

# PROGRAMME SPECIFICATION

## 1. Key Information

|   |   |
|---|---|
| <b>Programme Title:</b>   | BA (Hons) Security and Resilience Management  |
| <b>Awarding Institution:</b>  | Buckinghamshire New University  |
| <b>Teaching Institution(s):</b>   | Buckinghamshire New University  |
| <b>Subject Cluster:</b>   | Security  |
| <b>Award Title (including separate Pathway Award Titles where offered):</b> | BA (Hons) Security and Resilience Management  |
| <b>Pathways (if applicable)</b>   |   |
| <b>FHEQ level of final award:</b>   | 6   |
| <b>Other award titles available (exit qualifications):</b>                  | Certificate of Higher Education<br>Diploma of Higher Education<br>BA Security Consultancy |
| <b>Accreditation details:</b>   |   |
| <b>Length of programme:</b>   | 3 years   |
| <b>Mode(s) of Study:</b>  | FT  |
| <b>Mode of Delivery:</b>  | Distance learning   |
| <b>Language of study:</b>   | English   |
| <b>QAA Subject Benchmark(s):</b>  | Business and Management (2019) and Criminology  |
| <b>Other external reference points (e.g., Apprenticeship Standard):</b>     |   |
| <b>Course Code(s):</b>  | BASERMDF  |
| <b>UCAS Code(s):</b>  |   |
| <b>Approval date:</b>   | May 2022  |
| <b>Date of last update:</b>   | January 2024  |

## 2. Programme Summary

Security and resilience are becoming inextricably linked and continues to be part of a growing industry, especially given the lessons learned from a global pandemic and the impact of geo-political instability that tests the resilience of both public and private sector industries. There are many skills required of an adept and effective security and resilience specialist, who may be responsible for providing security advice, management of risks and provide solutions to make an organisation resilient to withstand disruption, irrespective of the cause of the incident or crisis.

This dynamic programme is structured to appeal to prospective and practicing security and resilience practitioners who have a reasonable command of English language (if English is not your first language); no matter where in the World you are based. We will provide you with an academically rigorous, relevant and current industry-related programme covering topics such as security issues, threat and risk management, crisis management; and organisational resilience.

Our teaching and learning methods will cover a wide range of activities, including interactive lectures, seminars, and workshops, in which you will be encouraged to actively participate. All of this is managed through our Virtual Learning Environment (Blackboard) and you can interact either with live sessions or recordings and activities for you to work through at a time to suit you. The understanding you develop will be evaluated throughout your degree programme via a broad variety of assessment methods, including quizzes, written documents i.e., essays, reports, presentations both oral and poster. As you progress through your course you will have the opportunity to choose from different option modules depending on your area of interest. In your final year you will build on the skills developed in previous years, culminating in an independent research project, which allows you to focus on your chosen area of interest.

Your studies will enable you to provide business-orientated advice, guidance and support based upon knowledge, best practice and regulatory guidance. You will graduate as a security and resilience manager, able to operate with skill and confidence within a multi-disciplined and increasingly technical work environment, that is the security risk and resilience sector, globally.

## 3. Programme Aims and Learning Outcomes

### Programme Aims

The main educational aims of the programme are to:

- Derive a high level of subject knowledge, including local and global contemporary issues associated with the management of security, risk and resilience
- Develop skills of independent learning, research and analysis linked to the learners' professional situation
- Achieve a good level of problem solving based on thorough assessment of a situation or challenge faced by a security and resilience manager
- Apply a high level of ethical practice in the management of security and resilience, mindful of social, cultural and political considerations
- Attain a high level of practice through application of relevant security, risk and resilience theories, principles and practices

### Programme Learning Outcomes

#### Knowledge and Understanding (K)

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

| ID        | Learning Outcome  |
|-----------|---|
| <b>K1</b> | Articulate global contemporary issues relating to security and resilience management.   |
| <b>K2</b> | Demonstrate critical consideration of key concepts, issues and theories related to the development, management and marketing of security and resilience businesses.         |
| <b>K3</b> | Develop an awareness of how political and cultural values - including your own - have an impact on responses to and rival interpretations of security and related subjects. |

