Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Programme of Study Handbook

2024-25

Degree Holder Entry Programme

(DHEP)

Graduate Diploma in Professional Policing Practice

Ymunwch â #TîmHG | Join #TeamGP Ymunwch â #TîmHDC | Join #TeamSWP

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WELCOME MESSAGE

University of Wales Trinity Saint David

DEAN: Institute of Management and Health

Welcome to your new role as a Police Officer within South Wales/Gwent Police and also as a student with the University of Wales Trinity Saint David.

You have started your career as a Police Officer as part of the new Degree Holder Entry Programme (DHEP). This new entry route into policing represents a major step change in the education and professional development of police officers.

The public has a right to expect that the decisions and powers used by the police are consistent, fair, and undertaken by properly equipped and qualified professionals. As Police Officers you will make decisions that will affect the public and so it is only right that you should be appropriately educated and qualified to carry out your role.

On successful completion of your two-year programme you will attain a professional, recognised qualification which will reflect the complexity of the role you will perform, and the knowledge, skills, and attributes required to carry out that role effectively.

Both South Wales, Gwent Police, and the University pride themselves on the student Officer being a name rather than a number. To support this, it is important that you quickly get to know and have contact details for your class/ personal/year and module tutors, as well as Programme Managers. Equally, your fellow classmates will be an invaluable source of both academic and social support.

Your course team and I look forward to working with you throughout your chosen programme as we help prepare you for your future career.

Mr Gareth Davies
Dean: Institute of Management and Health
University of Wales Trinity Saint David

WELCOME MESSAGE

Gwent Police

CHIEF CONSTABLE

I wish you a very warm welcome to Gwent Police and many congratulations on your appointment. Policing is exciting and highly challenging. I am delighted that you have chosen to become part of the Gwent police family and I wish you every success in your new career.

You are about to embark upon the most comprehensive Police training programme ever created, developed in partnership with the University of Wales Trinity St. David and in conjunction with our South Wales Police colleagues. This highly professional and valued training package provides the opportunity to fully immerse yourselves into a myriad of diverse situations which will benefit you greatly as you progress and develop as police officers.

I encourage you to maximise this opportunity to learn in a safe and supportive environment, whilst benefiting from the knowledge and experience of a collaborative delivery team.

Modern day policing is challenging, exciting, demanding and highly rewarding. As modern-day Police Officers we all have a positive duty to deliver a high quality and professional policing service, which requires officers to truly care about their communities and possess a continuing desire to make a positive difference. Our mission statement in Gwent Police is to 'Protect and Reassure'. You will now be a vital part of delivering Policing services for the communities of Gwent.

Pam Kelly
Chief Constable
Gwent Police

WELCOME MESSAGE

South Wales Police
CHIEF CONSTABLE

I would like to take this opportunity to welcome you all to South Wales Police as you embark on what I hope will be a rewarding and successful career in policing.

Working as part of a team is vital in policing and over the next few months you will be supported by the best team made up of officers from South Wales and Gwent police together with professionals from higher education and the University of Wales Trinity Saint David. You will learn skills that will set you up for a career with many different experiences.

Choosing to become a police officer means choosing to keep your community safe and to make a difference. To do this we must have the trust and confidence of our community and this can only be earned if we prove ourselves to be Proud, Professional and Positive in everything that we do. These are values that you must now hold and be at the heart of everything you do.

This job will come with its challenges, you will be faced with difficult situations, we are there in good times and bad times and are a beacon of hope for those in need of help. Policing is a job like no other and you will help so many people and be rewarded in many ways throughout your career. I wish you all the very best. Good luck. Pob lwc.

Jeremy Vaughan
Chief Constable
South Wales Police

INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2024/25. Module descriptors are presented in the accompanying Module Directory document.

The DHEP route into policing enables entrants to receive practical on-the-job learning alongside academic theory and knowledge whilst earning a wage. The DHEP is a two-year practice-based higher education programme, accredited by a Level 6 Graduate Diploma in Professional Policing Practice (120-credits). A successful recruit to the Police service via this entry route is subject to a two-year probationary period as specified in Police Regulations and will be required to work full-time (40 hours per week/56 hours over a set of 6 shifts) from their first day on the job (see below for part-time working provision).

The DHEP has been developed collaboratively between the University of Wales Trinity Saint David (UWTSD), South Wales Police and Gwent Police. The awards are owned by UWTSD but the content has been created in partnership with the police forces and in accordance with the College of Policing's (CoP) DHEP National Policing Curriculum.

The DHEP programme content is derived from the CoP syllabus, incorporating all mandatory Learning Outcomes and Indicative Content. It provides a breadth, depth, and range of professional education for the police constable not engaged in any previous constable training programme. This is a Professional Practice Diploma, founded on effective professional performance with academic achievement, incorporating both taught policing practice knowledge and research, and online directed study. 'On the job' work-based learning and professional practice will be assessed via work-based learning portfolios and workbooks where you will demonstrate the ability to link theory to professional practice. This programme is designed to provide you with the skills and knowledge to carry out the role of police officer whilst also providing you with the opportunity to obtain an academic qualification. To this end, you will be required to study in your own time as well as during protected study time.

During the first year of employment you will also be required to successfully complete all necessary personal safety training and first aid training appropriate to your role, as specified in the First Aid Learning Programme (FALP), part of the current National Policing Curriculum (NPC).

South Wales Police, Gwent Police and UWTSD have made every effort to make the information contained in this Handbook as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the academic representatives for your programme of study, through module evaluation questionnaires, through informal meetings with your academic support tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks. Your opinion is valued.

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

This handbook covers the following Programmes of Study The name and contact details of the Programme Managers are listed below.

