

In Partnership with



**UNIVERSITY OF
PLYMOUTH**



WEYMOUTH
HIGHER EDUCATION

PROGRAMME QUALITY HANDBOOK 2019-20

FdSc Public Services

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1. Welcome and Introduction to FdSc Public Services

Welcome to FdSc Public Services delivered at Weymouth by Weymouth College.

The course aims to equip students with the knowledge, understanding and skills to progress and develop their career in public services and related voluntary and private-sector organisations.

The benefits of studying on this programme are:

- Compact course delivery enabling you to work and learn at the same time; the course delivery is designed to support learners to seek/maintain employment opportunities within the public sector.
- Exciting and varied programme of theoretical and practical subjects; the course incorporates a range of practical and industry based activities to support theoretical learning including the use of outdoor activities, sport/fitness practical's and visits form public sector employers.
- A wide knowledge and skills base is covered, transferable to a range of job roles and public service-related organisations; learners are able to participate in a wide range of relevant modules that develop theoretical understanding of working within the public sector and also develop practical skills and experiences transferable for working within the public sector.
- High-quality provision with access to University of Plymouth resources; learners will be able to access a wide range of electronic and practical resources as part of their programme including University of Plymouth resources and facilities in addition to the facilities and resources made available to HE students at Weymouth College including a dedicated HE student centre, library, sport and outdoor activity facilities.
- Regular industry liaison and visiting speakers; as part of the programme learners will liaise with a variety of industry and service related speakers/employers to support their studies and employability - learners may participate in talks and activities on site and visits industry/services off site.
- Exciting programme of off-site trips and practical activities; the programme endeavours to get learners out to industry and activity sites to develop their employability skills, unit understanding and liaise regularly with public sector employers.
- Professional and inspirational staff from a wide range of employment backgrounds; the programme is delivered by lecturers who specialize in their subject areas both from experience, theory and industry experience – for example within the current team lecturers also currently work with South Western Ambulance Service, Dorset Police and within the finance industry as well as previous experience in the sports industry and military.
- Weymouth College has excellent practical facilities both on our main campus and at the nearby Redlands Community Sports Hub and Weymouth and Portland National Sailing Academy. Learners will have access to a range of facilities to support their units and personal development and employability including Weymouth College Community Sports Centre & Redlands Community Sports Hub for fitness/practical units, Weymouth & Portland National Sailing Academy as part of their Leadership & Outdoor Activities unit.

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 Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - o available on Moodle
- Your Teaching, Learning and Assessment Handbook
 - o available on Moodle
- University of Plymouth's Student Handbook
 - o available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

2. Programme Specification

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|--|--|
| Awarding Institution: | University of Plymouth |
| Partner Institution and delivery site (s): | Weymouth College, Cranford Avenue |
| Accrediting Body: | N/A |
| Language of Study: | English ¹ |
| Mode of Study: | Full-time |
| Final Award: | FdSc Public Services |
| Intermediate Award: | N/A |
| Programme Title: | FdSc Public Services |
| UCAS Code: | L431 |
| JACS Code: | L431 |
| Benchmarks: | Foundation Degree Qualification Benchmark (FDQB). As there are no specific benchmark statements for this subject area the following benchmarks have been used: QAA Subject Benchmark Social Policy & Administration & Politics & International Relations |
| Date of Programme Approval: | 27 th January 2016 |

Brief Description of Programme

The Foundation Degree in Public Service is designed to open your eyes to the diverse range of careers available. These include uniformed services, such as emergency, defence, security, justice and probation through to non-uniformed roles with local and central government, as well as related voluntary and private-sector agencies. If you want a job that is challenging, offers great career prospects, and provides great job satisfaction, then why not consider a career in public services?

The course aims to equip you with the knowledge, understanding and skills to progress and develop your career in public services and related voluntary and private-sector organisations. The benefits of studying on the programme include compact delivery enabling you to work and learn at the same time, an exciting and varied programme of theoretical and practical subjects incorporating a wide knowledge and skills set which are transferable to a range of job roles and public service-related organisations, delivered by professional and inspirational staff from a range of relevant employment backgrounds. The programme provides high-quality provision including access to Plymouth University resources, regular industry liaison and visiting speakers, excellent practical facilities both on our main campus and other locations (Redlands and Weymouth and Portland National Sailing Academy) and includes an exciting programme of off-site trips and practical activities.

