

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Resilience and Emergencies Professional Degree Apprenticeship
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Security
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Resilience and Emergencies Management
Pathways (if applicable)	N/A
FHEQ level of final award:	Level 6: Undergraduate degree
Other award titles available (exit qualifications):	Certificate in Higher Education (120 credits) Diploma in Higher Education (240 credits)
Accreditation details:	N/A
Length of programme:	3 years
Mode(s) of Study:	Part-time
Mode of Delivery:	Work-based learning
Language of study:	English
QAA Subject Benchmark(s):	Business and Management
Other external reference points (e.g., Apprenticeship Standard):	Resilience and emergencies professional Apprenticeship Standard (v1.0, May 2023)
Course Code(s):	BSREEMAP
UCAS Code(s):	
Approval date:	September 2024
Date of last update:	September 2024

2. Programme Summary

Resilience and emergencies professionals are at the forefront of ensuring public safety and continuity of essential services. They work across various sectors, including emergencies services, local authorities, NHS, utility companies, military, voluntary, charitable, international sectors, and private companies dealing with major hazards. Their primary role is to contribute to local or national resilience and security by mitigating risks, preparing for emergencies, and coordinating responses and recovery efforts.

As a learner on the Resilience and Emergencies Professional Degree Apprenticeship, you'll learn how to lead and advise on resilience and emergency situations. You'll learn to maintain

situational awareness, deliver insights into emergency planning, and interact with stakeholders across various organisations, considering risk, ethics, and reputation.

The programme, co-designed with industry leads, combines work-based learning with academic study, developing your knowledge, skills, and behaviours for resilience and emergency roles across sectors. It focuses on problem-solving, digital solutions for hazards and risks, and leadership attributes. Your knowledge and skills will be assessed in realistic situations, fostering authentic opportunities.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Equip resilience and emergency professionals with the required practical skills to meet the UK resilience challenges and support positive change in their organisations.
2. Enable learners to apply creativity, originality and problem-solving in the application of knowledge and skills to contribute to local or national resilience and security agendas.
3. Enable learners to conduct work-based research, with a depth of critical evaluation and analysis of their respective working environments
4. Provide opportunities for learners to gain transferrable skills such as self-direction, vision and communication to work effectively in independent or team environments.

Programme Learning Outcomes

Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Critically reflect on professional and personal values and approaches to working within resilience and emergency roles.
K2	Evaluate approaches to the development and implementation of organisational plans and strategy, including risk management.
K3	Evaluate and synthesise information and conceptual thinking for decision-making.
K4	Critically review planning, implementation, and presentation techniques in carrying out major individual projects.
K5	Explain the key concepts and theories in resilience and emergency management.

Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Critically evaluate the impact of individual, organisational and national values, ethics, and governance through learning about relevant policies and procedures linked to resilience and emergency management.

C2	Justify a critical understanding of approaches to managing local, national and international level incidents through new innovations, planning, training, and other internal and external issues.
C3	Critically analyse the role and changing nature of work in modern society, including the challenges of working within a diverse workforce, the impact of technological change and the need to manage the organisation of work activity before, during and after a major incident.
C4	Deploy work-based research, enquiry and critical analysis of the nature and significance of self-review and conducting business research.
C5	Critically analyse response and recovery in resilience and emergency management from local, national, and international contexts.

Application and Practice (P)

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

ID	Learning Outcome
P1	Evaluate organisational problems through context-appropriate research and data analysis to inform evidence-based decision-making.
P2	Apply effective resilience and emergency management skills by acting as an authentic, fair, consistent and inclusive responder who values others and builds trust through role modelling and effective communication skills.
P3	Apply underlying concepts and principles by taking responsibility and a resilience and adaptability when faced with difficulties.
P4	Apply a range of digital and specialism skills as documented in the apprenticeship standard within the resilience context.
P5	Review professionalism in collaboration, working productively, reflexively, inclusively and ethically with effective communication both in a group and when working as part of a team by demonstrating a positive approach to new theories and relevant evidence.

