



UNIVERSITY OF  
PLYMOUTH

# **PROGRAMME QUALITY HANDBOOK 2025-2026**

## **FdSc Community and Public Services**

# Welcome and Introduction

## Welcome and Introduction to FdSc Community and Public Services

Welcome to the Foundation Degree in Community and Public Services

This programme aims to develop knowledge and understanding of the wide and varied social, political and economic environments that public services operate in including; the processes and procedures of the criminal justice system and the role of theory in interpreting these relationships within international, national and regional settings.

This course offers you the chance to broaden your knowledge and fine-tune your skills to strive for a top career in the community and public sector, whether you want to work in the police force, local government or join the armed forces. You will have the opportunity to listen to, and network with, serving Public Service Officers, Fire Officers and members of other community and public service organisations through visits, volunteering, and guest lectures at the College.

- Exceptional resources e.g. distinctive progression opportunities; dedicated HE study centre; dedicated foundation degree Librarian.
- Skills development through Personal Development Planning and a work-based learning company.
- High emphasis on effective communication skills.
- Employer set projects provides a particular focus on Contemporary Public Service Issues.
- The analytical, research and group skills which are developed are highly valued by employers.
- A range of visits in a Community and Public Service context.
- Large variety of assessment methods to suit various student needs.
- Exceptional employment links.
- A variety of visiting speakers.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** The information in this handbook should be read in conjunction with the current edition of:

Your Programme Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE

- available in your Google Classroom
- o Your Module, Teaching, Learning and Assessment Guide
  - available in your Google Classroom
- University of Plymouth's Student Handbook
  - o available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

On the following pages you will find the specification for your programme; this provides a detailed overview of the programme as a whole. It explains what you will learn and how you will be assessed throughout the two stages of your Foundation Degree. The Programme Learning Outcomes Map specifies the knowledge and skills you will develop at each stage of your Foundation Degree.

## Programme Specification

**Final award title: FdSc Community and Public Services**

**UCAS code: F630 FT / P630 PT**

**JACS code: L231 (Public Administration)**

**Awarding Institution: University of Plymouth**

**Teaching institution(s): City College Plymouth**

**Accrediting body(ies) N/A**

### **4. Distinctive Features of the Programme and the Student Experience**

This programme offers learners the opportunity to study in a work-based learning environment.

The FdSc Community and Public Services will assist students interested in a career in the enabling professions to fully comprehend the factors which influence social and personal wellbeing. To achieve this, a critical understanding of both the theory and practice of contemporary social policy which underpins service delivery, commissioning and public policy making is essential.

This distinctive programme will achieve this through the provision of a practical, work-based learning environment for students, which will give them an understanding of the theoretical base through a combination of practical work and traditional academia. Alongside visits to relevant organisations and voluntary work for charities and other organisations there will be a managed work-based element which will provide a modern working environment, structured to meet employer led information, data and project based needs in the vibrant and diverse local community and public service sector. This will enable students to not only develop their knowledge and understanding, but also to practice the sector specific employability and transferable skills required to achieve a successful career in the community and public services sector as well as also developing themselves as informed and active global citizens.

With a focus on building skills for employment in Community and Public Service organisation, all modules use a range of sector specific teaching, learning and assessment practices, relevant to prospective employers across the public, commercial, voluntary, and charitable sectors. Learners gain an understanding of the political and social environment in which community and public service organisations operate. In addition to gaining practical experience through a work-based learning environment, they will also develop an understanding of the theory behind policy processes and decision-making in the Community and Public Services. Across the programme, our modules reflect the comprehensive understanding of key components which provide the foundation for developing future practitioners in Community and Public Services. The modules are specifically designed with connectivity so that learners can utilise their knowledge and skills

across the programme and develop an understanding of how different theories are applied across the enabling services. For example, the development of academic skills is now embedded across the programme and a centralised study skills package is in place.

Positioned in the South West, Plymouth is a historic city of international proportions. It has been at the forefront of global maritime exploration for many hundreds of years. Its vibrant waterfront is where a spirited maritime heritage meets a lively cultural scene. Home to Western Europe's largest Naval Base, Plymouth has many community and public services working in partnership with other sectors.

The student experience is central to the delivery of this programme and is supported by the opportunities linked to University of Plymouth's main campus and its proximity to the College. Students are encouraged to engage with all the extra-curricular activities which enhance the student experience. This also helps our learners to develop more diverse networks of peers both in their specialist area as well as in the wider University of Plymouth community. Peer networks are an important aspect of success in work and life.

## **5. Relevant QAA Subject Benchmark Group(s)**

Social Policy available at:

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-policy.pdf?sfvrsn=64e2cb81\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-policy.pdf?sfvrsn=64e2cb81_4)

There are no subject specific benchmarks for Public Services therefore Social Policy 2019 is seen as the most relevant and closely aligned to the programme. As well as covering the key mechanisms and institutions for designing, legislating and delivering social policy the benchmark is clear that any study of social policy should include the wider community and environments surrounding them. This is a key focus of the proposed programme as reflected in the title. The range of modules has been designed to meet these expectations and mode of delivery enables students to develop their understanding of theory and process and to be able to apply these community in which they live through their enhanced employability skills.

QAA Framework for Higher Education Qualification available at:  
<https://www.qaa.ac.uk/quality-code/qualifications-frameworks>

Characteristics Statement Foundation Degree (September 2015) strongly support the importance of work based learning within foundation degree qualifications and this programme has embraced this wholehearted with an innovative delivery design based on a learning company model.

The FHEQ have been used to inform both the programme and module level outcomes in regard of scope and level. This is particularly evident in the communication elements of the skills based PLOs as well as the ability to reflect on theory and practice to identify and communicate solutions.

# Programme Structure

## FdSc Community and Public Services Full Time

Stage 1			
Module Code	Module Title	No. of Credits	Core / Optional
CITY1115	21st Century Democracy	20	Core
CITY1116	Crime and Justice Services	20	Core
CITY1148	Social Divisions and Deprivation	20	Core
CITY1118	Community and Public Services	20	Core
CITY1119	Applied Social Psychology	20	Core
CITY1120	Developing Community and Public Service Competencies (1)	20	Core
Stage 2			
CITY2128	Enterprise and the Economy	20	Core
CITY2129	Theory of Crime and Criminal Behaviour	20	Core
CITY2130	Developing Community and Public Service Competencies (2)	20	Core
CITY2131	Managing in Public and Community Services	20	Core
CITY2132	Policy and Social Justice	20	Core
CITY2133	Rehabilitation and Resettlement	20	Core

## FdSc Community and Public Services Part Time

Stage 1			
Module Code	Module Title	No. of Credits	Core / Optional
CITY1115	21st Century Democracy	20	Core
CITY1118	Community and Public Services	20	Core
CITY1116	Crime and Justice Services	20	Core
CITY1148	Social Divisions and Deprivation	20	Core
Stage 2			
CITY1120	Developing Community and Public Service Competencies(1)	20	Core
CITY1119	Applied Social Psychology	20	Core
CITY2132	Policy and Social Justice	20	Core
CITY2128	Enterprise and the Economy	20	Core
Stage 3			
CITY2130	Developing Community and Public Service Competencies(2)	20	Core
CITY2133	Rehabilitation and Resettlement	20	Core
CITY2129	Theory of Crime and Criminal Behaviour	20	Core
CITY2131	Managing in Public and Community Services	20	Core

## **Programme Aims**

The FdSc Community and Public Service will assist students interested in a career in the enabling professions to fully comprehend the factors which influence social and personal wellbeing. To achieve this, a critical understanding of both the theory and practice of contemporary social policy which underpins service delivery, commissioning and public policy making is essential.