¹ Unless otherwise approved through University of Plymouth's Academic Development and Partnerships Committee

Programme Aims

The programme will deliver:

1. The opportunity for students to gain an understanding of the structural, administrative, legislative and policy making contexts of a range of modern public services, within professional, and ethical frameworks and cultural and socio-political considerations.
2. Concepts and theories relevant to a range of public services contexts, and to equip the students with the skills to be able to apply these to foster the development of vocational and transferable skills.
3. Opportunities for students to be equipped with the communication, organisational, critical thinking and management skills requisite for progression into a career within the public service sector
4. Students who are able to deal with diverse and complex issues in a pressurised and difficult environment
5. Students with the ability to develop effective team-working and leadership skills
6. Graduates with the skills and knowledge for further study

Programme Intended Learning Outcomes (ILO)

1. Demonstrate the ability to contribute to the public services environment through effective use and combination of the knowledge and skills gained in different parts of the programme
2. Describe and evaluate the roles of a range of professionals relevant to Public Services, and develop competencies in these professionalisms by engaging with local employers
3. Critically analyse essential theories related to public services and evaluate their implementation.
4. Demonstrate transferable skills which will enable individuals to meet the requirements within their own employment, a supervisory or management position or adapting to changes in the provision or public sector.
5. Demonstrate skills and techniques, and personal qualities and attitudes essential for successful performance in working life.
6. Demonstrate appropriate leadership and communication skills for the public sector workplace.

Progression Route(s)

Successful students may decide to apply to spend one further year at the following University of Plymouth partner colleges to study:

- BSc (Hons) Emergency Sector Management and Interoperability (Cornwall College - Bickton)
- BSc (Hons) Community and Public Services Management (City College Plymouth) and
- BSc (Hons) Public Services (Exeter College)

Programme Structure

| Level 4 (Year 1) | | | |
|---|---------|----------|-----------------------|
| Module | Credits | Term | Core or Option Module |
| WEYM1044 Research and Study Skills | 20 | All Year | Core |
| WEYM1045 Health and Well-Being | 20 | All Year | Core |
| WEYM1046 International Relations | 20 | All Year | Core |
| WEYM1047 Media and Communications in Public Services | 20 | All Year | Core |
| WEYM1048 Ethics, Values, Diversity and Human Rights | 20 | All Year | Core |
| WEYM1049 Social Context of Public Services | 20 | All Year | Core |
| Level 5 (Year 2) | | | |
| Module | Credits | Term | Core or Option Module |
| WEYM2040 Criminology and Applied Forensic Psychology | 20 | All Year | Core |
| WEYM2041 Major Incidents and Counter Terrorism | 20 | All Year | Core |
| WEYM2042 Research Project | 20 | All Year | Core |
| WEYM2043 Teamwork and Leadership through Outdoor Activities | 20 | All Year | Core |
| WEYM2044 Work-Based Learning | 20 | All Year | Core |
| WEYM2045 Managing the Public Finances | 20 | All Year | Core |

Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

| FHEQ level: 4 | | | | | |
|--|---|-----------|---------------------------------|---|---|
| Definitions of Graduate Attributes and Skills Relevant to this Programme | Teaching and Learning Strategy / Methods | Prog Aims | Prog intended Learning Outcomes | Range of Assessments | Related Core Modules |
| <p>Knowledge / Understanding:</p> <p>To facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the essential skills, which will equip and prepare students for continuing personal development.</p> <p>Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • have demonstrated knowledge and understanding in a field of study that builds upon general level 3 education and is supported by advanced textbooks • can communicate about their understanding, skills and activities, with peers and lecturers • have the learning skills to undertake further studies with some autonomy • expose students to elements of public sector theory and application. | <p>Primary:</p> <p>Lecture Seminars Group discussions Guest Speakers/Industry Visits Workshops Assignments</p> <p>Secondary/Supplementary:</p> <p>Peer-to-peer learning Peer evaluation</p> | 1,2,3,6 | 1,2,3,6 | Essay, Report, Portfolio, Presentation, Test, Practical | <p>WEYM1044</p> <p>WEYM1045</p> <p>WEYM1046</p> <p>WEYM1047</p> <p>WEYM1048</p> <p>WEYM1049</p> |