Transferable skills and other attributes (T)

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

ID	Learning Outcome
T1	Assess effective interpersonal skills, including communication and the development of collaborative relationships.
T2	Analyse resilience and influencing skills while behaving responsibly.
T3	Critically review and evaluate research, analysis, and business research.
T4	Reflect critically on personal and professional values, personal approach to working with others and ongoing professional plans.
T5	Apply knowledge to real-life situations or scenarios resulting in leadership skills

Graduate Attributes

As a learner on this programme, you will develop key attributes that will prepare you for a successful career in resilience and emergency management:

- **Knowledge and its Application:**
 - Gain a deep understanding of the complexities faced by organisations and the wider resilience and emergencies sector.
 - Apply this knowledge to real-world scenarios, ensuring you are well-prepared for professional challenges.
- **Creativity:**
 - Engage in problem-solving and critical thinking through challenges and case studies.
 - Develop innovative solutions to complex problems, showcasing your creativity and analytical skills.
- **Social and Ethical Awareness and Responsibility:**
 - Understand the social and ethical implications of your work.
 - Ensure your actions contribute positively to society and adhere to ethical standards.
- **Leadership and Self-Development:**
 - Build leadership skills and personal resilience.
 - Enhance your communication capabilities, enabling you to lead and inspire others in the field of resilience and emergency management.

This integrated approach ensures you are equipped with the necessary skills and knowledge to excel as a resilience and emergencies professional, ready to make a positive impact in your career.

4. Entry Requirements

As a prospective learner to the programme, you'll need to meet the University's [general entry requirements](#), with some specific additions. You'll typically be employed at least 30 hours per week and complete 6 hours of off-the-job training weekly. Part-time learners working less than 30 hours are also eligible, but the programme duration will extend according to UK Government funding rules.

You must have the right to live and work in the UK and cannot be self-employed. Your employer must enter into an Apprenticeship Agreement with you. You must be employed in a role related to the apprenticeship subject and be sponsored by your employer. Applications are made through your sponsoring employer, and the University will make the final admission decision.

The minimum entry requirements include Level 2 qualifications in English and Maths. If you don't have these qualifications, the University will provide mechanisms to help you obtain them by the end of year one. All learners take an online initial assessment, the Basic Key Skills Builder (BKSB), to assess and develop English and maths skills, which are required before taking the End Point Assessment (EPA).

Your previous study, professional, or vocational experiences may be recognised as equivalent learning experiences, potentially exempting you from studying certain modules, in accordance with the [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Resilience and Emergency Management

<p>Level 4</p>	<p>Core modules: LAW4050 Emergency Planning, Resilience and Recovery - Principles and Context (20) LAW4054 Societal Resilience (20) LAW4051 Be Prepared – Understanding Risk (20) LAW4052 Response Structure and Methods (20) LAW4055 Applied Response (20) LAW4053 Recovery and Post Event (20)</p>	<p>Certificate of Higher Education, awarded on achievement of 120 credits at Level 4</p>
<p>Level 5</p>	<p>Core modules: LAW5065 Crisis Communications (20) LAW5066 Community Communications and Psychology (20) LAW5067 Training and Exercising (20) LAW5062 Humanitarian Response (20) LAW5063 Improving and Governance (20) LAW5064 Research Skills (20)</p>	<p>Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p>
<p>Level 6</p>	<p>Core modules: LAW6065 Leadership and Management (20) LAW6066 Ethics in Crisis Management (20) LAW6067 Digital Innovation (20) LAW6064 End Point Assessment (60)</p>	<p>BSc Resilience and Emergencies Management (Ordinary Degree) on achievement of 300 credits</p>

6. Learning, Teaching and Assessment

Learning and Teaching

As a learner on the programme, you'll be part of an inclusive, learner-centred approach that encourages collaboration and active engagement in your learning process. The programme is designed for online-first delivery, meaning it can be fully accessed remotely, with some modules offering face-to-face learning days for enhanced collaborative learning.

Your learning experiences will include live lectures, pre-recorded videos, curated video content, collaborative activities, discussions, demonstrations, knowledge checks, practical workshops, tutorials, and guest speakers. You'll be encouraged to take ownership of your learning, setting personal goals, while you will receive feedback on formative and summative assessments to help you monitor your progress.

You'll spend a minimum of 6 hours of your working week undertaking off-the-job training, equivalent to one day per week. The programme is designed to support your learning journey, with a strong focus on application and practice. Core material will be delivered through lectures or presentations, group discussions, and demonstrations, encouraging 'learning by doing'. Regular live sessions will be supported by additional virtual content and online digital materials.

You'll be encouraged to keep a logbook documenting your work and learning. This will serve as an important reference material for completing tasks, projects, and other coursework. Your learning will not be confined to modules but will be seen as a collection of inter-related modules supporting your holistic development.

Work-based learning allows you to apply and extend the knowledge and skills covered in the programme when undertaking activities and projects in your workplace. This approach emphasises learning in the workplace and requires you to take responsibility for identifying your learning needs and managing the learning process. It involves a three-way partnership between BNU, you as the employee, and your employer. Assessment will be conducted by both assessors in the workplace and at BNU.