### Analysis and Criticality (C)

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

| ID        | Learning Outcome  |
|-----------|---|
| <b>C1</b> | Evaluate arguments, assumptions, abstract concepts and data to make informed judgments across the security and resilience sector.                                 |
| <b>C2</b> | Analyse a coherent body of knowledge related to security, risk and resilience; in order to execute a sustained piece of independent work using appropriate media. |
| <b>C3</b> | Appraise information from a wide variety of sources relating to security and business issues.   |
| <b>C4</b> | Assess theories, principles, concepts and information; and apply such skills in explaining and problem solving across the business environment.                   |

### Application and Practice (P)

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

| ID        | Learning Outcome   |
|-----------|--|
| <b>P1</b> | Apply theory to practice in the strategic management of security and resilience within organisations.  |
| <b>P2</b> | Manage ethical issues arising from empirical research (including specific issues emerging from internet research) as they relate to the management of risk and resilience. |
| <b>P3</b> | Develop competence in locating, retrieving, managing and analysing appropriate secondary data and evidence, in relation to risk or resilience management.                  |

### Transferable skills and other attributes (T)

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

| ID        | Learning Outcome                              |
|-----------|---|
| <b>T1</b> | Manage personal and professional development. |

|           |  |
|-----------|--|
| <b>T2</b> | Articulate assured, accurate and fluent use of language in presenting information. |
| <b>T3</b> | Demonstrate effective decision making supported by a strong evidence base.         |

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

Learners should choose this award if they are seeking to develop a career within the security industry. The programme provides learners with an in-depth understanding of the commercial and operational challenges facing the industry (K1, K2). This is achieved through a series of modules that look at the various aspects of security, including crisis leadership and management, security of public places, business continuity and principles of threat and mitigations, through the use of case studies rooted in security (K2, K3, P1-3, T3). Social and Ethical awareness is fostered by focusing on the security industry's efforts towards sustainability. Learners are encouraged to invest in their self-development and in developing their leadership skills through teamwork and meeting with industry leaders (P1, P3). Learners' employability is enhanced by giving them the opportunity to develop competences and skills highly sought after by employers, such as analytical skills, communication skills, teamwork, time management and digital skills (C1, C4, P1, T3) In their final year, learners have the opportunity to specialise by developing an extended individual research or project. Graduates on this program can find employment in any organisational role, depending on their interests, or can seek to join the competitive graduate programs run by large companies. Learners may also decide to further their studies by undertaking a Master's degree.

## 4. Entry Requirements

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

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

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

## 5. Programme Structure

| Level          | Modules (Code, Title and Credits)   | Exit Awards   |
|----------------|---|---|
| <b>Level 4</b> | <p><b>Core modules:</b><br/>           LAW4011 Threats and Mitigation (20)<br/>           LAW4010 Security Risk Management (20)<br/>           LAW4008 Information (with Cyber) Security (20)<br/>           LAW4013 Business Continuity (20)<br/>           LAW4034 Organisational Culture (20)</p> <p><b>Option modules:</b><br/>           No option modules are available at this level.</p> <p><b>Opportunity modules:</b><br/>           In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/oppmodules">www.bnu.ac.uk/oppmodules</a>.</p>   | <b>Certificate of Higher Education</b> , awarded on achievement of 120 credits at Level 4                                 |
| <b>Level 5</b> | <p><b>Core modules:</b><br/>           LAW5042 Investigations (20)<br/>           LAW5010 Organisational resilience (20)<br/>           LAW5004 Research Methods (20)<br/>           LAW5044 Crisis Leadership (20)</p> <p><b>Option modules:</b><br/>           Choose one of the modules to the total of 20 credits:<br/>           LAW5043 Security of Public Places (20)<br/>           LAW5050 Technology &amp; Security distance learning (20)</p> <p><b>Opportunity modules:</b><br/>           In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/oppmodules">www.bnu.ac.uk/oppmodules</a>.</p> | <b>Diploma of Higher Education</b> , awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5 |