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|---|---|-------------|-----------|---|--|
| <p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p> <p>Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work.</p> | | | | | |
| <p>Cognitive and Intellectual Skills:</p> <p>Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none">Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context.Develop a range of cognitive and social skills relevant to their intellectual, vocational and personal development | <p>Primary:</p> <p>Lecture</p> <p>Seminars</p> <p>Group discussions</p> <p>Guest Speakers/Industry Visits</p> <p>Workshops</p> <p>Assignments</p> <p>Secondary/Supplementary:</p> <p>Peer-to-peer learning</p> <p>Peer evaluation</p> | | | | |
| | | 1,2,3,6 | 1,2,3,5,6 | Essay, Report, Portfolio, Presentation, Test, Practical | WEYM10 44 WEYM10 45 WEYM10 46 WEYM10 47 WEYM10 48 WEYM10 49 |
| <p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Students will formulate reasoned responses to the critical judgments of others and identify personal strengths and areas for improvement</p> | | | | | |
| <p>Key Transferable Skills:</p> <p>Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none">qualities and transferable skills necessary for employment and progression to other | <p>Primary:</p> <p>Lecture</p> <p>Seminars</p> <p>Group discussions</p> <p>Guest Speakers/Industry Visits</p> | 1,2,3,4,5,6 | 1,4,5,6 | Essay, Report, Portfolio, Presentation, Test, Practical | WEYM10 44 WEYM10 45 WEYM10 46 |

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|---|---|---------|-----------|--|--|
| <ul style="list-style-type: none"> • qualifications requiring the exercise of personal responsibility and decision-making • the ability to utilise opportunities for lifelong learning. • communicate effectively and fluently in speech and writing • use communication and information technology, including audio-visual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information • work independently, demonstrating initiative, self-organisation and time management, progressing through the degree programme to become a mature, independent learner • collaborate with others to achieve common goals through, for example, group work, group projects, group presentations, etc. | Workshops Assignments Work Placement Practical Activities Table Top Exercises Secondary/Supplementary: Peer-to-peer learning Peer evaluation Work placement/instructor feedback | | | | WEYM10 47 WEYM10 48 WEYM10 49 |
| <p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Students will be encouraged to study independently, set and meet personal goals, manage workloads, attend and reflect upon work placement and practical activities eg table top and outdoor activities. Students will respond to and meet deadlines anticipate and accommodate change and work within different contexts.</p> | | | | | |
| <p>Employment Related Skills:</p> <p>Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • successful application in the workplace of the range of knowledge and skills learnt throughout the programme • undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations | Primary: Lecture Seminars Group discussions Guest Speakers/Industry Visits Workshops Assignments Work Placement Practical Activities | 2,3,4,5 | 1,2,3,5,6 | Essay, Report, Portfolio, Presentation, Test, Practical | WEYM10 44 WEYM10 45 WEYM10 47 WEYM10 48 |

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|---|--|---------|---------|--|--|
| <ul style="list-style-type: none"> • apply underlying concepts and methods used in the study of the public sector within institutions and practices • work independently, demonstrating initiative, self-organisation and time management • collaborate with others and contribute effectively to the achievement of common goals. | <p>Table Top Exercises</p> <p>Secondary/Supplementary:</p> <p>Peer-to-peer learning</p> <p>Peer evaluation</p> <p>Work placement/instructor feedback</p> | | | | |
| <p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Work based learning (WBL) is important in addition to other modules for understanding current practice and in informing students' own developing practice. Throughout the course a mixture of tutor led and self-directed study sessions will be deployed to encourage both group and individual learning. Students will have access to learning materials and resources via Weymouth College and Plymouth University.</p> | | | | | |
| <p>Practical Skills:</p> <p>QAA Subject Benchmark Social Policy & Administration 2007 & Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context • problem-solving skills: encourage imagination and flexibility in seeking solutions to problems • data collection and research skills: to discover information, to manipulate data and to discover their meaning • teamwork skills: students will have developed interpersonal skills that allow them to | <p>Primary:</p> <p>Lecture</p> <p>Seminars</p> <p>Group discussions</p> <p>Guest Speakers/Industry Visits</p> <p>Workshops</p> <p>Assignments</p> <p>Work Placement</p> <p>Practical Activities</p> <p>Table Top Exercises</p> <p>Secondary/Supplementary:</p> <p>Peer-to-peer learning</p> <p>Peer evaluation</p> | 2,3,4,5 | 1,4,5,6 | <p>Essay, Report, Portfolio, Presentation, Test, Practical</p> | <p>WEYM10 44 WEYM10 45</p> |