Programme of Study	Programme Managers	Tel. No.	Email
GradDip Professional Policing Practice *[Degree Holder Entry Programme (DHEP)]*	Insp Dafydd Bevan (SWP)	01656 869211 Ext. 28.300	Dafydd.Bevan@south-wales.police.uk
	Insp David Seymour(GP)	01633 642000	David.Seymour@gwent.police.uk
	Bronwen Williams(UWTSD)	01792 481135	bronwen.williams@uwtsd.ac.uk
	Sarah Jones (UWTSD)	01792 481694	sarah.jones@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

EVALUATION

The DHEP will be maintained in close collaboration between the police forces and UWTSD in order to create a programme that is flexible and optimises learner opportunities.

Feedback on the DHEP programme of study and modules will be sought in order to improve and enhance the student officers' learning experience. Student officers will be able to provide feedback in a number of ways: through the nominated student representative; through module evaluation questionnaires; through informal meetings with the UWTSD allocated personal tutor, teaching staff, or Academic Director, through force learning and development staff; or through the Students' Union

Focus Groups will be scheduled throughout the DHEP to gain feedback from students on particular issues. These Focus Groups will be attended by nominated student representatives. A collaborative Programme Evaluation Board will also be held at regular intervals. Both of these forums will enable areas of concern to be identified, and enhancementst made, to the DHEP. The Programme Evaluation Board will also provide a forum for sharing implementation and best practice guidance provided by the CoP and for local and national performance issues to be considered and included in the programme where applicable.

The designated Quality Assurance Co-Ordinator (QUACO) for the DHEP will ensure that the curriculum is maintained by identifying and implementing changes to incorporate National Policing Curriculum (NPC) updates where necessary.

EQUALITY AND DIVERSITY

Both South Wales Police and Gwent Police have undertaken an Equality Impact Assessment on the route of entry to the DHEP. Any equality and diversity implications will be mitigated by the fair, consistent and robust application of force policies/guidance in relation to recruitment and the learning journey across the DHEP.

Student officers will be employed on a full-time basis, working 40-hours per week. Applications for part-time or flexible working arrangements will only be considered after the student has achieved Independent Patrol Status in week 39 of the programme. In this case, the timescales to complete the DHEP would be proportionately extended so that a part-time employee receives the equivalent pro-rata duration. It will also be ensured that the pro-rata 'Off the job' learning provision is accommodated. The probationary period would be extended through application of the formula detailed in Regulation 12 Annex C (3) of Police Regulations 2003. Adjustments to course length and completion will also apply for other reasons such as maternity, illness or injury.

REASONABLE ADJUSTMENTS

The Equality Act 2010 allows for a 'Reasonable Adjustment' to be made where disability - temporary or permanent - is an issue in the DHEP. Where a student officer makes a request for 'Reasonable Adjustment, the details must be treated as confidential. When applying for a 'Reasonable Adjustment', student officers must provide a clear explanation of their disability and provide supporting evidence from a suitably qualified expert. In most cases, dyslexia, dyspraxia or other learning disability can be managed through the provision of additional time, use of specialist software, laptops, variation of font size and use of coloured paper. However, forces must consider the need of the individual and come to a judgment on what is a suitable response before making a determination on whether adjustment is reasonable or not. A 'Reasonable Adjustment' can be made within any of the stages of the DHEP.

Please see South Wales Police Reasonable Adjustment and Disability policy:
Please see Gwent Police Limited Duties Policy.

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are toensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairlyconducted.

Students may request a copy of the previous year's External Examiner's Report fortheir programme of study by contacting the Programme Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2024/25 (forename/surname)	External Examiner for 2023/24 (if different to current)
Graduate Diploma Professional Policing Practice	Ms Victoria Bell	Mr Francis Simpson

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC YEAR 2024/25

Alll relevant dates will be published on Moodle following enrolment.

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Enrolment Agreement.

My Student Record / MyTSD

You can view your personal details on MyTSD and make requests to amend data when your circumstances change. It is important to keep your personal details up to date. You can use MyTSD to:

- enrol for the new academic year
- generate a 'Confirmation of enrolment' letter
- generate a council tax exemption letter and/or bank letter
- view enrolment and module registration details
- amend your address
- check your financial information (e.g. fees due)
- submit a programme change request
- apply for 'Extenuating Circumstances'
- check your module results and examining board decision
- request to withdraw from your studies

Failure to keep your personal details up to date can result in a range of problems including:

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- not being able to borrow materials from the Library and Learning Resources; and
- not being able to use the Information Technology services;
- potential non-compliance with visa regulations.

Please take time to check your enrolment details on MyTSD.

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education andHigher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the WelshAssembly government and available on their website:
https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

ASSESSMENT

Assessment is an essential part of your training and development. Throughout the DHEP, you will be required to successfully complete both written and practical assessments as well as displaying the attitudes and behaviours appropriate to the role of a police officer. In relation to the formal assessments set by the University, at the start of each module, tutors will provide full details on Moodle of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking the work submitted as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and performance, and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Manager for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been in English and wish to be assessed in Welsh, or vice versa, should consult the UWTSD Programme Manager about the options available.

You will receive confirmation of assessment marks at the end of each module. Any marks released prior to formal approval by the Examining Board are provisional.

Extenuating Circumstances

There may be extenuating circumstances affecting your ability to complete the prescribed 'gateways' outlined in the section "Progression Gateways" later in this Handbook. Extenuating circumstances could include pregnancy, a serious event, or series of events, such as death or serious illness of a family member, illness, accident, or serious injury to the student officer. This list is not exhaustive and circumstances could be work or home related. Each case would be assessed on its individual merits and be in line with Equality Act considerations.

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the University's website and forms part of the *Mitigating Circumstances Policy:*
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Additional Needs in Terms of Learning and Assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with the University Student Services regarding those needs prior to the start of the programme year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.
http://www.uwtsd.ac.uk/services-for-disabled-students/

Academic Appeals

Student officers may make use of the Appeals Procedure if they wish to appeal against any assessment decision. This is in addition to any in-force fairness at work or grievance procedure. This appeals procedure is independent of the candidate's line management to ensure impartiality and create confidence in the process. Details of the Appeals Procedure can be found in the Occupational Competence Portfolio (OCP).