|                |  |  |
|----------------|--|--|
| <b>Level 6</b> | <p><b>Core modules:</b></p> <p>LAW6009 Strategic Security Management (20)<br/> LAW6010 Terrorism Studies (20)<br/> LAW6045 Corporate Security Challenges (20)<br/> LAW6003 Extended Independent Work (40)</p> <p><b>Option modules:</b></p> <p>LAW6050 Enterprise (20)<br/> LAW6046 Risk Management (20)</p> | <p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p> |
|----------------|--|--|

## 6. Learning, Teaching and Assessment

### Learning and teaching

Teaching methods and learning opportunities are appropriate and supportive, inclusive in design to engage learners. For example, lectures are managed online on our Virtual Learning Environment (VLE) and recorded both for learner convenience and for those who work asynchronously due to differences in time zones or shift work. They take account of the diverse learning and teaching cultures that learners may have experienced and provide opportunities for learners to understand and appreciate the global context in which they will be operating. Supporting technology and software will aid student learning, such as quizzes, blogs and wikis (collaboratively developed 'web pages').

Teaching on this programme includes some combination of:

- lectures
- seminars
- work-based learning
- employer or organisation-based case studies
- live or 'real world' projects
- guided learning
- discussion groups
- virtual forums

Our approach supports the learners in undertaking their ongoing academic modules through Personal Tutoring, and includes learners being signposted to BNU central services such as Student Learning and Achievement and Counselling.

The extended independent work carried out during Year 3 is supported by the theoretical module work as well as individual supervisors for each student.

Learners are regularly invited to evaluate their learning and ongoing representation of the student voice is valued at all levels. BNU has a highly active Student Union who engage constructively with the programme team.

The team are mindful that some of the material and scenarios used as part of the indicative content whilst being authentic and inclusive can also include sensitive, challenging information that can be difficult or emotive for some learners. They are mindful of BNU services that learners can be signposted should they show signs of distress or require additional support. Staff and learners work with a BNU 'learning agreement' promoting mutual dignity, courtesy and respect.

### Assessment

Assessments are authentic in that they reflect the real-life situations that learners may experience through their work, so they are relevant, inclusive in design and develop skills. They may include coursework, presentations, learning journals, dissertations and projects. Assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level. We utilise as many facilities and opportunities as we can that are embedded within our multi-faceted VLE including online submission and marking of assignments and online tutorial support throughout the learning journey.

## Contact Hours

Up to 12 hours per week (on average) using a mix of lectures, seminars, workshops and drop-in sessions.

## 7. Programme Regulations

This programme will be subject to [Undergraduate Assessment Regulations](#)

## 8. Support for learners

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

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

## 9. Programme monitoring and review

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

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

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

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

## 10. Internal and external reference points

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

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

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

| <b>Subject Benchmark Statement / Apprenticeship Standard:</b>  | <b>Knowledge and understanding (K)</b> |           |           |           | <b>Analysis and Criticality (C)</b> |           |           |           | <b>Application and Practice (P)</b> |           |           | <b>Transferable skills and other attributes (T)</b> |           |           |
|--|--|-----------|-----------|-----------|-------------------------------------|-----------|-----------|-----------|-------------------------------------|-----------|-----------|---|-----------|-----------|
| <b>Benchmark / Standard requirement</b>  | <b>K1</b>                              | <b>K2</b> | <b>K3</b> | <b>K4</b> | <b>C1</b>                           | <b>C2</b> | <b>C3</b> | <b>C4</b> | <b>P1</b>                           | <b>P2</b> | <b>P3</b> | <b>T1</b>   | <b>T2</b> | <b>T3</b> |
| Knowledge and understanding of the key areas of business and management, the relationships between these and their application |  | x         |           |           | x                                   | x         | x         | x         | x                                   |           |           |   |           | x         |
| Demonstrated competence within the range of subject-specific and generic skills and attributes                                 |  |           |           | x         |                                     |           |           | x         |                                     |           | x         |   | x         |           |
| A view of business and management which is predominantly influenced by guided learning with a                                  | x                                      |           | x         |           |                                     |           |           | x         |                                     |           | x         |   |           |           |