We have identified key aims that act as a thread with which to bind the programme together.

These aims are as follows

1. To develop learners who have a factual and conceptual knowledge of the structural, administrative, legislative and policy making contexts and constraints of community and public services, including criminal and social justice sectors.
2. To facilitate learners to be able to distinguish between, critically reflect on and evaluate concepts, theories, practices and policies by applying a range of appropriate cognitive skills including research, problem solving, critical analysis and evaluation.
3. To enable learners to operate effectively both individually and as part of a team, while recognising and valuing differing value positions within and across a variety of contexts.
4. To develop learners who are able to organise and communicate their learning in terms of effective planning, time-management, presentation and use of information and technology.
5. To develop learners who are able to reflect on their learning and skills in ways that enhance their personal and professional development including developing personal resilience and autonomy.
6. To develop learners skills and knowledge to enable them to work effectively within the diverse community and public service workplace.

## **Programme Intended Learning Outcomes**

### **Knowledge and understanding**

On successful completion graduates should have developed the ability to:

- 1) Distinguish between and critically evaluate concepts of human interaction including the dynamics of social change and policy making in both theory and practice at the individual, group and organisational level in communities and public services.
- 2) Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice.
- 3) Identify and critique the concepts and theories of social policy, social problems, social groups, difference, inequality and justice and their application in terms of community and public services

### **Cognitive and intellectual skills**

On successful completion graduates should have developed the ability to:

- 1) Critically analyse, synthesise, articulate and sustain rational argument.
- 2) Collate, analyse and interpret information from both primary and secondary sources. Demonstrating an awareness of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

- 3) Use theory and practice to propose solutions to problems outside of the context in which they are studied and the ability to evaluate critically the appropriateness of different approaches to solving problems.

### **Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 1) Effectively communicate information, arguments and analysis, in a manner appropriate for a range of academic, community and public service organisations and their stakeholders, using community and public service and/or academic conventions.
- 2) Acquire, manage and determine the credibility of information.
- 3) Demonstrate cultural sensitivity, inclusivity and respect for diversity.

### **Employment related skills**

On successful completion graduates should have developed the ability to:

- 1) Demonstrate effective organisational and work based practices and the effective exercise of self-management, personal responsibility and decision-making.
- 2) Be proficient in the use of a range of technologies and software, to access, search, store, transit and manipulate relevant information; and to conduct computer-based data analysis and presentation.

### **Practical skills**

On successful completion graduates should have developed the ability to:

- 1) Undertake and effectively contribute to appropriate situational decision-making and problem solving skills, taking into account their own normative and moral positions in order to understand how human needs are experienced and met.
- 2) Demonstrate productive individual and group working; recognising their ability to listen to, reflect on, and interact with, the views and beliefs of others in order to collaborate and to contribute effectively with others.



## Admissions Criteria, including APCL, APEL and Disability Services arrangements

Entry Requirements	
GCSE/Level 2	Minimum of 5 GCSE at grade 4 (C) or above including Maths and English or equivalent APEL may be considered for non-traditional applicants
A-level/AS-level	Equivalent of 32 UCAS Points including a full A level qualification
BTEC National Diploma/QCF Extended Diploma	Equivalent of 32 UCAS Points
Access to Higher Education at level 3	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma in Social Science.
Other Qualifications	Non-traditional candidates with alternative equivalent qualifications will be considered. Candidates without the above qualifications, but who can demonstrate relevant industry experience are encouraged to apply. University of Plymouth Regulations apply.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	DBS required. Students will be responsible for ensuring this requirement is met. Please note that if you do not have a clear DBS, this will impact the opportunities available to you for volunteering or employment. Programme fact sheet which is sent to students at offer stage will include guidance regarding the potential impact on volunteering opportunities and future career plans for those who do not have a clear DBS.

### 10. Progression criteria for Final and Intermediate Awards

Students who successfully complete the FdSc Community and Public Services may progress to Stage Three (Level 6) of the following awards:

- BSc (Hons) Community and Public Service Management at City College Plymouth
- BSc (Hons) Community and Public Services Management (Healthcare) at City College Plymouth

## Appendices

### Programme Specification Mapping (UG) – core/elective modules

#### Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Programme Learning Outcomes

**CORE MODULES:** tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Core Modules														Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical	
		Knowledge & understand ing			Cognitive & intellectual skills			Key & transferable skills			Employment related skills		Practical skills			
		1	2	3	1	2	3	1	2	3	1	2	1			2
L e v e l 4	21st Century Democracy	X			X			X	X			X			Y	C1- 70% P1-30%
	Crime and Justice Services			X		X			X					X	Y	C1- 50% P1- 50%
	Community and Public Services	X	X						X					X	Y	C1- 70% P1- 30%
	Applied Social Psychology	X	X		X		X		X						Y	C1- 50% P1-50%
	Developing Community and Public Service Competencies(1)						X	X			X	X	X			C1-100% P1-P/F
	Social Divisions and Deprivation		X				X			X	X		X		Y	C1 – 50% P1 – 50%

Level 4 Los		x	x	x	x	x	x	x	x	x	x	x	x	x			
L e v e l 5	Enterprise and the Economy		X			X			X			X			Y	C1-100%	
	Policy and Social Justice		X	X	X					X					Y	C1- 70% P1- 30%	
	Managing in Public and Community Services	X					X	X		X					Y	C1-70% P1- 30%	
	Developing Community and Public Service Competencies (2)					X					X	X	X	X		C1- 100% P1- P/F	
	Theory of Crime and Criminal Behaviour	X			X			X	X					X	Y	C1-60% P1 40%	
	Rehabilitation and Resettlement			X				X			X		X		Y	C1-60% P1- 40%	
Level 5 Los		x	x	x	x	x	x	x	x	x	x	x	x	x			

## Appendix 2: Work-Based Learning Mapping

### FdSc Community and Public Services- Level 4

WBL/WRL Activity	Logistics	Programme Aims	Programme Intended Learning Outcome	Range of Assessments	Related <u>Core Module (s)</u>
Work Placement/Internal Learning Company	Work-based format-learning company model. Students also required to do 20 hours of work placement/volunteering. (alternatives to volunteer/work placement requirements are in place to comply with Covid-19 guidance)	1;2;3;4;5;6	8.1.1;8.1.2;8.2.1;8.2.2; 8.2.3;8.3.1;8.3.2;8.3.3; 8.4.1;8.4.2;8.5.1;8.5.2	Reports, Briefings, Appraisals; Portfolios, Presentations; group seminars; web-page development; Personal development Plans	CITY1118 (Community and Public Services); CITY 1119 Applied Social Psychology) CITY 1120 (Developing Community and Public Service Competencies (1)); CITY1148 Social Divisions and Deprivation
Practical Skills	Develop key sector skills through work-base experience, including ICT and data analysis, academic and professional skills	1,3,4,5,6	8.3.1;8.3.2; 8.3.3; 8.4.1; 8.4.2;8.5.1;8.5.2	Web-page development; research activities; presentations; briefings; Hustings; essays	All modules have practical skills development embedded
Problem Based Learning/Project Management	Students will have “real” work projects from organisations and “clients”	1,2,3,4,6	8.1.1; 8.2.2;8.2.3; 8.3.1;8.3.2;8.4.1; 8.4.2; 8.5.1;8.5.2	Research Proposals; Research Projects; sector-centred projects; briefings; presentations	CITY1118(Community and Public Services); CITY1116 (Crime and Justice Services): City1120( Developing Community and Public Service Competencies (1))Y1120
Site Visits	Visit work places within the sector and meet employers and practioners	1,3,5,6	8.1.1; 8.3.3; 8.5.2	Reports, Reflective Reviews; essays, presentations	CITY1118(Community and Public Services); CITY1116 (Crime and Justice Services): City1120( Developing Community and Public Service Competencies (1))

