appropriateness of the particular topic chosen to undergraduate level study of Police and Criminal Investigations.
- To undertake in-depth research and assessment on the approved topic, collecting, examining and evaluating data from primary and secondary sources.
Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
**UCLan Mission statement**

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

**UCLan Values**

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

**Student Charter**

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

**Supporting Diversity at UCLan**

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice, or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal careerEDGE contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It’s your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

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4. **Student support, guidance and conduct**

4.1 **Student Support**

"Got a Problem to Sort? Come to us for Support".

The `<i>` is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

• Bank and Confirmation of Study Letters
• Council Tax Exemption Certificates
• International Student Support
• Library Services and Support
• Printing and Printer Credit
• Student Financial Support
• UCLan Cards
• UCLan Financial Bursary (1st year students only)
• Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study. [http://www.uclan.ac.uk/students/study/library/the_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the `<i>`, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety
As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct
You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.
## 5. Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at [www.uclansu.co.uk](http://www.uclansu.co.uk)

## 6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a
course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer

7. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions
Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook)

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.

• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.

• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled
Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.

### 7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;

that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.

### 8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be
used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Student Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.