| <b>Subject Benchmark Statement / Apprenticeship Standard:</b>   | <b>Knowledge and understanding (K)</b> |           |           |           | <b>Analysis and Criticality (C)</b> |           |           |           | <b>Application and Practice (P)</b> |           |           | <b>Transferable skills and other attributes (T)</b> |           |           |
|---|--|-----------|-----------|-----------|-------------------------------------|-----------|-----------|-----------|-------------------------------------|-----------|-----------|---|-----------|-----------|
| <b>Benchmark / Standard requirement</b>   | <b>K1</b>                              | <b>K2</b> | <b>K3</b> | <b>K4</b> | <b>C1</b>                           | <b>C2</b> | <b>C3</b> | <b>C4</b> | <b>P1</b>                           | <b>P2</b> | <b>P3</b> | <b>T1</b>   | <b>T2</b> | <b>T3</b> |
| limited critical perspective.   |  |           |           |           |                                     |           |           |           |                                     |           |           |   |           |           |
| Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these and their application to practice | X                                      | X         | X         | X         |                                     |           |           | X         | X                                   |           |           |   |           |           |
| Consistently demonstrate a command of subject-specific skills as well as proficiency in   |  |           |           |           | X                                   |           |           | X         | X                                   |           |           | X   | X         |           |

| <b>Subject Benchmark Statement / Apprenticeship Standard:</b>   | <b>Knowledge and understanding (K)</b> |           |           |           | <b>Analysis and Criticality (C)</b> |           |           |           | <b>Application and Practice (P)</b> |           |           | <b>Transferable skills and other attributes (T)</b> |           |           |
|---|--|-----------|-----------|-----------|-------------------------------------|-----------|-----------|-----------|-------------------------------------|-----------|-----------|---|-----------|-----------|
| <b>Benchmark / Standard requirement</b>   | <b>K1</b>                              | <b>K2</b> | <b>K3</b> | <b>K4</b> | <b>C1</b>                           | <b>C2</b> | <b>C3</b> | <b>C4</b> | <b>P1</b>                           | <b>P2</b> | <b>P3</b> | <b>T1</b>   | <b>T2</b> | <b>T3</b> |
| generic skills and attributes   |  |           |           |           |                                     |           |           |           |                                     |           |           |   |           |           |
| Have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning |  |           |           |           | X                                   | X         | X         | X         |                                     | X         |           |   |           | X         |

| <b>Subject Benchmark Statement / Apprenticeship Standard:</b>   | <b>Knowledge and understanding (K)</b> |           |           |           | <b>Analysis and Criticality (C)</b> |           |           |           | <b>Application and Practice (P)</b> |           |           | <b>Transferable skills and other attributes (T)</b> |           |           |
|---|--|-----------|-----------|-----------|-------------------------------------|-----------|-----------|-----------|-------------------------------------|-----------|-----------|---|-----------|-----------|
| <b>Benchmark / Standard requirement</b>   | <b>K1</b>                              | <b>K2</b> | <b>K3</b> | <b>K4</b> | <b>C1</b>                           | <b>C2</b> | <b>C3</b> | <b>C4</b> | <b>P1</b>                           | <b>P2</b> | <b>P3</b> | <b>T1</b>   | <b>T2</b> | <b>T3</b> |
| Be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations. |  |           |           |           |                                     |           |           | X         |                                     | X         |           | X   | X         | X         |