### FdSc Community and Public Services- Level 5

WBL/WRL Activity	Logistics	Programme Aims	Programme Intended Learning Outcome	Range of Assessments	Related <u>Core Module (s)</u>
Work Placement/Internal Learning Company	Work-based format-learning company model. Students also required to do 40 hours of work placement/volunteering. (alternatives to volunteer/work placement requirements are in place to comply with Covid-19 guidance)	1;2;3;4;5;6	8.1.1;8.1.2;8.2.1;8.2.2;8.2.3;8.3.1;8.3.2;8.3.3;8.4.1;8.4.2;8.5.1;8.5.2	Reports, Briefings, Appraisals; Portfolios, Presentations; group seminars; projects; Personal development Plans	CITY2131(Managing in Public and Community Services; CITY2128 (Enterprise and the economy); CITY2132 (Policy and Social Justice); CITY2130(Developing Competencies in Public and Community Services(2))
Practical Skills	Develop key sector skills through work-base experience, including ICT and data analysis, academic and professional skills	1,3,4,5,6	8.3.1;8.3.2; 8.3.3; 8.4.1; 8.4.2;8.5.1;8.5.2	Research projects; project management presentations; briefings; ;essays; portfolios; presentations; briefings, seminars, Bids/commissioning submissions; appraisals	All modules have practical skills development embedded
Problem Based Learning/Project Management	Students will have “real” work projects from organisations and “clients”	1,2,3,4,6	8.1.1; 8.2.2;8.2.3; 8.3.1;8.3.2;8.4.1; 8.4.2; 8.5.1;8.5.2	Research Proposals; Research Projects; sector-centred projects; briefings; presentations; Project Management	CITY2131(Managing in Public and Community Services; CITY2128 (Enterprise and the economy); CITY2132 (Policy and Social Justice); CITY2130(Developing Competencies in Public and Community Services(2))
Site Visits	Visit work places within the sector and meet employers and practitioners	1,3,5,6	8.1.1; 8.3.3; 8.5.2	Reports, Reflective Reviews; essays, presentations	City2129 (Theory of Crime and Criminal Behaviour); CITY2133 (Rehabilitation and resettlement); CITY2130 (Developing Community and Public Service Competencies (2))



## Module Records

### UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY1119		<b>MODULE TITLE:</b> Applied Social Psychology			
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C810			
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y			
<b>SHORT MODULE DESCRIPTOR:</b> This module will provide an opportunity to explore the application of social psychological theories in a variety of community and public service settings. It will support students in developing knowledge and understanding of how these theories can be used to understand behaviour.					
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> This module aims to provide students with the opportunity to explore and investigate how social psychological theory is applied within areas of community and public services work. The module aims to ensure that students are equipped with an understanding of how social psychological theories can be applied to issues relating to mental health & wellbeing, conflict resolution and can analyse individual, group and organisational behaviour and how this impacts the policy cycle at organisational, national and international level.					

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>LO1 Compare different approaches in social psychology relevant to the public services.</p> <p>LO2 Discuss the role and uses of social psychological approaches within the public services and the importance of these approaches</p> <p>LO3. Apply social psychological theory to the role of power and leadership within Public Service Organisations</p> <p>LO4. Evaluate the use of social psychology in informing policy and practice</p> <p>LO5 Undertake effective research to acquire and manage information to inform reliable and accurate decision making and/or problem solving.</p>	<p>8.1.1 Distinguish between and critically evaluate concepts of human interaction including the dynamics of social change and policy-making in both theory and practice at the individual, group and organisational level in communities and public services.</p> <p>8.1.2 Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice.</p> <p>8.2.1 Distinguish between and critically evaluate concepts of human interaction including the dynamics of social change and policy making in both theory and practice at the individual, group and organisational level in communities and public services.</p> <p>8.2.3 Use theory and practice to propose solutions to problems outside of the context in which they are studied and the ability to evaluate critically the appropriateness of different approaches to solving problems.</p> <p>8.3.2 Acquire, manage and determine the credibility of information</p>

**DATE OF APPROVAL:** 04/05/2018

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** 09/2018

**SCHOOL/PARTNER:** CCP

**DATE(S) OF APPROVED CHANGE:**

**SEMESTER:** Semester 2

Additional notes (for office use only):

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
[http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#VW2INtJ\\_Vikp](http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#VW2INtJ_Vikp)
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code  
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 104</b>
<b>MODULE LEADER: Kayleigh-Marie Malloch</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"><li>• Different approaches in social psychology and their relevance to public service work, including psychodynamic, behaviourist, and cognitive approaches</li><li>• Application of psychological theories, with a particular focus on the role of social psychology in public service work – including the fields of forensic, organisational and health psychology</li><li>• Developing an understanding of human behaviour within the working environment, including communication, power and leadership, service user behaviours and management, engagement</li><li>• Exploration of occupationally linked stress, and its management within an organisation</li><li>• Conflict, stereotyping, discriminatory and oppressive behaviour covering both internal and external environments; issues of equalities</li></ul>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	40	Timetabled Lectures and Guest Speakers(in person and/or live remote/recorded)
Seminars	14	Group discussions of key theories/issues
External Visits	6	To key organisations both community and public service sectors
Independent Study	140	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay - +/- 10 % 2000 words(excluding reference list) (ALO 3,4,5)	100%
Practical	Seminar -group discussion; individual grade (ALO 1,2,5)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (New/Different)	100%
Practical as Coursework	Essay	100%

<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY1116		<b>MODULE TITLE:</b> Crime and Justice Services			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> Level 4		<b>JACS CODE:</b> L437	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters) This module examines the structure and roles of organisations within the Criminal Justice System of England and Wales taking into account current trends and prospective policies in law and order. It also examines issues of policing and the theories which underpin criminal justice delivery.					
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>50%</b>	<b>P1</b> (Practical)	<b>50%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> This module aims to provide students with a basic knowledge of the processes and policies of criminal justice organisations and how those organisations interact and respond to crime. It will focus on UK criminal justice systems including policing but will also include consideration of trends and policies within the criminal justice system.					
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		
LO1 Describe the role and function of organisations within the Criminal Justice System of England and Wales. LO2 Describe current processes and prospective trends and policies in criminal justice LO3 Identify how different organisations deal with crime and offenders LO4 Explain different approaches to dealing with criminal activity LO5 Undertake effective research to acquire and manage information to inform reliable and accurate decision making and/or problem solving.			8.1.3 Identify and critique the concepts and theories of social policy, social problems, social groups, difference, inequality and justice and their application in terms of community and public services. 8.2.2 Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice 8.3.2 Acquire, manage and determine the credibility of information. 8.5.2 Demonstrate productive individual and group working; recognising their ability to listen to, reflect on, and interact with, the views and beliefs of others in order to collaborate and to contribute effectively with others.		
<b>DATE OF APPROVAL:</b> 04/05/2018			<b>FACULTY/OFFICE:</b> Academic Partnerships		