EIF: Embedded Personal Development

You'll experience a curriculum that embeds the Education Inspection Framework (EIF) requirements, ensuring your holistic development.

- **English and Mathematics development:** These essential skills are integrated throughout the programme. For instance, modules like 'Understanding Risk' and 'Crisis Communications' enhance your English skills through verbal presentations and concise writing. 'Research Skills' and 'Leadership and Management' contribute to your mathematical abilities through research methods and financial management.
- **Safeguarding:** Safeguarding principles are embedded in modules like 'Leadership and Management', 'Ethics in Crisis Management', and 'Digital Innovation', covering aspects like confidentiality, privacy, consent, organisational ethics, GDPR, and online safety.
- **Prevent Strategy:** The 'Prevent' strategy is delivered as part of the mandatory training and reviewed within the Tripartite progress review meetings throughout the programme, particularly in the 'Leadership and Management' module.
- **Understanding of British Values:** British values are delivered as part of the mandatory training and reviewed within the Tripartite progress review meetings. Modules like 'Societal

Resilience', 'Leadership and Management', 'Ethics in Crisis Management', and 'Digital Innovation' link these values to various aspects of leadership, ethics, and digital technology.

- **Inclusion and Diversity:** Both inclusion and diversity are embedded throughout the programme. Modules like 'Humanitarian Response', 'Leadership and Management', 'Digital Innovation', and 'End Point Assessment' cover Equality, Diversity, and Inclusion (EDI) in various contexts, from humanitarian response to project management.

This personalised approach ensures that you're not just gaining knowledge, but also developing essential skills and values that will enhance your professional growth.

Assessment Strategies

As a learner on the programme, you'll be immersed in a comprehensive assessment strategy designed to support your continuous development and success. This strategy includes a variety of assessments – such as written assignments, individual and group reports, practical activities, set exercises, presentations, video demonstrations, and projects – all of which are authentic and work-based. This allows you to apply the knowledge and skills from the curriculum to real-world problems and projects in your workplace.

Feedback is an integral part of your learning journey and will use both formative and summative approaches. You'll receive written feedback and feedforward comments across all modules, guiding you towards successful outcomes. Feedforward comments will help you understand what's needed to further develop your work or achieve higher grades. Formative assessments will be used in the early stages of each module, with the summative approach being used as you progress. This blend of assessment strategies is designed to support your continuous development and success in the programme.

You'll also contribute to the formative feedback process, giving and receiving peer-to-peer feedback during group tutorials. This collaborative approach mirrors the constructive discussions you'll engage in within the workplace.

Your submitted work will be thoroughly assessed by tutors, providing written summative feedback and percentage grades. Feedback will highlight the successes and strengths of your submission, as well as areas for future improvement. To ensure you understand your grades and how to progress, individual tutorials will be offered where appropriate to discuss your feedback and grades.

End Point Assessment (EPA)

Your journey culminates with the End Point Assessment (EPA). The EPA is a comprehensive evaluation of the knowledge, skills, and behaviours (KSBs) you've acquired throughout your apprenticeship. Its purpose is to ensure you meet the standards set by employers and are fully competent in your occupation.

Before you're eligible for the EPA, you'll need to successfully meet the 'Gateway' requirements as determined by the standard. Your employer and training provider will review your progress to see if you've met the minimum requirements of the apprenticeship set out in the apprenticeship standard and are ready for the final assessment. These include confirmation of your English and Maths qualifications, successful completion of all elements of the degree programme prior to the EPA, and evidence of sufficient progress against the KSBs (evidenced through a portfolio of completed work).

The EPA itself will typically take place over a six-month period during which you will complete:

- A **Research Project Report and Questions**, comprising a project with a project output supplemented by a question-and-answer session
- A **Professional Discussion**, underpinned by a portfolio of evidence

The successful EPA will be graded overall as Pass, Merit, Distinction. A percentage grade will also be provided for the purpose of confirming the final degree classification to be conferred.