| collaborate with others in research and problem solving & practical activities • group discussion for communicating ideas and presenting own work in a variety of interactive formats, including, for example, debates, case studies, role play and simulations | Work placement/instructor feedback. | | | | |
|--|---|------------------|--|-----------------------------|-----------------------------|
| An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Students will develop a range of work-based and transferable skills through successful completion of work-based learning and leadership and teamwork in addition to other skills on the programme. | | | | | |
| FHEQ level: 5 | | | | | |
| Definitions of Graduate Attributes and Skills Relevant to this Programme | Teaching and Learning Strategy / Methods | Prog Aims | Prog intended Learning Outcomes | Range of Assessments | Related Core Modules |
| Knowledge / Understanding: To facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the essential skills, which will equip and prepare students for continuing personal development. Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations By the end of this level of this programme the students will be able to demonstrate for a threshold pass: | Primary: Lecture Seminars | 1,2,6 | 1,2,3 | Essay, Report, Portfolio, | WEYM2040 |

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|--|--|---------|---------|---|--|
| <ul style="list-style-type: none"> have demonstrated knowledge and understanding in a field of study that builds upon general level 3 education and is supported by advanced textbooks can communicate about their understanding, skills and activities, with peers and lecturers have the learning skills to undertake further studies with some autonomy expose students to elements of public sector theory and application. | Group discussions Guest Speakers/Industry Visits Workshops Assignments Secondary/Supplementary: Peer-to-peer learning Peer evaluation | | | Presentation, Test, Practical | WEYM20 41 WEYM20 42 WEYM20 43 WEYM20 44 WEYM20 45 |
| <p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work.</p> | | | | | |
| <p>Cognitive and Intellectual Skills:</p> <p>Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context. Develop a range of cognitive and social skills relevant to their intellectual, vocational and personal development | Primary: Lecture Seminars Group discussions Guest Speakers/Industry Visits Workshops Assignments Secondary/Supplementary: Peer-to-peer learning Peer evaluation | 1,2,3,6 | 1,2,3,6 | Essay, Report, Portfolio, Presentation, Test, Practical | WEYM20 40 WEYM20 41 WEYM20 42 WEYM20 43 WEYM20 44 WEYM20 45 |
| <p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Students will formulate reasoned responses to the critical judgments of others and identify personal strengths and areas for improvement</p> | | | | | |
| Key Transferable Skills: | | | | | |

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| <p>Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making • the ability to utilise opportunities for lifelong learning. • communicate effectively and fluently in speech and writing • use communication and information technology, including audio-visual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information • work independently, demonstrating initiative, self-organisation and time management, progressing through the degree programme to become a mature, independent learner • collaborate with others to achieve common goals through, for example, group work, group projects, group presentations, etc. | <p>Primary:</p> <p>Lecture Seminars Group discussions Guest Speakers/Industry Visits Workshops Assignments Work Placement Practical Activities Table Top Exercises</p> <p>Secondary/Supplementary:</p> <p>Peer-to-peer learning Peer evaluation Work placement/instructor feedback</p> | <p>1,2,3,4,5,6</p> | <p>1,4,5,6</p> | <p>Essay, Report, Portfolio, Presentation, Test, Practical</p> | <p>WEYM2041 WEYM2042 WEYM2043 WEYM2044</p> |
| <p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Students will be encouraged to study independently, set and meet personal goals, manage workloads, attend and reflect upon work placement and practical activities eg table top and outdoor activities. Students will respond to and meet deadlines anticipate and accommodate change and work within different contexts.</p> | | | | | |
| <p>Employment Related Skills:</p> <p>Foundation Degree Qualifications Benchmark (FDQB) & Subject Benchmark</p> | | | | | |

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| <p>Statement for Politics & International Relations</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • successful application in the workplace of the range of knowledge and skills learnt throughout the programme • undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations • ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context • apply underlying concepts and methods used in the study of the public sector within institutions and practices • work independently, demonstrating initiative, self-organisation and time management • collaborate with others and contribute effectively to the achievement of common goals. | <p>Primary:</p> <p>Lecture Seminars Group discussions Guest Speakers/Industry Visits Workshops Assignments Work Placement Practical Activities Table Top Exercises</p> <p>Secondary/Supplementary:</p> <p>Peer-to-peer learning Peer evaluation Work placement/instructor feedback</p> | 1,2,3,4,5,6 | 2,4,5,6 | <p>Essay, Report, Portfolio, Presentation, Test, Practical</p> | <p>WEYM2041 WEYM2042 WEYM2043 WEYM2044</p> |
| <p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Work based learning (WBL) is important in addition to other modules for understanding current practice and in informing students' own developing practice. Throughout the course a mixture of tutor led and self-directed study sessions will be deployed to encourage both group and individual learning. Students will have access to learning materials and resources via Weymouth College and Plymouth University.</p> | | | | | |
| <p>Practical Skills:</p> <p>QAA Subject Benchmark Social Policy & Administration 2007, Subject Benchmark Statement for Politics & International Relations</p> | | | | | |

