

**Presentation pattern**     *July to June (First presentation July 2020)*  
*October to September*  
*February to January*  
*May to April*

### **Qualification description**

The Open University's BSc (Hons) Professional Policing Practice provides students with the opportunity to gain their professional competence and a degree through the Government's Apprenticeship scheme.

This degree provides employer-sponsored apprentices with 60 credits of core academic perspectives in policing at each level of study combined with another 60 credits at each level of facilitated work-based learning taking place within the Apprentice's employment context – a total of 360 credits across all three levels. The qualification is designed so that it can be completed within a 3-year period.

This degree meets the standard for the Police Constable Degree Apprenticeship (PCDA), which was developed by the College of Policing and approved by the Institute for Apprenticeships and Technical Education (IfATE) in 2018.

The Practice Tutor is managed and reports to the Faculty of Business and Law (FBL) Student Experience Manager.

All Practice Tutors appointed to this module will be required to pass both a Non-Police Personnel Vetting Level 2 (NPPV 2 Abv).

The Practice Tutor will provide learning support for a specific cohort of students to progress through all three levels of the qualification – i.e. they will support the same group of students through from initial induction to successful completion of the integrated End Point Assessment in the final module. The contract appointment for the Practice Tutor will cover teaching on the specific work-based learning 60-credit module at each level of study (i.e. BXY134 at Level 1, BXY234 at Level 2, and BXY334 at Level 3), as well as coaching and supporting the apprentice's progress throughout the apprenticeship qualification.

The Practice Tutor is the first point of contact for the student in dealing with any matter related to their practice-based learning across the qualification – and will be responsible for delivering ongoing student learning support, marking, and providing feedback on student assessment work.

### **Job description**

The role includes:

- Contributing to the effective induction of individual students to the qualification and to the modules at each level, in collaboration with OU colleagues. Prior to the start of the first work-based learning module (BXY134) this will include participation in a week-long face-to-face induction event for the PCDA cohort, held at the police force's premises. (For the first cohort this induction event is planned for the last week of June 2020).
- Participating in the tripartite initial face-to-face induction meeting with each student, plus their mentor and/or line manager to agree parameters of each other's role and responsibilities, act as first point of contact (and working closely with other OU staff), establish learning goals for the apprenticeship, identify suitable practice learning opportunities, discuss assessment requirements, ensure Individual Learning Plan has been agreed, discuss the students' current practice with respect to the assessment requirements of the practice-based modules, and agree methods of communication (including arrangements for the quarterly progress reviews of the student's progress and achievements)
- Organising and leading quarterly tripartite qualification and module progress reviews (with the student and their mentor / manager) at the North Yorkshire Police premises. These reviews will include the student's progression towards each learning outcome and PCDA standard, the practice learning opportunities accessed, application of learning from the academic modules, and the practice learning opportunities to be sought during the remainder of each module – through

development of the student's learning plan. Ensure Individual Learning Plan has been agreed and updated, and that Off the Job hours are recorded and monitored. Participate in an annual progress review with the student to agree any appropriate action plans and agree the arrangements for the final face-to-face review towards the end of each module

- Contributing to the quality assurance of practice-based learning environments including: the use of online assessment processes (including marking assignments on the work-based learning modules); supporting the students' use of the e-portfolio to provide evidence of their application of learning towards achievement of professional competencies in the PCDA standard; the application of policing concepts through the work-based learning modules; and the summative assessment of the student's Work Based Project to ensure successful completion of the qualification through End Point Assessment at Level 3.
- Providing tutor and coaching support on the three 60-credit work-based learning modules which each have a twelve month duration with variable presentation pattern (the proposed presentation pattern has four potential start dates in July, October, February and May (with the first presentation scheduled for July 2020). The Practice Tutor will deliver one-to-one and group support, mark assignments and provide feedback for students in their cohort on the work-based learning modules to integrate their academic learning with their professional work.
- Assess apprentices' occupational competencies (Knowledge, Skills and Behaviours) demonstrated through work-generated evidence, supporting the apprentices' use of the e-portfolio to collect, collate, select and reflect on evidence for EPA submission.
- Prepare and support the student in their submission of their PCDA End Point Assessment (EPA), and confirm that apprentices have met all the 'gateway' requirements.
- Having an overview of the progress of a group of students throughout their academic module studies, including appropriate liaison with the relevant modules' tutors and the Practice Tutor's line manager (FBL Student Experience Manager)
- Reporting/providing feedback, as required, on students' practice-based learning experiences and performance on the module, via specified documents/reports and meetings, to ensure oversight of each apprentice's progress towards satisfying the professional and academic requirements of the PCDA.
- Maintaining satisfactory records for each student to ensure compliance documentation is completed, within specified timelines, in relation to each apprentice's engagement with and progress towards completing their qualification. Advise OU of any change of circumstances.
- Ensuring appropriate student support is put in place as necessary (in association with other relevant staff) if a student is at risk of failing/making unsatisfactory progress; evaluating the need for additional support and ensuring that it is provided - liaising with the FBL Student Experience Manager and the OU Apprenticeship Programme Delivery Manager on progress, as required
- Identify apprentices at risk of non-progression on any aspect of their apprenticeship and co-ordinate interventions with OU staff as required. Keeping in contact with any apprentices on a break in learning to prepare for a return to study, as required.
- Contributing to the support and quality assurance of police force partners in their delivery of work-based learning elements as required in the co-delivery model. Monitor and escalate issues directly to APDM and Student Experience Manager is appropriate.
- Support apprentices in relation to the OU's Safeguarding, Prevent and British Values policies – raising awareness and responsibility within the apprentice's organisation.
- Monitor effectiveness and impact of additional learning support and reasonable adjustments where provided.