Contact Hours

Protected Learning Time (PLT) is typically provided through a day release model by employers during worktime throughout the programme (minimum of 6 hours per week for off-the-job training). Outside of scheduled hours, you'll be expected to dedicate 16-18 hours per week to independent study. You'll need to use this time to prepare for your next lecture or seminar, as well as completing your assessments, recording your progress in Aptem (our apprenticeship records system), or attending tripartite progress reviews.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*

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.
- Allocation of an Apprenticeship Partner Manager (APM) or the Apprenticeship Reviewer (AR) who will carry out tripartite reviews with you and your employer to support your journey and progression. The APM/AR will work as a mentor/coach to develop your knowledge, skills and behaviours that will be evidenced in your online reflective journal (Aptem)
- Information, Advice and Guidance (IAG) will be provided through a Programme Handbook; Induction; access to Library resources, including access to books, journals, and databases – many of which are available in electronic format – and support from trained library staff to support your apprenticeship throughout your course.
- IAG will also be provided for career progression purposes.
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet, or mobile device.
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable.
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling.
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.
- Apprenticeship Partnership Managers will be designated and are responsible for designated case load of apprentices on a particular apprenticeship programme to act as key point of contact for and between the apprentice, academic team, Apprenticeship Hub, and the designated employer(s)

- Regular Tripartite progress meetings*

*Tripartite progress review meetings take place regularly throughout the apprenticeship and they are usually held every 10-12 weeks

At tripartite progress review meetings, the apprentice, their employer and the University representative (Apprenticeship Partnership Manager-APM) formally meet to assess progress. The review of progress is to ensure that the apprentice is on track both in terms of their academic programme and their work-based learning (SkillsTraining). The review meetings will track progress against the Knowledge, Skills and Behaviours (KSB) gained during an apprenticeship Programme. They provide an opportunity to agree any changes required to the apprentice's learning plan, and identify any actions needed to ensure the success of the apprenticeship.

9. Programme Monitoring and Review

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

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed 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 student work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Quality Assurance Committee
- Other sector compliance and review mechanisms

10. Internal and External Reference Points

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

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Higher Education in Apprenticeships Characteristics Statement
- The Apprenticeship Standard – see detailed mapping (external document)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Subject knowledge and skills/ Demonstrate an exceptional understanding of the main body of knowledge for their subject and be able to exercise insightful and critical judgement in the use of that knowledge. Be creative and innovative in the application of the principles covered in the curriculum, and be able to go beyond what has been taught in classes	X	X	X	X	X		X			X			X								
Intellectual skills/ Critically analyse and apply a wide range of concepts, principles and practices of the subject in the context of open scenarios, showing refined judgement and adaptability in the selection and use of tools and techniques	X	X				X	X	X	X	X		X		X			X	X	X		

<p>Technical problem-solving/ Be able to demonstrate sophisticated judgement, critical thinking, research design, and well-developed problem-solving skills with a high degree of autonomy, and to develop emergency planning structures, models and procedures across complex and unpredictable circumstances</p>						X				X			X					X	
<p>Practical skills across the emergency management lifecycle/ Demonstrate the ability to undertake risk identification and analysis to appropriately prepare for, respond to and recover from emergencies; deeply understand the relationship between stages and whole of society resilience and be able to demonstrate related sophisticated problem-solving and evidence-informed evaluative skills</p>			X					X		X	X	X	X	X	X				
<p>Interpersonal and team working Skills/ Demonstrate the ability to work in a highly proactive and accomplished manner, including as a leading member of a team, making excellent use of tools and techniques to proficiently</p>				X						X				X	X	X	X	X	X

communicate, manage tasks and plan projects with minimum guidance																				
Professional practice covering Equality, diversity and inclusion, Sustainability and Entrepreneurship and enterprise education/ Identify best-of-kind practices and effect highly principled solutions within a professional, legal and ethical framework to consistently address a wide breadth of relevant considerations – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake				X							X									X

Mapping of Apprenticeship Standard to Programme Learning Outcomes

Please refer to the separate REP apprenticeship mapping spreadsheet for this programme.

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)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																				
EPRR - Principles and Context	X	X		X	X	X	X	X	X	X	X	X	X	X				X	X	
Societal Resilience	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Be Prepared		X	X		X	X	X	X		X	X		X		X		X	X	X	
Recovery	X	X	X		X	X	X	X	X	X	X	X	X	X			X	X	X	
Response Structure and Methods					X	X	X	X		X	X	X	X			X	X	X	X	
Applied Response		X	X	X	X	X	X	X		X	X	X	X			X	X	X	X	X
Level 5																				
Crisis communications		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Community communications and psychology			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Training and exercising			X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Improving and governance	X	X			X	X	X	X	X	X	X		X	X	X		X	X	X	
Humanitarian response	X	X			X	X	X			X	X	X	X	X	X	X	X		X	
Research skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 6																				
Leadership and management	X	X			X	X	X	X	X		X	X	X		X	X	X	X	X	X
Ethics in crisis management	X	X			X	X	X	X		X	X	X	X		X		X	X	X	
Digital Innovation			X	X	X	X	X	X		X	X		X	X			X	X		X
End Point Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X