## Mapping of Programme Learning Outcomes to Modules

| Programme Learning Outcome      | Knowledge and understanding (K) |    |    |    | Analysis and Criticality (C) |    |    |    | Application and Practice (P) |    |    | Transferable skills and other attributes (T) |    |    |
|---------------------------------|---------------------------------|----|----|----|------------------------------|----|----|----|------------------------------|----|----|--|----|----|
| Module Code (Core)              | K1                              | K2 | K3 | K4 | C1                           | C2 | C3 | C4 | P1                           | P2 | P3 | T1   | T2 | T3 |
| <b>Level 4</b>                  |                                 |    |    |    |                              |    |    |    |                              |    |    |  |    |    |
| Business Continuity             | X                               | X  |    |    | X                            |    |    | X  | X                            | X  |    |  |    |    |
| Information with Cyber Security | X                               | X  |    | X  |                              |    | X  | X  |                              |    |    |  |    |    |
| Organisational Culture          | X                               |    |    |    |                              | X  |    |    |                              | X  |    |  |    | X  |
| Security Risk Management        |                                 |    | X  |    |                              |    | X  | X  | X                            |    |    |  |    |    |
| Threats and Mitigation          | X                               | X  |    |    |                              |    |    |    | X                            |    | X  |  |    |    |
| <b>Level 5</b>                  |                                 |    |    |    |                              |    |    |    |                              |    |    |  |    |    |
| Investigations                  |                                 |    | X  |    |                              |    | X  | X  | X                            |    | X  |  |    |    |
| Crisis Leadership               |                                 | X  |    |    |                              |    | X  | X  |                              | X  |    |  |    |    |
| Research Methods                |                                 | X  |    | X  |                              |    |    |    | X                            | X  | X  |  |    | X  |
| Security of Public Places       | X                               |    | X  |    | X                            |    | X  | X  |                              |    |    |  |    | X  |

| <b>Programme Learning Outcome</b> | <b>Knowledge and understanding (K)</b> |           |           |           | <b>Analysis and Criticality (C)</b> |           |           |           | <b>Application and Practice (P)</b> |           |           | <b>Transferable skills and other attributes (T)</b> |           |           |
|-----------------------------------|--|-----------|-----------|-----------|-------------------------------------|-----------|-----------|-----------|-------------------------------------|-----------|-----------|---|-----------|-----------|
| <b>Module Code (Core)</b>         | <b>K1</b>                              | <b>K2</b> | <b>K3</b> | <b>K4</b> | <b>C1</b>                           | <b>C2</b> | <b>C3</b> | <b>C4</b> | <b>P1</b>                           | <b>P2</b> | <b>P3</b> | <b>T1</b>   | <b>T2</b> | <b>T3</b> |
| Organisational Resilience         | X                                      |           |           |           | X                                   |           | X         | X         | X                                   | X         |           |   | X         | X         |
| Technology & Security             | X                                      | X         |           |           |                                     | X         | X         | X         |                                     |           | X         |   | X         |           |
| <b>Level 6</b>                    |  |           |           |           |                                     |           |           |           |                                     |           |           |   |           |           |
| Enterprise                        |  |           |           |           | X                                   |           | X         | X         |                                     | X         |           | X   |           |           |
| Extended Independent Research     |  |           |           | X         |                                     | X         | X         |           |                                     | X         |           |   |           | X         |
| Strategic Security                |  |           |           |           | X                                   | X         | X         | X         | X                                   |           |           |   |           | X         |
| Risk Management                   |  | X         |           |           | X                                   |           | X         | X         | X                                   | X         | X         | X   | X         | X         |
| Terrorism Studies                 | X                                      |           |           |           | X                                   |           | X         |           | X                                   | X         |           |   |           |           |
| Corporate Security Challenges     | X                                      |           | X         |           |                                     | X         | X         | X         | X                                   |           |           | X   | X         |           |