Information about how to appeal to UWTSD is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 12 of the Academic Handbook, and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations

The rules and regulations that govern the assessment of the Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

Responsibilities of students in relation to the assessment process

You are responsible for ensuring that:

i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).

ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.

iii) You attempt every assessment component of a module.

iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance – all relevant dates will be published on Moodle following enrolment.

v) You submit work for assessment as required and in accordance with the required format and deadline.

vi) You inform your Programme Manager or Student Services of any disability or long-term impairment which might require special provisions for assessment.

vii) You familiarise yourself with the University's definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.

viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.

ix) You keep a copy of work presented for assessment wherever feasible.

x) You make your work available for sampling for external examining purposes

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

You can access Moodle in 3 different ways:

1. From Hwb - Access your Hwb dashboard either by logging into a campus PC and opening Microsoft Edge browser, or accessing https://hwb.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.

2. From the University Website - navigate to http://uwtsd.ac.uk and select Quick Links (top left side of screen) and then Moodle.

3. URL Input - Open any browser on an internet-connected device and navigate to http://moodle.uwtsd.ac.uk

If you are already signed into the Hwb or Office 365 you should be automatically signed into Moodle when you connect, if not log in using your Network username and password which are the same as used to access a campus PC.

If you are missing any modules from your Moodle homepage, please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:
Web: https://webhelp.uwtsd.ac.uk
Tel: 0300 500 5055
Or email: ITServiceDesk@uwtsd.ac.uk
In any correspondence please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages.

Further information on using online and digital resources can be found at https://digitallearning.uwtsd.ac.uk/

ASSESSMENT FEEDBACK VIA TURNITIN

For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.

PROGRAMME OF STUDY

Throughout the DHEP you will be required to complete academic assignments which provide further opportunity for you to demonstrate an understanding of the link between underpinning learning and operational application. Evidence gathered by you as part of your OCP will be directly linked to the academic assignments of critical reflection and evaluation required by the UWTSD. These assignments will be based around specific incidents or situations selected from your OCP and posing specific questions emanating from these. As such, this programme provides students with the opportunity to engage with and test the knowledge, theories and skills learnt through practical application whilst in the 'Tutorship' phase and whilst on Independent Patrol and encourages student officers to draw on the experiential evidence from their OCP and reflect on and evaluate their practice through academic assessments.

In order to successfully complete all Diploma modules, a candidate who has failed an assessment(s) on the first attempt will be provided with detailed feedback from their allocated UWTSD academic mentor and offered two further opportunities to re-sit the assessment(s) or re-study the module(s) until passed in accordance with UWTSD academic regulations. Should any student fail to pass the academic modules outlined above they will be unable to progress through the prescribed progression 'gateways' and Regulation 13 proceedings will be invoked (see "Assessments: Extenuating Circumstances").

Module Summary Table

Module Code	ModuleTitle	Credits	Level	Assessment Summary
LEVEL 6				
BMPP6007D	Operational Policing Practice 3	20	6	**Component 1 –50%** **Written Exam:** (2 hours) **Component 2 – 50%** **Written Exam:** (2 hours)
BMPP6005D	Operational Policing Practice 4	20	6	**Component 1 - 100%** **Coursework:** Written Assignment (4000 words)
BMPP6009D	Policing in the Workplace 3	20	6	**Component 1 - 100%** **Coursework**: Competency based portfolio (which may include a detailed personal development plan, a reflective commentary, etc). 5 elements (equivalent to 4000 words)
BMPP6010D	Policing in the Workplace 5	20		**Component 1 – 100%** **Coursework:** Competency based portfolio of 15 elements (4000 words equivalent) **This is a pass or fail assessment.**
BMPP6000D	Professional Police Practice 3	40	6	**Component 1 - 100%** **Coursework**: Competency based portfolio (which may include a detailed personal development plan, a reflective commentary, etc). 12 elements (equivalent to 8000 words)

Programme Learning Outcomes

The following level 6 programme learning outcomes conform to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Subject Benchmarking Statement for Criminology (March 2014). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and Understanding Skills

Graduates of the programme will be able to demonstrate a systematic understanding of key aspects of criminology and policing, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the discipline, including the following:

KU1	Political and social processes of victimisation and criminalisation in light of criminological theories
KU2	Social diversity and inequality and their effects in relation to crime, victimisation and responses to crime and deviance
KU3	Criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations
KU4	Values, practices and processes of governance, including human rights, that underpin the treatment of lawbreakers within UK criminal justice systems, and allied agencies which administer sentencing and alternatives
KU5	Concepts of human rights in order to evaluate efforts to prevent harm and ensure personal safety
KU6	Research strategies and methods, the appropriateness of their use, and identification of strategies for specific research problems
KU7	Strengths and weaknesses in the use of comparison in relation to crime, victimisation and responses to crime and deviance
KU8	Quantitative and qualitative empirical data relating to crime, victimisation and responses to crime, in order to evaluate competing criminological theories
KU9	Complex social problems of crime, class, victimisation and responses to crime and deviance

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Cognitive Skills

Graduates of the programme will be able to:

CS1	Source, evaluate and comment upon particular aspects of current research, or equivalent advanced scholarship, in policing, with an appreciation of the uncertainty, ambiguity and limits of knowledge.
CS2	Demonstrate conceptual and critical thinking, analysis, synthesis and evaluation of assumptions, abstract concepts and data (that may be incomplete).
CS3	Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the policing discipline.
CS4	Systematically evaluate the viability of competing explanations within criminology and draw logical and appropriate conclusions.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Practical Skills

Professional Policing Practice degrees are practice oriented and therefore provide a clear link between the development of relevant skills and employability of graduates. Graduates of the programme will be able to:

PS1	Deploy accurately established techniques of analysis and enquiry relating to policing practice to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
PS2	Use quantitative skills to manipulate data, evaluate, estimate and model problems, functions and phenomena.
PS3	Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Key Skills

Graduates of the programme will be able to demonstrate the qualities and transferable skills necessary for employment requiring:

KS1	The exercise of initiative and personal responsibility.
KS2	Decision-making in complex and unpredictable contexts.
KS3	A continuing appetite for development and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Programme Structure

Typical Delivery Plan - Full-time

Module Code	Title	Module type	Credits
Level 6, Week 1-92			
BMPP6007D	Operational Policing Practice 3	Component pass	20
Level 6, Weeks 29-48			
BMPP6000D	Professional Police Practice 3	Component pass	40
Level 6, Weeks 53-92			
BMPP6009D	Policing in the Workplace 3	Component pass	20
BMPP6010D	Policing in the Workplace 5	Component pass	20
BMPP6005D	Operational Policing Practice 4	Component pass	20

Typical Delivery Plan - Part-time (50%)

Module Code	Title	Module type	Credits
Level 6, Week 1-92 (dates as for full-time, students will have to have completed this module prior to the switch to PT mode)			
BMPP6007D	Operational Policing Practice 3	Component pass	20
Level 6, Weeks 29-48 (dates as for full-time, students will have to have completed this module prior to the switch to PT mode)			
BMPP6000D	Professional Police Practice 3	Component pass	40
Level 6, Weeks 53-88			
BMPP6005D	Operational Policing Practice 4	Component pass	20
Level 6, Weeks 106-137			
BMPP6009D	Policing in the Workplace 3	Component pass	20
BMPP6010D	Policing in the Workplace 5	Component pass	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

Module details are correct on 1 September 2024, and will not normally be changed during the year. In the unlikely event of changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

PROGRESSION GATEWAYS

The DHEP structure has been developed in collaboration between UWTSD and the police forces. The programme has been designed to provide flexible and practicable delivery of the course which fits with the demands of operational policing. As this is a Professional Practice Diploma there is a heavy focus on work-based learning and assessment. The Occupational Competence Portfolio (OCP) and prescribed modules are designed to evidence the learners' development, in line with the learning outcomes - as they apply them in their daily work business.

The programme structure (the modules) is identified in the Module Summary Table in the "Academic Programme Summary" section. The student officer's progression through the DHEP, from one academic year to the next, will be managed in collaboration between the police forces and UWTSD.

Progression will be in compliance with the series of 'Programme Progression Gateways'prescribed by the CoP as set out below:

Degree Holder Entry Programme: Summary of Programme Progression Gateways	
Year 1	To progress to Year 2 of the DHEP, student officers must have: • Achieved Independent Patrol Status (IPS) no later than the end of their first year of the Programme, evidenced by a work-based Operational Competence Portfolio (OCP) • Demonstrated required knowledge, understanding and professional application of the Level 6 Year 1 learning by successfully completing all first-year Diploma modules/achieving the required number of academic credits (including all practical performance learning outcomes).
Year 2	Student officers must have: • Demonstrated required knowledge, understanding and professional application of all the Level 6 learning undertaken during their second year measured through successful completion of all second-year Diploma modules/achieving the required number of academic credits (including all practical performance learning outcomes). • Successfully completed all of the assessment requirements, incorporating: - achievement of Full Operational Competence (FOC), evidenced by a work-based Operational Competence Portfolio (OCP) - successful completion of Graduate Diploma in Professional Policing Practice

I) Year 1

The initial six month delivery will be provided on force training premises, delivered by South Wales and Gwent Police trainers, supported by UWTSD staff and specialist 'guest speakers' from both forces. During this initial training period, students will be required to attend various training establishments including UWTSD campus in Swansea and training locations in the Gwent force area. UWTSD staff will take responsibility for delivering a number of subjects including Research Methods & Skills and Criminology. This delivery will be to a 'mixed economy'of students from both the DHEP and the Police Constable Degree Apprenticeship (PCDA) programme.

This 'Co-operative Learning' approach to delivery will ensure that the classroom reflects the reallife social / economic situation with students of differing backgrounds learning together, interacting together, and transferring knowledge together. Each learner will be responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of co-operative achievement.

Formative assessment throughout the initial 6 month delivery will be developmental and encouraging. It will be used to support the student officer, provide them with feedback on their progress and to inform them of any action required to maintain or improve their performance. Formative assessment will include (but is not limited to) verbal and written questions and answers, observation, peer and self-assessment, quizzes, knowledge checks, case studies, paper feeds, group discussions and de-briefs, group activities and presentations.

Regular role-play 'practical' scenarios will be included throughout the initial 6 month delivery. These activities will provide opportunity for the student officers to link their initial classroom based learning theory to practical application. Assessment criteria have been developed for these scenarios which are linked to both the national curriculum and the Competency Value Framework. The student officer's performance during these activities will be assessed by Initial Police Learning (IPL) delivery staff. Summative assessment of knowledge during this six month period will be undertaken by way of four written examinations mapped to the Level 6 Learning Outcomes. DHEP student officers will be provided with additional reading lists in order to guide their learning and enable them to be examined at the higher level of learning. Allocated academic mentors will support the student officers during the examination process. If students are unsuccessful in their first attempt of their examination, they will be rewarded a resit exam. The mark for the resit exam will be capped at the minimum pass mark of 40%.

Upon completion of the initial 6 month programme the student officers will commence their 12 week Tutorship Phase of the DHEP with the aim of achieving Independent Patrol Status (IPS) by the end of month 9. IPS is defined as the point at which the student officer is able to demonstrate sufficient competence in the role to be able to function independently, safely and lawfully in the workplace, alongside their other policing colleagues in the operational arena. During this time, the student officer's performance and professional development will be monitored and assessed in South Wales Police by their allocated Tutor Constable, Area TrainingOfficer (ATO) and Area Training Sergeant (ATS); in Gwent Police by the Professional Development Unit (PDU) Officer & Professional Development Unit (PDU) Sergeant.

Any performance issues will be addressed in a supportive manner. In order to achieve the threshold of IPS, student officers will need to demonstrate professional competence across the specific areas of performance identified in the Degree Holder Entry Programme: National Policing Curriculum. Evidence of occupational competence for IPS will be collated in the Occupational Competency Portfolio (OCP).