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|---|---|-----------|---------|---|--|
| <p>& Foundation Degree Qualifications Benchmark (FDQB)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context problem-solving skills: encourage imagination and flexibility in seeking solutions to problems data collection and research skills: to discover information, to manipulate data and to discover their meaning teamwork skills: students will have developed interpersonal skills that allow them to collaborate with others in research and problem solving & practical activities group discussion for communicating ideas and presenting own work in a variety of interactive formats, including, for example, debates, case studies, role play and simulations | <p>Primary:</p> <p>Lecture Seminars Group discussions Guest Speakers/Industry Visits Workshops Assignments Work Placement Practical Activities Table Top Exercises</p> <p>Secondary/Supplementary:</p> <p>Peer-to-peer learning Peer evaluation Work placement/instructor feedback.</p> | 2,3,4,5,6 | 1,4,5,6 | Essay, Report, Portfolio, Presentation, Test, Practical | WEYM20 41 WEYM20 42 WEYM20 43 WEYM20 44 |
| <p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Teaching, learning and assessment will take place in a range of contexts according to the module. Lectures, trips, seminars, guest speakers, practical activities and tutorials will be used to explore underpinning knowledge and as a means of discussing outcomes and applying them to assessed work. Students will develop a range of work-based and transferable skills through successful completion of work-based learning and leadership and teamwork in addition to other skills on the programme.</p> | | | | | |

Work Based Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all.

FHEQ level: 5

| WBL/WRL Activity: | Logistics | Prog Aim | Prog Intended LO | Range of Assessments | Related Core Module(s) |
|---|---|-----------|------------------|--|------------------------------|
| Work experience placement within public services sector | Students to find their own employment or work in an appropriate public services sector organisation. Overseen and supported by Module Leader and Programme Leader | 1,2,3,4,5 | 2,4,5,6 | Coursework: Portfolio and Presentation | WEYM2044 Work Based Learning |

An explanation of this map:

Students will be required to identify, apply and engage in 200 hours placement/employment within a public sector setting (across 2 years) following the required entry processes of their chosen provider e.g. application/interview/selection where required. The module leader will deliver content and support students in the gaining, participating and evaluating their work placement and will monitor each student's progress throughout their placements. Prior to starting the placement students may be required to complete a DBS – due to the nature of the sector placement providers often facilitate this process – where this is not possible the college (module leader and health and safety DBS team) will support with this. In addition to this, prior to placement starting the module leader will contact/verify placement with provider and provided an employer handbook detailing the purpose, requirements, feedback forms and other important information to support the employer in providing placement for the student. The student is also provided with a student placement handbook detailing the processes and expectations before, during and after their placement. Where possible the module leader may carry out visits to the placement/student – as a minimum of the module leader will remain in email/phone contact with the provider for start, mid-point and completion feedback.

Students will be supported in finding their work placement opportunities by the module leader and Programme Leader.

Students are expected to continuously participate in Work-Based Learning across the two years of the programme. Students will be expected to reflect and record WBL activities utilising Pebble Pad on a continuous basis with a minimum requirement of 100 hours per academic year. There will be a programme of guest speakers who are currently working in the sector. The students will present a reflective portfolio on their WBL investigating the experiences they have had as well as looking at the area of the public services sector they have worked in. This will allow them to reflect on their experiences, looking at the skills they have gained and allowing them to identify any areas they need to improve and put in place an action plan to address these.