<b>DATE OF IMPLEMENTATION:</b> 09/2018	<b>SCHOOL/PARTNER:</b> CCP
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2025/26	<b>NATIONAL COST CENTRE:</b> 130
<b>MODULE LEADER:</b> Rowan Adams	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"> <li>Organisations – police, CPS, Courts, Legal profession and judiciary, probation, prison service, MOD Police.</li> <li>Home Office initiatives, research, legislation and sentencing, political pressures, media, high profile cases, public opinion.</li> <li>Crime reduction policies, partnerships, sentencing policies, specific initiatives – zero tolerance, tagging, weekend prison.</li> <li>Comparisons of sentencing, prison population, policing strategies, public opinion and state policies in relation to law and order</li> <li>Comparisons between Civilian, Military, and public v private sector approaches to dealing with criminal activity.</li> </ul>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures and Guest speakers (in person and/or live remote/recorded)
Visits	10	Visits can include Courts, prisons, police
Directed study	10	Set seminar tasks to be undertaken outside of lectures
Independent Study	120	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report- +/- 10% 1500 words (excluding reference list)	100%
Practical	Presentation – slides and notes	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (in lieu of the original assessment)	Essay (ALO 1,2,5)	100%
Coursework	Report (ALO 3,4,5) (New/Different)	100%

**To be completed when presented for Minor Change approval and/or annually updated**



**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY1118		<b>MODULE TITLE:</b> Community and Public Services															
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> level 4		<b>JACS CODE:</b> L410													
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y													
<p><b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)</p> <p>This module will explore and critically examine community and public service organisations to give students a better understanding of what constitutes public and community services and the roles they play in wider society. It will consider how organisations use collaboration to address challenges.</p>																	
<p><b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></p>																	
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>70%</b>	<b>P1</b> (Practical)	<b>30%</b>												
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)															
<b>T1</b> (Test)																	
<p><b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services</p>																	
<p><b>Professional body minimum pass mark requirement:</b> N/A</p>																	
<p><b>MODULE AIMS:</b></p> <p>The aim of this module is to provide learners with an understanding of the organisations that form the public and community service sector, what they do and how they work as a sector and within the wider society. It will consider how organisations use collaboration to address challenges. It will also critically examine the role of governance and leadership and the interconnectivity between community and public services. Along with developing an understanding of the roles of different public and community services, this module will also examine the role of economics and technology in the delivery of public and community services.</p>																	
<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.</p> <p>At the end of the module the learner will be expected to be able to:</p> <table border="1"> <thead> <tr> <th>Assessed Module Learning Outcomes</th> <th>Award/ Programme Learning Outcomes contributed to</th> </tr> </thead> <tbody> <tr> <td>LO1. Demonstrate an understanding of the organisations involved in delivering Community and Public Services</td> <td>8.1.2 Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice</td> </tr> <tr> <td>LO2. Identify the complexities facing public and community services</td> <td>8.1.3 Identify and critique the concepts and theories of social policy, social problems, social groups, difference, inequality and justice and their application in terms of community and public services</td> </tr> <tr> <td>LO3. Explain and use simple economic terms</td> <td>8.3. 2 Acquire, manage and determine the credibility of information.</td> </tr> <tr> <td>LO4. Illustrate how technology is changing service delivery in the Community and Public Services.</td> <td>8.5.2 Demonstrate productive individual and group working; recognising their ability to listen to, reflect on, and interact with, the views and beliefs of others in order to collaborate and to contribute effectively with others.</td> </tr> <tr> <td>LO5 Collaborate and contribute effectively to achieve reliable and accurate a group based outcome.</td> <td></td> </tr> </tbody> </table>						Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	LO1. Demonstrate an understanding of the organisations involved in delivering Community and Public Services	8.1.2 Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice	LO2. Identify the complexities facing public and community services	8.1.3 Identify and critique the concepts and theories of social policy, social problems, social groups, difference, inequality and justice and their application in terms of community and public services	LO3. Explain and use simple economic terms	8.3. 2 Acquire, manage and determine the credibility of information.	LO4. Illustrate how technology is changing service delivery in the Community and Public Services.	8.5.2 Demonstrate productive individual and group working; recognising their ability to listen to, reflect on, and interact with, the views and beliefs of others in order to collaborate and to contribute effectively with others.	LO5 Collaborate and contribute effectively to achieve reliable and accurate a group based outcome.	
Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to																
LO1. Demonstrate an understanding of the organisations involved in delivering Community and Public Services	8.1.2 Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice																
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LO5 Collaborate and contribute effectively to achieve reliable and accurate a group based outcome.																	
<b>DATE OF APPROVAL:</b> 04/05/2018			<b>FACULTY/OFFICE:</b> Academic Partnerships														
<b>DATE OF IMPLEMENTATION:</b> 09/2018			<b>SCHOOL/PARTNER:</b> CCP														
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX			<b>SEMESTER:</b> Semester 1														

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 131</b>
<b>MODULE LEADER: Rowan Adams</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> This module will provide a fundamental understanding of organisations within the public and community services, their roles and responsibilities. It will examine the complexities facing these organisations including economics, technology the influence of the media and stakeholder perspectives. They will also have the opportunity to meet/hear from practitioners in the field from community and charity organisations and public service and private sector providers.	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures(in person and/or live remote/recorded)
Directed Study	10	Set seminar tasks to be undertaken outside of lecturers
Independent Study	120	Guided independent study to support learning and undertake assessments
Visits	10	Visits to public and community organisations( e.g. Fire Service, HM Naval Base)
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report+/- 10% 1500 words (excluding reference list) (ALO 1,2,3)	100%
Practical	Group Seminar( ALO4, 5)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report (New/Different)	100%
Coursework (in lieu of the original assessment)	Essay	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE:</b> CITY1120		<b>MODULE TITLE:</b> Developing Community and Public Service Competencies 1			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 4		<b>JACS CODE:</b> L231	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> N	
<p><b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)</p> <p>This module offers a practice-based student learning experience designed to provide an understanding of community and public service competencies and to develop these skills and abilities within a practice- based learning environment. Students will develop skills necessary for a successful career in community and public services such as, ICT, data and information analysis, research, communication and teamwork.</p>					
<p><b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></p>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	<b>Pass/Fail</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<p><b>MODULE AIMS:</b></p> <p>This module will examine a number of public service competencies in a practice-based setting. It will provide opportunities for both practical and academic skills development including, ICT/digital, data and information analysis, research, communication and teamwork. Students will examine and develop an understanding of situational decision-making and problem solving. They will need to complete 20 hours of work placement/volunteering in order to achieve a pass. As part of this module, students will develop academic and professional skills including critical thinking.</p>					
<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.</p> <p>At the end of the module the learner will be expected to be able to:</p>					
<p><b>Assessed Module Learning Outcomes</b></p> <p>LO1 Demonstrate digital literacy</p> <p>LO2 Describe key competencies and their role in public services</p> <p>LO3 Practice the professional requirements of working in public and community services, including evidence of completion of required hours of work placement/volunteering.</p> <p>LO4 Identify the role of stakeholders in public services and demonstrate an ability to communicate effectively.</p> <p>LO5 Be proficient in the use of digital technologies and/or software to present and/or analyse information or data.</p>			<p><b>Award/ Programme Learning Outcomes contributed to</b></p> <p>8.4.2 Be proficient in the use of a range of technologies and software, to access, search, store, transit and manipulate relevant information; and to conduct computer-based data analysis and presentation.</p> <p>8.2.3 Use theory and practice to propose solutions to problems outside of the context in which they are studied and the ability to evaluate critically the appropriateness of different approaches to solving problems.</p> <p>8.3.1 Effectively communicate information, arguments and analysis, in a manner appropriate for a range of academic, community and public service organisations and their stakeholders, using community and public service and/or academic conventions.</p> <p>8.5.1 Undertake and effectively contribute to appropriate situational decision-making and problem solving skills, taking into account their own normative and moral positions in order to understand how human needs are experienced and met.</p>		
<b>DATE OF APPROVAL:</b> 04/05/2018			<b>FACULTY/OFFICE:</b> Academic Partnerships		