Failure to achieve IPS by the end of Year 1 may result in the student officer being unable to progress to Year 2 of the DHEP. Regulation 13 proceedings will be invoked which may lead to the dismissal of the student officer. The Tutorship Phase and the granting of IPS can be extended in 'Extenuating Circumstances' (see below).

Upon successful completion of the Tutorship Phase and the achievement of IPS, the student officer will commence their 'mentored' phase. Student officers will be aligned to their shift and will continue to gather evidence of professional competence.

During Year 1 the student officers will also be required to complete an 'Incident Checklist'. Completion of this checklist is not to be used for achievement of Independent Patrol Status but will be used to inform the force Initial Learning departments regarding a student officer's progress and the range of incidents dealt with. The checklist will also assist with the identification of any Continuous Professional Development (CPD) needs and objectives for targeted patrol strategies.

The operational and academic aspects of the DHEP specifically relate to and support one another. At the latter stage of Year 1, student officers will be required to complete academic assignments which will enable the officer to demonstrate a clear link between underpinning learning and operational application. Assignments will be based around incidents or situations recorded in the officers OCP and pose specific questions emanating from these, encouraging officers to draw on the experiential evidence and reflect on and evaluate their practice. As such, this programme provides students with the opportunity to engage with and test the knowledge, theories and skills learnt through practical application whilst in the 'Tutorship' phase and out on Independent Patrol.

II) Year 2

Throughout Year 2, the learning and development of the DHEP continues to be set at Academic Level 6. The student officers will continue to work alongside their operational colleagues in a Response Policing role whilst gathering evidence to support achievement of Full Operational Competence (FOC). FOC is defined as the stage of professional development at which the police constable has demonstrated full competence in all operational and academic aspects ofthe role, to a standard sufficient to permit confirmation of successful completion of probation.

The OCP will provide evidence of the student officers continuing development of knowledge, skills and experience. Further evidence relating to the performance areas originally covered byIPS will continue to be collated. Evidence will be presented in the OCP linked to two further occasions of professional performance linked to each of the assessment criteria for IPS.

The work-based assessment will be carried out by qualified work based assessors from the force's Initial Learning departments who will meet with the students regularly in order to assess the student officer's performance and progress against the College of Policing assessment criteria for Full Occupational Competence. Reviews of student progr ess will be conducted at regular intervals and any perceived gaps in performance will be dealt with in a supportive manner. Development Plans will be produced aligned to 'SMART' principles. The assessment methodology to be utilised by the work-based assessment team is outlined in detailin the programme Assessment Strategy. Options include observation of the student officer whencarrying out operational duties, examination of product evidence, personal reflection by the learners and the provision of witness testimonies from operational supervisors.

During Year 2 student officers will also be undertaking more advanced learning, provided and assessed by UWTSD. The learning provided will be flexible, online learning designed to fit within the patterns of operational shift work. The student officers will be required to complete further academic assignments linked to OCP completion, which will enable the officerto continue to demonstrate a clear link between underpinning learning and operational application.

In addition, student officers will acquire higher-level operational knowledge and skills through practical experience, achieved through operational deployments in four other principal areas of professional practice:

- Policing communities
- Policing the roads
- Information and intelligence
- Conducting investigations
- Response Policing

OPERATIONAL DEPLOYMENT

Gwent Police Operational Deployment Provision

Deployment	Number of Days
Conducting investigations (including Info & Intel)	1 day
Policing communities (including Info & Intel)	1 day
Policing the Roads (including Info & Intel)	1 day

South Wales Police Operational Deployment Provision

Deployment	Number of Days
Conducting investigations – HUB attachment	20 days
Conducting investigations- CID attachment	5 days
Policing communities – NPT attachment	5 days
Information and Intelligence – PPU attachment	4 days
Information and Intelligence – Intel Unit attachment	1 day
Policing the Roads- RPU attachment	5 days
Public Service Centre	1 day

The operational deployments will be scheduled throughout Year 2 and will provide further opportunity for the student officers to link theory to practice. Prior to each deployment the student officer will be provided with an 'objectives checklist', which provides both student and operational mentor with specific instructions as to the purpose of the deployment. These checklists will be linked to the indicative content of the Year 2 curriculum thereby encouraging the student officers to utilise the deployment as an information gathering and research opportunity and enable them to further develop their underpinning knowledge for the purposesof their academic assignments. Completion of the checklists will be monitored by the student officers allocated work-based assessor and the completed checklists will be attached to the students OCP.

These deployments will also enable the student officers to identify and develop particular skills and aptitudes that the individual student officer may possess in relation to the abilities requiredfor these operational roles.

PROGRESSION MONITORING

Police Regulations 2003, (Regulation 13) provides that, during the period of probation in the force, the service of the probationer constable may be dispensed with at any time, if the Chief Officer of police considers that they are not fit, physically or mentally, to perform the duties of their office, or they are not likely to become an efficient or well conducted constable.

A Regulation 13 dismissal request can be made by the relevant supervisory officer to the Head of Training as a result of any of the following:

- Unacceptable attendance/engagement
- Misconduct
- Gross Incompetence
- Being unlikely to become an efficient or well conducted constable

Student officers will be required to comply with the Police Code of Ethics and the Standards of Professional Behaviour. Details of these will be provided to the learners during Week One of theinitial training programme. The monitoring of student officers progress including their attendance, engagement, conduct and performance throughout the DHEP, will be a collaborative process between the forces and UWTSD. Any areas of concern regarding a student officer's development in an operational or academic learning based context, and any concerns regardingthe student officer's attitude, behaviour or conduct will initially be brought to the attention of the relevant IPL supervisor (Tutor Sergeant or equivalent). The issues will then be raised and discussed during the scheduled Progression Reviews which are aligned to the Competency Value Framework (CVF). Matters of concern will then be discussed during the Learners Progression Meetings.