The module culminates in a presentation that allows students to gain skills in this area as well as improving their presentation skills. The assessment is based on the portfolio of evidence and the presentation together, the weighting is 75% portfolio and 25% presentation

3. Module Records

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

| | | | |
|---|-----------------------------|---|-----------------------|
| MODULE CODE: WEYM1044 | | MODULE TITLE: Research and Study Skills | |
| CREDITS: 20 | FHEQ Level: 4 | JACS CODE: X290 | |
| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes | |
| SHORT MODULE DESCRIPTOR: Students will be introduced to and allowed to develop a range of study skills so as to ensure academic standards relevant to a higher programme are established and maintained. Students will be required to develop planning, reading, writing, communicative and ICT based abilities. This module is essential in giving students the opportunity to develop the required skills needed to ensure success at higher education level. | | | |
| ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i> | | | |
| COURSEWORK | | | |
| C1 (Coursework) | 100% | | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: The aims of this module are to: <ul style="list-style-type: none"> ensure that students develop the research and study skills necessary at this level develop academic confidence to maximise learning opportunities | | | |
| ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> Identify, evaluate and cite appropriate sources of information for research Describe and apply qualitative and quantitative approaches to research Explain and justify application of research methods to research Apply appropriate study and transferable skills & methods of communicating research, including the conventions of academic writing and referencing. Reflect on individual strengths and weaknesses, and as a result construct an appropriate personal development plan (PDP) for continuous evaluation and professional achievement | | | |
| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2016 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 131 |
|------------------------|---------------------------|

| | |
|------------------------------|--------------------------|
| MODULE LEADER: Olivia Parker | OTHER MODULE STAFF: None |
|------------------------------|--------------------------|

SUMMARY of MODULE CONTENT

1. Creating an audit of personal study skills and needs.
2. Practising methods and techniques for effective study.
3. Accessing appropriate learning resources successfully.
4. Selecting and using appropriate resources for specific learning and assessment including note taking.
5. Strategies for effective time management and planning assignments.
6. Managing assessment tasks effectively, e.g. essay writing, using seminar papers, presentations.
7. Writing in approved academic style, avoiding plagiarism and referencing correctly.
8. Applying and integrating learning from the workplace.
9. Sharing and synthesizing learning with others.
10. Using ICT effectively to research and present work.
11. Using constructive feedback and continuous reflection in order to improve performance and self-confidence.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|---|
| Lecture | 45 | 30 x 1.5 hour lecturers |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided independent Learning | 147.5 | Includes preparation for written report and personal development plan (PDP) |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|---|---------------------|--|
| Coursework | C1 | Report | 50% | ALO's 1, 2 and 3 Marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, synthesis, clarity of expression |
| | | Personal Development Plan outlining SWOT and Action Plan. | 50% Total = 100% | ALO's 4 and 5 |

| | | | |
|------------------------------|---------------------|----------------------------|---------------------|
| Updated by: Olivia Parker | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
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Recommended Texts and Sources:

Blaxter, L., Hughes, C. and Tight, M., (2010) *How to Research*. 4th ed. Maidenhead: Open University Press.

Bowling, A., (2014) *Research Methods in Health: Investigating Health and Health Services*. 4th Edition. Berkshire: Oxford University Press.

Bradbury, A., (2010) *Successful Presentation Skills*. 4th ed. London: Kogan Page.

Braun, V. and Clarke, V., (2013) *Successful qualitative research: a practical guide for beginners*. London: Sage.

Bryman, A., (2012). *Social Research Methods*. 3rd Edition. Oxford: Oxford University Press.

Connelly. J, & Forsyth. P (2010) *The Study Skills Guide: Essential Strategies for Smart Students*. Kogan Page Ltd. London.

Cottrell, S., (2013) *Study skills handbook*. 4th ed. Basingstoke: Palgrave Macmillan.

Greetham, B., (2013) *How to write better essays*. 3rd ed. Basingstoke: Palgrave Macmillan.

Greasley, P., (2011) *Doing essays and assignments: essential tips for students*. London: SAGE.

Ó Dochartaigh, N., (2012) *Internet research skills*. 3rd ed. London: SAGE.

Pears, R. and Shields, G., (2010) *Cite them right: the essential referencing guide*. 8th ed. Basingstoke: Palgrave Macmillan.

Silverman, D., (2013) *Doing Qualitative Research – A Practical Handbook*. London: Sage.

Van Emden, J. and Becker, L., (2010) *Presentation skills for students*. 2nd ed. Basingstoke: Palgrave Macmillan.