<b>DATE OF IMPLEMENTATION:</b> 09/2018	<b>SCHOOL/PARTNER:</b> CCP
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2025/26	<b>NATIONAL COST CENTRE:</b> 131
<b>MODULE LEADER:</b> Demelza Thackeray	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> This module will focus on skills development through research and projects. It will involve group working and individual assessments/appraisals and will involve Personal Development Planning. Students will be expected to develop both practical and academic skills including: ICT/digital, essay/report writing, reading/notetaking, data and information analysis, research, communication and teamwork. In a professional, practice- based learning environment, this module will offer students the opportunity to acquire skills for success in the workplace as well as those required for progression to higher levels of academic study. Examples of competencies include: ability to understand own strengths and weaknesses and identify areas for improvement; ability to communicate effectively; Recognise what information is relevant and what is not and identify gaps in information; Ability to balance decisive action with due consideration; ability to work in a team and independently. Appraisals will take place through work-based learning opportunities and through situational decision-making events. Students will complete 20 hours of work placement/volunteering as part of the module requirement.	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures/practice	60	Timetabled practical sessions(in person and/or live remote/recorded)
Directed Study	20	Set tasks to be undertaken outside lectures
Engagement with providers	10	Visits, guest speakers, consultancy opportunities
Independent study	110	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio of Evidence and reflection- +/- 10% 2000 words ( excluding references)	100%
Practical	Competencies- Appraisal	Pass/Fail

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio of Evidence and reflection( 1, 2,3,4,5)	100%
Practical	Competencies- Appraisal( ALO1,2,3 4,5)	Pass/Fail

<b>To be completed when presented for Minor Change approval and/or annually updated</b>
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<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY1115		<b>MODULE TITLE:</b> 21 <sup>st</sup> Century Democracy			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 4		<b>JACS CODE:</b> L222	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y	
<p><b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)</p> <p>This module will examine theories and types of democracy and how they're applied to governance. It will question what we mean by democracy, exploring developments and opportunities related to democracy in 21<sup>st</sup> century. It will also consider political ideologies, the political parties and the influence of non- state actors on 21<sup>st</sup> Century democracy. Students will examine power and influence, including supranational.</p> <p>*This practical assessment will take place in person and on-site at CCP as specified on the Assignment Brief. However, if at the time of the assessment, government guidelines on social distancing make this inappropriate then it will take place remotely online. Any changes will be communicated via the DLE.*</p>					
<p><b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></p>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<p><b>MODULE AIMS:</b></p> <p>The aim of this module is to examine democratic theory and how it is applied to governance in the 21<sup>st</sup> century. It will explore what we mean by democracy and consider the role of power, political ideologies, political parties and the influence of non-state actors in the context of 21<sup>st</sup> century democracy. It will examine concepts such as democratic mandate and deficit, subsidiarity, and power including supranational and how this impacts democracy. The module will explore the developments and opportunities facing democracy in the current context.</p>					
<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.</p> <p>At the end of the module the learner will be expected to be able to:</p>					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of types of democracies including participatory, representative and direct.</li> <li>2. Explain and use key terms in 21<sup>st</sup> Century democracy such as democratic deficit, principle of subsidiarity, power</li> </ol>			<ol style="list-style-type: none"> <li>8.1.1. Distinguish between and critically evaluate concepts of human interaction including the dynamics of social change and policy making in both theory and practice at the individual, group and organisational level in communities and public services.</li> </ol>		

<ul style="list-style-type: none"> <li>3. Describe how political ideologies and parties, parties and non-state actors operate within the context of democratic governance</li> <li>4. Evaluate the relationship between democratic theory and institutions and the effects of this on society.</li> <li>5. Demonstrate effective, structured and coherent communication using the appropriate community and public service and/or academic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>8.2.1 Critically analyse, synthesise, articulate and sustain rational argument.</li> <li>8.3.1 Effectively communicate information, arguments and analysis, in a manner appropriate for a range of academic, community and public service organisations and their stakeholders, using community and public service and/or academic conventions.</li> <li>8.3.2 Acquire, manage and determine the credibility of information</li> <li>8.4.2 Be proficient in the use of a range of technologies and software, to access, search, store, transit and manipulate relevant information; and to conduct computer-based data analysis and presentation.</li> </ul>
<b>DATE OF APPROVAL:</b> 04/05/2018	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2018	<b>SCHOOL/PARTNER:</b> CCP
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 128</b>
<b>MODULE LEADER: Rowan Adams</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"><li>• Overview of democratic theory and types of democracy including representative, participatory and direct.</li><li>• Consider early philosophers of democracy and recognise the historical influences in the development of the nation-state.</li><li>• Key concepts including Democratic mandates, democratic deficit, subsidiarity and power.</li><li>• Objectives of political ideologies, political parties, governments and non-state actors</li><li>• Recognize the effects of theories, beliefs and power and influence on governance in 21<sup>st</sup> century democracies.</li><li>• Explore different democratic systems such as federal and unitary</li></ul>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures (in person and/or live remote/recorded)
Visits	10	Visit to UK Parliament and/or devolved institution
Directed Study	20	Set seminar tasks to be undertaken outside lectures
Independent Study	110	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay-+/- 10% 1500 words(excluding reference list) (ALO 2,4)	100%
Practical	Hustings- notes/ VLE voting (ALO 1,3,5)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay	100%
Coursework (in lieu of the original assessment)	Essay	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY1148		<b>MODULE TITLE:</b> Social Divisions and Deprivation			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> Level 4		<b>HECOS CODE:</b> 100502 Social Policy	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module is concerned with recognising and promoting discussion on the central issues of social divisions and deprivation. It explores the multifaceted nature of social division and deprivation in the UK, examining how divisions such as socio-economic group, ethnicity and region intersect to create inequalities. Students will consider current policies, historical factors, and the impact on individuals and communities.					
<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> This module aims to provide students with a critical understanding of social division and deprivation in the UK. Students will investigate the intersectional nature of inequality, exploring how socio-economic group, ethnicity, gender, and region interact to create complex challenges. The module will analyze the effectiveness of current policies and explore the historical and societal factors contributing to these issues. Students will examine the impact of social division on individuals and communities, considering its consequences for health, education, employment, crime rates and social participation. Finally, the module fosters self-reflection, encouraging students to consider how their own values and beliefs influence their perceptions and interactions with others.					
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:					
<b>Assessed Module Learning Outcomes</b>		<b>Award/ Programme Learning Outcomes contributed to</b>			
LO1: Investigate the multifaceted nature of social		8.1.3 Identify and critique the concepts and theories of social policy, social problems, social groups, difference,			

division and deprivation in the UK LO2: Examine the effectiveness of current policies and interventions aimed at addressing social divisions and deprivation LO3: Illustrate the historical and societal factors contributing to social division LO4: Assess the impact of social division and deprivation on individuals and communities LO5: Demonstrate cultural sensitivity, inclusivity and respect for diversity	inequality and justice and their application in terms of community and public services 8.2.3 Use theory and practice to propose solutions to problems outside of the context in which they are studied and the ability to evaluate critically the appropriateness of different approaches to solving problems 8.3.3 Demonstrate cultural sensitivity, inclusivity and respect for diversity 8.4.1 Demonstrate effective organisational and work based practices and the effective exercise of self-management, personal responsibility and decision-making. 8.5.1 Undertake and effectively contribute to appropriate situational decision-making and problem solving skills, taking into account their own normative and moral positions in order to understand how human needs are experienced and met.
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<b>DATE OF APPROVAL:</b> May 2025	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2025	<b>SCHOOL/PARTNER:</b> City College Plymouth
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1
<b>MODE OF DELIVERY:</b> campus taught	