- **Student Officers Progression Reviews** – attended by the student officer and Tutor Constable in the Tutor Phase; attended by the student officer and designated work-based assessor/Area Training Officer thereafter.

- **Learners Progression Meetings** – collaborative meetings attended by HEI representativesand force IPL staff.

If a student officer does not demonstrate the required occupational and academic abilities to progress through any prescribed gateways, the reasons for this decision must be evidence-based, justifiable and documented. The process must be fair, consistent and capable of withstanding scrutiny.

UNIVERSITY ENGAGEMENT POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that you:

- familiarise yourself with the engagement policy (see https://www.uwtsd.ac.uk/academic-office/

- you are fully aware of procedures to follow in case of unexpected absences;

- you are aware that action will be taken for any sustained periods of unauthorised absence.

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see https://www.uwtsd.ac.uk/studentcharter/).

The University also has Support for Study and Fitness to Practise Policies (see https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate details.

ABOUT ACADEMIC INTEGRITY

Academic integrity is being honest in the work that you do in your studies. Honesty takes many forms; for example:

- writing your own answers in unseen exams without consulting with others or using online or printed materials;
- formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- ensuring that you get ethical approval for your research where necessary;
- and many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as 'any action by a student which gives, or has the potential to give, an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research', Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that academic misconduct has been committed unintentionally, accidentally, due to extenuating circumstances or a long-termimpairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the UWTSD Academic Misconduct Policy.

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else's work or ideas as one's own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using Harvard Referencing.

You can find all of the Referencing Handbooks here:
https://www.uwtsd.ac.uk/library/using-our-libraries/online-library/referencing-handbooks/

If you are uncertain which handbook is for your subject, do ask your Programme Manager or Academic Tutor.

Self-plagiarism is when you are reusing material that you have created yourself.
How to avoid self-plagiarism:

1. Never take a paragraph (or sentence or graph or image, etc.) from a previous piece of work and submit it as part of a new piece of work.

Remember Self-plagiarism is as bad as plagiarism and has the same penalties.

False authorship is a broad category of misconduct, which covers from buying an essay off an essay-mill to using paraphrasing software.

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software or Artificial Intelligence Generators, unless you have been allowed to do so by the module tutor.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and for academic misconduct. Normally, your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Astudent officer who commits plagiarism could be found to be in breach of the Police Code of Ethics and Standards of Professional Behaviour. This could lead to dismissal of the student officer's services under Regulation 13 proceedings.

PROGRAMME RESOURCES

There are a number of resources provided to support learning across the DHEP.

Police Training Facility

The initial 6-month programme will be delivered primarily at a secure police training facility and occasionally at UWTSD campus in Swansea. The police facility contains classrooms, 'break-out' rooms, and a gymnasium space for the delivery of officer safety training. IT facilities include a purpose-built IT classroom and Wi-Fi access. Each student officer will be provided with a personal issue laptop computer at the commencement of the DHEP.

UWTSD Library and Learning Resources

The UWTSD Library and Learning Resources (LLR) aims to support and enhance the learning, teaching and research activities of staff and students across the UniversityThere are libraries at Swansea, Carmarthen, Lampeter, London and Birmingham campuses, providing access to a variety of welcoming and flexible learning spaces. We provide on and off campus access to thousands of online journals and e-books, and subscribe to online databases relevant to each subject area; in addition to specialist digital and information literacy support, research support, and special collections and archives.

The LLR is a full member of WHELF (Wales Higher Education Libraries Forum) and is also a member of the SCONUL Access (Society of College, National and University Libraries) scheme, which is a co-operative venture between most of the higher education libraries of the UK and Ireland. It enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other libraries. Librarians are welcomed to Staff / Student Committees and other relevant Institute meetings where invited, including Institute Boards.

Whilst books on the reading list are contained within the library and available in the e-library, student officers would be advised to purchase the Blackstones Handbook for Policing Students 2022 in order to avoid difficulties accessing the material at times of high demand.

Online Library

The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals, e-books, and audio-visual material, with the electronic resources being available 24/7 providing access to scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

Skills Development

Academic Liaison Librarians are the main point of contact for staff and students, and contribute to teaching and learning by helping students to develop the skills required to find, use and evaluate information sources within the subject areas taught by the Institute. All new students receive a basic skills session and a referencing session during the first term, followed by more in-depth sessions throughout their studies.

Academic Liaison Librarians also provide a wider InfoSkills programme focusing on transferable employability skills and academic skills. This includes advanced search skills, ethical use of information, referencing and managing your online identity. Support can be provided face-to-face or remotely; by email, over the phone or via Teams. Students can also book a one-to-one session directly with their librarian or digital skills advisor from the library website. Referencing guidance is also available from the LLR and can be accessed from the library website.

Digital Skills

Our Digital Services team are always on hand to assist students in identifying their own skills gaps and locate appropriate structured learning resources to develop digital confidence. You can access our full range of digital skills resources at any time. Many of our courses are from LinkedIn Learning, and as a member of staff or student, you have free access. Students can gain a range of digital badges to demonstrate their knowledge and digital capabilities.

Other Specialist Support

The LLR offers access to a wide range of information sources in varied and accessible formats, ensuring equality of provision and access to learning materials. A designated member of staff can help and advise students with disabilities or specific learning requirements. Specialist support on copyright, referencing, and research activities is also provided. This includes advice on Research Data Management, using referencing software, Open Access requirements, setting up your ORCID ID and measuring the impact of research, advanced literature searching and accessing other academic and research libraries.

The Need More? Services

The LLR provides a *Need More?* service which takes an innovative approach to resource delivery, providing a one-stop shop for all learning resource needs. If a book, journal or other resource is needed and is not in library stock, it may be purchased, borrowed from another library or rented as an e-book. The service also provides a referral mechanism so that students are introduced to their Academic Liaison Librarian to ensure they are getting the most out of existing resources or where they are working on a specialist project.

Learning Spaces

Students are welcome to use any UWTSD libraries, regardless of the subject of their study. As well as collections, libraries provide a variety of flexible spaces, reflecting the way students work. e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities, and excellent customer service.