### ***Person specification***

- Have either a minimum first degree in subjects listed in Appendix A, or an unrelated degree plus a post graduate qualification in the subject list (e.g. first degree in History and Post Graduate Certificate in Counter Terrorism would be appropriate). Candidates with a Masters qualification in relevant area (e.g. MSc in Criminology or Criminal Justice; MSc in Intelligence) will be given additional weighting. [assessed on application form]
- Provide evidence of experience in teaching and/or coaching adults (substantial coaching, facilitation and training experience in the workplace will be considered as an alternative to formal teaching, although additional weighting will be given to candidates with HE teaching experience). [assessed on application form and at interview]
- Provide evidence of experience as an Assessor of work-based competencies in the work environment (for example, Assessor Qualifications such as A1, TAQA, CAVA, or D32, D33). [assessed on application form]

- Demonstrable relevant practical experience of using portfolio tools (either paper-based or online) to successfully support students in achieving learning goals in a work-based learning setting. [assessed on application form and at interview]
- Demonstrable relevant experience of working within the criminal justice sector. Additional weighting will be given to those with experience of working in policing within the last 5 years. [assessed on application form and at interview]
- Demonstrable academic credibility across a broad range of general policing areas. As this qualification covers a number of topics, we are looking for candidates who can evidence teaching expertise at an appropriate level in at least 3 of the following 5 areas from e.g., response policing, community policing, investigations, information and intelligence. [assessed on application form and at interview]
- Demonstrable experience of supporting students to achieve the learning outcomes, particularly study skills identified for academic writing, numerical literacy, digital literacy and critical thinking. [assessed on application form and at interview]
- Demonstrable experience of supporting students at a distance including: communicating effectively using email, text, instant messaging or other electronic means. [assessed on application form and at interview]
- Ability and willingness to travel to students' places of employment and to tutorial venues as required. [assessed on application form and at interview]
- Relevant experience in, or demonstrable understanding of, using synchronous and asynchronous online media in a teaching and learning environment. (Candidates using commercial workplace equivalents will be considered, although greater weighting will be given to candidates with teaching experience through HEI bespoke systems such as OU Online Rooms, Adobe Connect, BlackBoard, Collaborate or equivalents). [assessed on application form and at interview]
- Internet access

It is preferable, but not essential, that you can:

- demonstrate academic credibility and teaching experience across the other areas of the curriculum covered in the academic module such as vulnerability and risk, criminology and crime prevention, public protection, digital policing, counter terrorism, criminal justice. [assessed on application form and at interview]

### **Additional information**

Core elements of the [generic person specification](#) should be included, candidates should address in particular:

- Experience of working with diverse student cohorts and awareness of differing needs.
- Availability and accessibility to students.
- Good written communication skills in English.

You will be expected to:

- Attend induction face to face events held prior to the apprentice cohort qualification start date at the Police force headquarters site
- Run tutorials face-to-face and online
- Facilitate online forums and work in Adobe Connect for online sessions. Staff development will be available for candidates, as appropriate.

*Module related details - a full explanation can be found on the website*

Credits awarded to the student for the successful completion of a module:	60
Number of assignments submitted by the student	4
Level of ICT requirements:	2
Number of students likely to be in a standard group:	16
Salary band:	13
Estimated number of hours per teaching week:	6

*The teaching and assessment strategy for this module has not yet been approved and therefore the information is subject to change.*

Appendix A:

BA/BSC (Hons) in:

- Policing Studies
- Criminology
- Criminal Justice
- Law\*
- Criminal Psychology
- Criminology with Policing
- Criminology and Criminal Justice
- Sociology and Criminology
- Forensic Science
- Criminology and Forensic Studies
- Public Services
- Sociology\*
- Sociology and Psychology\*
- Sociology and Social Policy\*
- Politics and Sociology\*
- Law and Sociology\*
- Applied Social Policy/Social Science\*

\*Qualification should include modules on topics related to policing