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2025/26	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Demelza Thackeray	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"> <li>Research the various forms of social division, including those based on socio-economic group, ethnicity, gender, and region, and how these intersect with deprivation to create complex challenges for individuals and communities.</li> <li>Consider the strengths and weaknesses of existing government policies and charitable initiatives aimed at addressing social division and deprivation.</li> </ul>	

- Explore historical events, systemic inequalities, and societal attitudes that have shaped the landscape of social division in the UK, and how these factors continue to influence current patterns of deprivation.
- Consider the far-reaching consequences of social division and deprivation on people's lives, including their physical and mental health, educational attainment, employment opportunities, social relationships, and civic participation.
- Develop an understanding of how an individual's values and beliefs impact their perceptions and actions and that these in turn impact their interactions and relationships with others.

#### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures(in person and/or live remote/recorded)
Directed Study	20	Set Seminar tasks to be undertaken outside of lectures
Independent study	120	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay-( +/-10%)1800 words(excluding reference list)( ALO4, 5)	100%
Practical	Individual seminar discussion-based (ALO 1,2,3)	100%

#### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (New/Different)	100%
Coursework (in lieu of the original assessment)	Essay	100%

#### **To be completed when presented for Minor Change approval and/or annually updated**

<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY2133		<b>MODULE TITLE:</b> Rehabilitation and Resettlement			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 5		<b>JACS CODE:</b> L560	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)					
This module considers the rehabilitation of offenders, efforts to curb re-offending and the resettlement of inmates after release from institutions. Students will examine these complex issues in context of social justice and policy. Students will gain an understanding of what programmes of rehabilitation are used, issues of resettlement from the community and offender perspectives and the impact of length of sentences.					
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS</b>					
This will examine offenders and ex-offenders and efforts to rehabilitate and reduce offending, linking this to practices in probation and other agencies. It will look at length of sentencing and policies associated with prison, rehabilitation and resettlement. It seeks to understand personal change, motivation and the environments and programmes that support change. It will also consider issues of resettlement and re-offending. Students will gain insight by evaluating what programmes of rehabilitation are used, issues of resettlement from the community and offender perspectives and the impact of length of sentences.					
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		
LO1 Evaluate the effectiveness programmes in place to rehabilitate criminals. LO2 Critically review the role of society in resettlement. LO3 Assess the role of personal change and motivation in addressing rehabilitation and resettlement			8.1.3 Identify and critique the concepts and theories of social policy, social problems, social groups, difference, inequality and justice and their application in terms of community and public services. 8.2.3 Use theory and practice to propose solutions to problems outside of the context in which they are studied and the ability to evaluate critically the appropriateness of different approaches to solving problems.		

<p>LO4 Evaluate the work of community and public service organisations in the rehabilitation and resettlement of offenders.</p> <p>LO5 Undertake effective research to acquire and manage information to inform reliable and accurate decision making and/or problem solving.</p>	<p>8.4.1 Demonstrate effective organisational and work based practices and the effective exercise of self-management, personal responsibility and decision-making.</p> <p>8.5.1 Undertake and effectively contribute to appropriate situational decision-making and problem solving skills, taking into account their own normative and moral positions in order to understand how human needs are experienced and met.</p>
<p><b>DATE OF APPROVAL:</b> 04/05/2018</p>	<p><b>FACULTY/OFFICE:</b> Academic Partnerships</p>
<p><b>DATE OF IMPLEMENTATION:</b> 09/2019</p>	<p><b>SCHOOL/PARTNER:</b> CCP</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> Semester 2</p>



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 105</b>
<b>MODULE LEADER: Kirsty Trayhorn</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> Legislation and policies governing rehabilitation, sentencing and resettlement Programmes currently in place for rehabilitation, reduction of reoffending, alternatives to prison and resettlement Theories of Rehabilitation, crime and punishment and their application Theories of behaviour modification, motivation and personal change Concepts of resettlement and community-based rehabilitation	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures and guest speakers(in person and/or live remote/recorded)
Visits	10	Visits to community and public service organisations ( Resettlement organisations, probation, rehabilitation programmes)
	20	Directed study
	110	Independent study
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Case study +/- 10% 2000 words (excluding reference list) ( ALO1,2,5)	100%
Practical	Timed Debate ( individual grade)(ALO 3,4,5)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Case study (New/Different)	100%
Coursework (in lieu of the original assessment)	Case study	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY2131		<b>MODULE TITLE:</b> Managing in Public and Community Services			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 5		<b>JACS CODE:</b> L231	
<b>PRE-REQUISITES:</b> none		<b>CO-REQUISITES:</b> none		<b>COMPENSATABLE:</b> Y	
<p><b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i></p> <p>This module is designed to provide students with the opportunity to critically examine theories of management and their application to the Community and Public Services Sector. Students will examine the impact of transformation and change in organisations within community and public services. Also the factors which impact and influence organisational decision making and management including social policy and finance.</p>					
<p><b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i></p>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>70%</b>	<b>P1</b> (Practical)	<b>30%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<p><b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services</p>					
<p><b>Professional body minimum pass mark requirement:</b> N/A</p>					
<p><b>MODULE AIMS:</b></p> <p>The aim of the module is to apply management theory into policy into practice and consider the factors which influence organisational management including finance and social policy. It looks to clarify the contribution of the manager to achieving organisational/personal goals; to help learners understand the challenges managing people, resources and policy; to appraise strategies for developing flexibility and addressing such challenges essential to organisational and personal success.</p>					
<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:</p>					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		
LO1 To assess the link between the specialist role/skills of the manager to organisational and personal efficiency/effectiveness in dynamic, transforming and changing working environments			8.1.1 Distinguish between and critically evaluate concepts of human interaction including the dynamics of social change and policy making in both theory and practice at the individual, group and organisational level in communities and public services.		
LO2 To examine and evaluate differing theories and strategies for initiating, nurturing, developing			8.2.3 Use theory and practice to propose solutions to problems outside of the context in which they are studied and the ability to evaluate critically the		