Further information

For recent service developments and updates please visit the LLRs website: http://www.uwtsd.ac.uk/library/. This also provides staff library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Twitter and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital Learning

Digital learning encompasses a wide variety of learning models and approaches, digital technologies, and services, therefore, playing a vital role in how content is delivered and how students learn. The current Covid situation has been a catalyst to elevating the significance of high-quality digital teaching and learning resources, and also the importance of ensuring parity for both face-to-face and remote learning experiences.

A well-developed package of digital learning materials can:

- Improve learning experience
- Widen participation and collaboration
- Improve accessibility
- Develop key employability skills

IT SERVICE DELIVERY

IT support is available through our IT Service Desk who are available to help and assist you over the phone, in person or via our online Web Help Desk system.

To request IT Support, visit our Web Help Desk service. Alternatively, we also provide telephone support 24 hours a day, 365 days a year so no matter when you may need assistance, we're here to help by calling us on 0300 500 5055.

Wi-Fi

All students can access our eduroam wireless network on their laptop, mobile phone or tablet.

Eduroam is the wireless network available to use across all campuses. Eduroam also provides you with Wi-Fi access at any other eduroam enabled institution across the world.

Open Access Computers & Booking Facilities

Students can access general IT facilities through our open access computer areas across our University campuses.

What do computer rooms offer?

- PCs connected to the University's data network
- Usually a multifunctional device (MFD) offering colour and black and white printing, copying and scanning or a colour laser printer
- May also contain wireless access and more specialised equipment such as plotters, Sports Analysis Equipment and audio visual equipment
- Long opening hours with many of them open 24/7
- Ability to pre-book a PC to use remotely to make sure you have access at the time you need to study.

Student IT Exclusives

We provide students with access to free or heavily discounted software and computer solutions through our Student IT Exclusives offers.

Free Microsoft Office 365

As a UWTSD student, you can download Microsoft Office 365 Pro Plus including Word, Excel and PowerPoint to use free for the duration of your studies at UWTSD.

Adobe Creative Cloud

Students studying on eligible courses are able to access Adobe Creative Cloud suite for free which can be installed on your personal device during your studies.

You can also purchase a copy of Adobe Creative Cloud directly from Adobe's Website and save over 65% discount paying on a monthly basis.

Free Windows 10 & 11

We are able to provide all students with a license to use Microsoft's latest operating system for free from our On the Hub store.

Software Discounts

We've created an online store where all students can download a huge range of free or heavily discounted software for use at home.

The EDU store

Discounts are available for students on a range of products including the Microsoft Surface, Apple devices, Phones & Smart Watches. Free 4 year warranty on all Apple products & free next day delivery on all orders.

Select Easy Upgrade

Get the Apple Product you want right now. Spread the cost with low monthly payments, upgrade to the latest device at the end of the plan or pay off the balance with the Easy Upgrade Store

Apple's Education store

You can get great Apple education pricing by visiting the Apple Education Store.

Free Autodesk

Download a range of Autodesk software including Fusion 360, Inventor Professional, Revit, AutoCAD, 3ds Max & Maya.

Print, Copy & Scan

Students have access to print, copy and scanning services which are available across all University Learning Resource Centres as well as specific computer rooms and open access areas.

UWTSD use Multi-Functional Devices (MFDs) which all have print, copy and scan functions available in full colour or black and white.

STUDENT SERVICES

UWTSD provide a professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Counselling Service, and support for students from a care background. For further details see http://www.uwtsd.ac.uk/student-services/

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at http://www.uwtsd.ac.uk/study-skills/

Topics covered include:
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available online (and in person where possible) – no appointment necessary. Please see the Student Services study skills webpages for further details: http://www.uwtsd.ac.uk/study-skills/.

COMPLAINTS

Student officers have the right to make a complaint through their respective force's internal force grievance procedure.

You also have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the *Student Complaint Policy* associated with Chapter 12 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

ADDITIONAL SUPPORT DURING YOUR STUDIES

I) Provision of Protected Learning Time

It is the responsibility of student officers to ensure they manage their own time when participating in this qualification and there is an expectation that student officers will be requiredto carry out studying and research in their own time. Following the initial 26 week programme student officers will be entitled to a minimum of 20% 'off-the-job learning' throughout the two-year programme. This off-the-job learning provision will enable the student officer to consider theoretical input and reflect on how this might work in practice, undertake research to widen their knowledge and understanding and collect evidence to support their OCP completion.

The 'off-the-job' learning will consist of:

- **Work Based Learning (WBL)** – 40-hours provision per year to the Student Officer to enable completion of the Competency Based Workbooks which consists of reflective documents based on practical application and OCP completion.
- **Protected Learning Time (PLT)** – 120-hours provision in Year 2 to enable completion of online learning modules delivered by UWTSD.

Both WBL and PLT will be based away from the student officer's usual workplace, in a location away from the pressure of front-line policing and not in an environment where the student officer may be distracted from their academic higher level of learning. Both WBL and PLT will be taken within the student officer's normal working shift.

II) Occupational Competence Development

One of the most important aspects of the DHEP is the need to fully integrate the theoretical and underpinning knowledge with the opportunity to put this into practice both in asafe learning environment and within an operational setting with the support of a suitably-experienced Tutor Constable. All Tutor Constables must have attended a Level 3 accredited Tutor Development Programme which includes modules on coaching and mentoring. Tutor Constables will provide feedback to allow for OCP completion in order that the student will achieve IPS.

Student officers in South Wales Police will be attached to a Basic Command Unit (BCU) under the supervision of an Area Tutor Sergeant (ATS). An Area Training Officer (ATO) will also be assigned to each learner. ATOs will act as the primary assessors for the occupational competence assessment criteria andprovide feedback to allow for OCP completion in order that the student will achieve FOC.

Student officers in Gwent Police will be attached to a Professional Development Unit (PDU) for the duration of their tutorship period and the remainder of Year 1. Each student will be tutored on a ratio of 1:1 by a qualified tutor constable with the relevant policing experience. Officers based within the PDU will act as the primary assessors for the occupational competence assessment criteria and provide feedback to allow for OCP completion in order that the student will achieve FOC.

Each student officer will also have an assigned academic tutor from the UWTSD Work-Based Learning team.

Any student officer who fails to achieve a satisfactory assessment in any of the occupational assessment criteria and/or academic modules must be supported with a Development Plan. TheDevelopment Plan will be structured in accordance with 'SMART' principles.

III) Coaching and Mentoring Scheme

South Wales Police operates a Coaching and Mentoring Scheme. The purpose of this scheme is to accelerate professional development and enhance performance. Any individual may request a Coach or Mentor to assist in their personal and professional development relevant to their role/post or potential. The Scheme is available to all individuals within South Wales Police, including student officers.

Gwent Police have a small pool of Coaches and Mentors who are advertised via the Learning and Development Team. Any requests are coordinated through the Learning and Development Team.

STAFF ASSOCIATIONS AND NETWORKS

Both South Wales Police and Gwent Police have an Occupational Health unit and various support systems and access to other support services should they be required. Student Officerswill receive further information regarding these services during the initial training programme, and IPL trainers will be able to advise regarding access to these support systems.

Gwent Police Associations and Networks		
Gwent Police Federation	Federation Office: 9 The Highway, New Inn, Pontypool, NP40PW 01495 764349 gwent@polfed.org	Matthew Candy Matthew.Candy@gwent.police.uk
Gwent Occupational Health	Old Police House, Newport Road, Llantarnam, NP44 3AF 01633 647041 Occ.Health@gwent.police.uk	
Gwent Police Disability Support Network	https://thebeat/sorce/beacon/default.aspx?pageid=GWP_Enable	TBC
Gwent Gender Equality Network	https://thebeat/sorce/beacon/default.aspx?pageid=GWP_Gender_Equality_Network	Laura Bartley – Chair laura.bartley@gwent.police.uk
GEMA – Gwent Police EthnicMinority Association	https://thebeat/sorce/beacon/default.aspx?pageid=GWP_Gwent_Ethnic_Minority_Association	Brian Amos – Chair Brian.Amos@gwent.police.uk Rima Khatun – Vice Chair Rima.Khatun@gwent.police.uk
Prism - Gwent Police's Lesbian,Gay, Bisexual and Transgender (LGB&T) Network	lgbtnetwork@gwent.police.uk	Les Cheverton – Chair Lesley.Cheverton@gwent.police.uk Carl Williams – Vice – Chair Carl.A.Williams@gwent.police.uk
Gwent Police Sport	http://www.policesportuk.com/ https://twitter.com/polsportgwent https://thebeat/sorce/beacon/default.aspx?pageid=GWP_Police_Sport_Gwent	Vicki Townsend – Chair Vicki.Townsend@gwent.police.uk

Gwent Police Associations and Networks

Gwent Police Welsh Speakers and Learners Net work	https://thebeat/sorce/beacon/default.aspx?pageid=GWP_Welsh_Speakers_Learners_Network	Catherine Baldwin - Chair Catherine.Baldwin@gwent.police.uk
Police Dependents Trust	https://www.pdtrust.org/	PC Joanna Rhydderch - Chair Joanna.rhydderch@gwent.police.uk
Police Welfare Fund	GWP - Welfare Fund	Kimberly Weare – Chair Kimberley.Weare@gwent.police.uk
Police Benevolent Fund	https://policebenevolentfund.com/	Paul Hickman - Chair ap.hickman@aphh.co.uk
Gwent Police Christian Police Association	https://thebeat/sorce/beacon/default.aspx?pageid=GWP_Christian_Police_Association	Lesley Wood – Chair Lesley.Wood@gwent.police.uk Chief Constable Pam Kelly – President Pam.Kelly@gwent.police.uk
Gwent Police Unison	https://thebeat/sorce/beacon/default.aspx?pageid=GWP_Unison	Lisa Davies – Chair Lisa.Davies@gwent.police.uk
Gwent Police Men's Health Forum	https://thebeat/sorce/beacon/default.aspx?pageid=gwp_mens_health_forum	Robert Jenkins – Chair **Robert.Jenkins@gwent.police.uk**

South Wales Police Associations and Networks

South Wales Police Federation	Federation Office: Pencoed Police Station, Heol Y Groes,Pencoed Bridgend, CF35 5PE 01656 869900 south-wales@polfed.org
South Wales Police Occupational Health	Coychurch Police House, Coychurch,Bridgend, CF35 5EN 01656 869240 healthunitreferrals@south-wales.pnn.police.uk
South Wales Police Disability Support Network	Tracy Pitt tracy.pitt@south-wales.police.uk
South Wales Police Gender Equality Network	Sarah Bray Sarah.Bray@south-wales.pnn.police.uk
South Wales Police Black Police Association	Marcia Gittens – Chair Marcia.Gittens@south-wales.police.uk
South Wales Polices Lesbian, Gay, Bisexual and Transgender (LGB&T)Network	Co-Chairs – Scot Anderson Scot.Anderson@south-wales.police.uk Vicky Knight-Little Vicky.Knight-Little@south-wales.police.uk Group Email - LGBT@south-wales.police.uk Website - https://lgbt.police.uk
South Wales Police Sport	http://www.policesportsouthwales.org.uk South Wales Police Sport (policesportsouthwales.org.uk)
Police Care UK	www.policecare.org.uk
Police Benevolent Fund	SWP Intranet – Discuss with Sergeant or Fed Rep if assistance required.
South Wales Police Disability Support Network	Tracy Pitt tracy.pitt@south-wales.police.uk
South Wales Police Gender Equality Network	Sarah Bray Sarah.Bray@south-wales.pnn.police.uk
South Wales Police Black Police Association	Marcia Gittens – Chair Marcia.Gittens@south-wales.police.uk