<p>and sustaining co-operative relationships within community and public service organisations</p> <p>LO3 To analyse the implications and importance of ethics in the workplace and research current social policy approaches</p> <p>LO4 To critically assess the impact of finance and resource allocation on the sustainability of Community and Public Service organisations</p> <p>LO5 Determine the credibility and veracity of information, demonstrating an understanding of the limits of knowledge.</p>	<p>appropriateness of different approaches to solving problems.</p> <p>8.3.1 Effectively communicate information, arguments and analysis, in a manner appropriate for a range of academic, community and public service organisations and their stakeholders, using community and public service and/or academic conventions.</p> <p>8.3.3 Demonstrate cultural sensitivity, inclusivity and respect for diversity.</p> <p>8.4.2 Be proficient in the use of a range of technologies and software, to access, search, store, transit and manipulate relevant information; and to conduct computer-based data analysis and presentation.</p>
<b>DATE OF APPROVAL:</b> 04/05/2018	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> CCP
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 133</b>
<b>MODULE LEADER: Rowan Adams</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"><li>• Theorists/theories of management (evolution of these theories)</li><li>• Organisational environments</li><li>• Organisational development</li><li>• Management skills, and the employer/employee relationship</li><li>• Transformational change and social policy</li><li>• New public management/ new public governance</li><li>• Public finance and budgets and value for money</li><li>• Leadership strategies and team working</li><li>• Stress management/conflict resolution/negotiation/persuasion/appraisal</li><li>• Delegation/empowerment/ownership</li><li>• Strategies for managing change/flexible working practices</li><li>• Ethics in the employment relationship</li></ul>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures (in person and/or live remote/recorded)
Direct Study	20	Set seminar tasks to be undertaken outside of lectures
Independent Study	120	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report - +/- 10% 2000 words (excluding reference list) ALO1,3)	100%
Practical	Presentation (Management Briefing/Report) (2,4,5)	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (new and Different)	100%
Coursework (in lieu of the original assessment)	Report	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray	<b>Approved by:</b> Hollie Galpin-Mitchell

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY2128		<b>MODULE TITLE:</b> Enterprise and the Economy			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> Level 5		<b>JACS CODE:</b> L100	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i>					
This module aims to develop an understanding of the concepts of enterprise, risk taking and innovations within the context of a wide variety of national and international organisational and market settings. It will also give students a build on students conceptual understanding of the objectives of macroeconomic policy the instruments for achieving them and associated constraints within this process.					
<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b>					
This Module aims to develop an understanding of the concepts of enterprise, risk taking and innovations within the context of a wide variety of national and international organisational and market settings. It will also give students a basic conceptual understanding of the objectives of macroeconomic policy the instruments for achieving them and associated constraints within this process.					
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		
LO1 Critically analyse a range of economic policies including individual budget decisions. LO2 Describe how macroeconomic policy can be used by national government LO3 Evaluate the use of enterprise, risk and innovation in public and community services			8.1.2 Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice.  8.2.2 Collate, analyse and interpret information from both primary and secondary sources. Demonstrating		

<p>LO4 Assess the impact of globalisation and commercial requirement.</p> <p>LO5 Undertake effective research to acquire and manage information to inform reliable and accurate decision making and/or problem solving.</p>	<p>an awareness of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p>8.3.2 Acquire, manage and determine the credibility of information.</p> <p>8.4.2 Be proficient in the use of a range of technologies and software, to access, search, store, transit and manipulate relevant information; and to conduct computer-based data analysis and presentation.</p>
<b>DATE OF APPROVAL:</b> 04/05/2018	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> CCP
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 129</b>
<b>MODULE LEADER:</b> Demelza Thackeray	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"><li>• Economic Theory such as Smith, Keynes, Friedman, Marx</li><li>• Entrepreneurship and Enterprise Theories</li><li>• Objectives of economic policies and economic growth, effects of economic policies and political decisions on enterprise and innovation ( includes historical and current context)</li><li>• Risk Management in Public Finance</li><li>• The impact of Globalization and the impact of enterprise ( e.g. 2008 global economic crisis; Brexit)</li><li>• The role of behavioural economic theories (eg Nudge) on policy development and public expenditure</li><li>• Impact of contracting, commissioning, privatisation</li></ul>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures and guest Speakers (in person and/or live remote/recorded)
Directed Study	20	Set seminar tasks to be completed outside of lectures
Independent Study	120	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report- +/- 10% 2500 words (excluding reference list) (ALO 3,4,5)	50%
	Budget Case Study- +/-10% 2000 words (excluding reference list)	50%
	(ALO 1, 2)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report New/Different) Budget Case Study (New/Different)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY2130		<b>MODULE TITLE:</b> Developing Competencies in the Community and Public Services (2)			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 5		<b>JACS CODE:</b> L231	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> N	
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)					
<p>Focusing on research, this module offers a practice-based learning experience, building on the knowledge gained at L4 to further develop public service competencies to prepare students for employment. Students will have the opportunity to develop skills such as project management, bid/tender writing, research, needs assessment and personal skills such as resilience, self-management, decision-making and leadership.</p>					
<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	<b>Pass/Fail</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b>					
<p>With a focus on research, This module will appraise public service competencies in a practical setting. It will provide opportunities for advanced skills development, building on experience from level 4 and learners will demonstrate situational decision-making and problem solving. As a requirement of this module, students will complete 40 hours of work placement/volunteering. Students will demonstrate their ability to apply theory into practice. Learners will have the opportunity to develop skills such as project/programme management, problem-solving, commissioning/bids/tendering, research skills, needs assessment and personal skills such as resilience, self-management, situational decision-making and leadership. This module aims to prepare students not only for the workplace environment but also for progression into higher levels of academic study.</p>					
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.					
At the end of the module the learner will be expected to be able to:					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		
LO1 Apply a range of research methodologies, data collection and data analysis techniques. LO2 Practically demonstrate ability to work individually and in groups and effectively communicate with stakeholders LO3 Practice self-management, project management and problem-solving			8.2.2 1. Collate, analyse and interpret information from both primary and secondary sources. Demonstrating an awareness of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. 8.4.1. Demonstrate effective organisational and work based practices and the effective exercise of		



<p>LO4 Demonstrate ability to apply theories to the practical work environment</p> <p>LO5 Design and deliver effective research to acquire and manage information to inform reliable and accurate decision making and/or problem solving.</p>	<p>self-management, personal responsibility and decision-making.</p> <p>8.5.1 Undertake and effectively contribute to appropriate situational decision-making and problem solving skills, taking into account their own normative and moral positions in order to understand how human needs are experienced and met.</p> <p>8.5.2 Demonstrate productive individual and group working; recognising their ability to listen to, reflect on, and interact with, the views and beliefs of others in order to collaborate and to contribute effectively with others.</p>	
<p><b>DATE OF APPROVAL:</b> 04/05/2018</p>	<p><b>FACULTY/OFFICE:</b> Academic Partnerships</p>	
<p><b>DATE OF IMPLEMENTATION:</b> 09/2019</p>	<p><b>SCHOOL/PARTNER:</b> CCP</p>	
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> Semester 1 &amp; 2</p>	

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 105</b>
<b>MODULE LEADER: Demelza Thackeray</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"> <li>• Primary Research Methods including; Writing a Literature Review, Qualitative and Quantitative research methodologies, Sampling, Data collection and data analysis, writing up research.</li> <li>• Persuasion and Negotiation skills</li> <li>• Leadership</li> <li>• Application of management and behaviour theory</li> <li>• Group work</li> <li>• Project/programme management</li> <li>• Commissioning, Bid/tender writing,</li> <li>• Problem-solving</li> <li>• Needs assessments</li> </ul> <p>Appraisals linked to core competencies such as understanding of own strengths and weaknesses and areas for development; accountability and responsibility; ability to work collaboratively; ability to communicate effectively and professionally; ability to think critically: balance the risk, cost and benefits to decision-making. Practical appraisals will take place in work-based learning opportunities and through situational decision-making events. As part of the module, students are required to complete 40 hours of work placement/volunteering.</p>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture/work practice	60	Timetabled lectures and guest speakers(in person and/or live remote/recorded)
Directed Study	20	Set seminar tasks to be undertaken outside of lectures
Independent Study	120	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio(research)- +/- 10% 3000words (excluding reference list)(ALO 1,2,3,4,5,)	100%
Practical	Practical appraisal (ALO 1,2,3,4,5,)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Portfolio	100%
Practical	Practical appraisal (Remotely)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025

## UNIVERSITY OF PLYMOUTH MODULE RECORD

Last Saved: 12/08/2025

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY2129		<b>MODULE TITLE:</b> Theory of Crime and Criminal behaviour			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 5		<b>JACS CODE:</b> L611	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> Studying the meaning, extent & the wide ranging effects of crime for individuals & society. It studies theoretic & practical aspects of the causes & effects of crime & criminal behaviour from the perspective of the individual, society & institutions. Students will study how theories of crime are applied when assessing criminal behaviour & the Criminal Justice System, incl. probation.					
<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> The aim of this module is to equip students with the tools of analysis to provide explanation and discussion of the wider environment relating to crime, criminals and victims. It focuses on the social construction of crime, its measurement and reactions and responses generated within society. It will look at theories of crime and criminal behaviour from the perspective of the individual, society and organisations within the Criminal Justice System, including probation. Through the study of theory of crime & criminal behaviour, students assess the efficiency of the Criminal Justice System.					
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes. At the end of the module the learner will be expected to be able to:					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		

<p>LO1 Critically assess how crime is socially constructed and categorised in terms of law making and law enforcement including punishment of offenders.</p> <p>LO2. Evaluate the accuracy and validity of various sources of information relating to the extent and level of crime.</p> <p>LO3. Critically assess theories relating to the explanations of crime and criminal behaviour.</p> <p>LO4. Critically assess the effects of crime for the individual, communities and law enforcement.</p> <p>LO5. Undertake effective research to acquire and manage information to inform reliable and accurate decision making and/or problem solving.</p>	<p>8.1.1 Distinguish between and critically evaluate concepts of human interaction including the dynamics of social change and policy making in both theory and practice at the individual, group and organisational level in communities and public services.</p> <p>8.2.1 Critically analyse, synthesise, articulate and sustain rational argument.</p> <p>8.3.1 Effectively communicate information, arguments and analysis, in a manner appropriate for a range of academic, community and public service organisations and their stakeholders, using community and public service and/or academic conventions.</p> <p>8.3.2 Acquire, manage and determine the credibility of information.</p> <p>8.5.2 Demonstrate productive individual and group working; recognising their ability to listen to, reflect on, and interact with, the views and beliefs of others in order to collaborate and to contribute effectively with others.</p>
<p><b>DATE OF APPROVAL:</b> 04/05/2018</p>	<p><b>FACULTY/OFFICE:</b> Academic Partnerships</p>
<p><b>DATE OF IMPLEMENTATION:</b> 09/2019</p>	<p><b>SCHOOL/PARTNER:</b> CCP</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> Semester 1</p>

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 104</b>
<b>MODULE LEADER: Kirsty Trayhorn</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> <ul style="list-style-type: none"> <li>• Social Construction of Crime and Criminals such as labelling and interactionist theory</li> <li>• Offender profiling</li> <li>• Criminological theories such as: social deviance; broken windows theory; environmental, strain theory</li> <li>• Victimology including Victim Precipitation, Deviant Place and Lifestyle theories</li> <li>• Role of victims and the public in Criminal Justice system</li> <li>• Relation of criminal behaviour and its depiction in Criminal law</li> <li>• Use Case Studies and Journal reviews to apply theory to practice</li> </ul>	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled lectures and Guest speakers(in person and/or live remote/recorded)
Visits	10	Arranged visits to facilities and organisations like Courts, prison, probation
Directed study	10	Set tasks to be undertaken outside lectures
Independent study	120	Guided independent study to support learning and undertake assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay +/-10% 2000 words (excluding reference list) (ALO1,2,5)	100%
Practical	Group Presentation( ALO 3,4,5,)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (New and Different)	100%
Coursework (in lieu of the original assessment)	Essay	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025

# UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> CITY2132		<b>MODULE TITLE:</b> Policy and Social Justice			
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> Level 5		<b>JACS CODE:</b> L430	
<b>PRE-REQUISITES:</b> No		<b>CO-REQUISITES:</b> No		<b>COMPENSATABLE:</b> Y	
<p><b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)</p> <p>This module will explore the role of public policy and social justice in today's society. It will critically examine theories of social justice, the state and non-state actors engaged in various social justice movements and the practical application of policy to address social justice issues. Students will evaluate the theories of social justice such as procedural and distributive justice and how these are applied.</p>					
<p><b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></p>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>70%</b>	<b>P1</b> (Practical)	<b>30%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Public Services					
<b>Professional body minimum pass mark requirement:</b> N/A					
<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.</p> <p>At the end of the module the learner will be expected to be able to:</p>					
<b>Assessed Module Learning Outcomes</b>			<b>Award/ Programme Learning Outcomes contributed to</b>		
LO1 To appraise the impact of policy on issues of social justice LO2 To demonstrate an understanding of policy development and implementation LO3 To evaluate the impact of social justice movements demonstrating an understanding of its basis in theory. LO 4 Examine the variety of factors and influences which impact on policy decision -making. LO5 Demonstrate cultural sensitivity, inclusivity and respect for diversity			8.1.2 Demonstrate a critical understanding of the organisation and delivery of welfare through creation, delivery management and impact of public policy in both theory and practice. 8.1.3 Identify and critique the concepts and theories of social policy, social problems, social groups, difference, inequality and justice and their application in terms of community and public services. 8.3.3 Demonstrate cultural sensitivity, inclusivity and respect for diversity 8.5.2 Demonstrate productive individual and group working; recognising their ability to listen to, reflect on and interact with the views and beliefs of others in order to collaborate and contribute effectively with others.		
<b>DATE OF APPROVAL:</b> 04/05/2018			<b>FACULTY/OFFICE:</b> Academic Partnerships		
<b>DATE OF IMPLEMENTATION:</b> 09/2019			<b>SCHOOL/PARTNER:</b> CCP		



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR: 2025/26</b>	<b>NATIONAL COST CENTRE: 105</b>
<b>MODULE LEADER: Rowan Adams</b>	<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> Module will include an examination of models of policy development, and their practical application. It will examine a number of social justice movements as well as the theories behind social justice. Students will critically analyse the impact of policy decisions and legislation on issues of social justice. They will examine the issues of conflict between policy and social justice and consider the impact of policy and social justice on society.	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	60	Timetabled Lecturers(in person and/or live remote/recorded)
Directed Study	20	Set Seminars tasks to be undertaken outside of lectures
Independent study	120	Guided independent study to support learning and undertake assessments.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (ALO 1,3,5)	100%
Practical	Presentation (ALO 2,4,5)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report (New/Different)	100%
Coursework (in lieu of the original assessment)	Essay	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Demelza Thackeray Date: August 2025	<b>Approved by:</b> Hollie Galpin-Mitchell Date: August 2025