Web Sources

<http://www.library.miami.edu/netguides/psymeth.html>

<http://gsociology.icaap.org/methods/>

<http://www.math.yorku.ca/SCS/StatResource.html>

<http://www.adelaide.edu.au/writing centre/>

<https://www.surveymonkey.co.uk/>

<https://www.ons.gov.uk/>

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

| | |
|-----------------------|-------------------------------------|
| MODULE CODE: WEYM1045 | MODULE TITLE: Health and Well-Being |
|-----------------------|-------------------------------------|

| | | |
|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 4 | JACS CODE: B920 |
|-------------|---------------|-----------------|

| | | |
|----------------------|---------------------|--------------------|
| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
|----------------------|---------------------|--------------------|

SHORT MODULE DESCRIPTOR:

The module has been designed to enable students to focus on health-related issues and to do so within a generic approach to understanding and promoting health and wellbeing. Students will consider a range of lifestyle factors and understand how these play an important role in keeping fit and healthy as a member of the Public Service sector.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| COURSEWORK | |
|--------------------|------|
| C1 (Coursework) | 100% |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to:

- develop an understanding of the importance of health and well-being
- apply health and well-being to Public Sector professionals
- explore a range of lifestyle factors and consider the impact of these on health and well-being
- enable students to develop personal action plans

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Describe a range of lifestyle factors and their generic benefits to the individual.
2. Identify the causes of workplace stress and strategies for its prevention, identification and management.
3. Describe the personal and professional issues concerned with following a healthy lifestyle in the context of public services work
4. Compile a personal lifestyle action plan designed to improve all around health and fitness

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2016 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 105 |
|------------------------|---------------------------|

| | |
|-----------------------------|--------------------------|
| MODULE LEADER: Megan Barnes | OTHER MODULE STAFF: None |
|-----------------------------|--------------------------|

SUMMARY of MODULE CONTENT

1. Models of work place stress, assessment and identification of risk factors and stress / trauma management techniques.
2. Principles of physical fitness and nutrition.
3. Healthy lifestyles in a Public Service context.
4. Developing self-awareness and action planning skills.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|--|
| Lecture | 45 | 30 x 1.5 hour lecturers |
| Tutorial Support | 7.5 | 5 x 1.5 hour |
| Guided independent Learning | 147.5 | Includes preparation for assessments |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|-------------------------------------|---------------------|--|
| Coursework | C1 | Report | 60% | ALOs 1-3 will be assessed by an 2000 word report. Students must demonstrate the capacity to research, explain and discuss the issues and present their findings in a structured written format. (60% - 2000 words). |
| | | Case Study and Personal Action Plan | 40% | ALO 4 will be assessed by Personal Action Plan with Case Study evaluation (40% - 1500 words) Students will need to demonstrate an understanding of the factors affecting personal health and fitness and complete a detailed action plan. |
| | | | Total = 100% | |

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|-----------------------------|---------------------|-------------------------------|---------------------|
| Updated by: Megan Barnes | Date: 02/11/2018 | Approved by: Olivia Parker | Date: 02/11/2018 |
|-----------------------------|---------------------|-------------------------------|---------------------|

Recommended Texts and Sources:

Books

Dalgleish, J., (2001) *The health and fitness handbook*. Harlow: Pearson Education.
Gilmartin, J., ed. (2009) *Health Psychology in Context*. Chichester: Wiley-Blackwell
Joseph, S., Alex Linley, P., eds. (2008) *Trauma, Recovery, and Growth: Positive Psychological Perspectives on Posttraumatic Stress*, Hoboken: N J: Wiley.

Larkin, M., (2013) *Health and Well Being Across the Life Course*. London: Sage.
Lauritzen, S., Lowe, A., and Brady, G., (2015) *Children, Health and Well Being: Policy Debates and Lived Experiences (Sociology of Health and Illness Monographs)*. Oxford: Blackwell Publishing.
McArdle, W.D., Katch, F.I., & Katch, V.L. (2007) *Sports and Exercise Nutrition (6th edition)*. Philadelphia: Lippincott Williams and Wilkins.
Sharkey, B. (2007) *Fitness and Health (5th edition)*. Champaign, Illinois: Human Kinetics.
Williams, M. H. (2002) *Nutrition for health, fitness & sport (6th ed.)*. UK: McGraw Hill Higher Education.

Journals

Fire *dmg world media (uk) ltd*

Footloose

NHS Magazine

Officerlife (Navy, Army, RAF) Crest Publications

RAF Magazine - *RAF*

Soldier (Army magazine)

Talk Through – Police MOD

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

| | |
|-----------------------|---------------------------------------|
| MODULE CODE: WEYM1046 | MODULE TITLE: International Relations |
|-----------------------|---------------------------------------|

| | | |
|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 4 | JACS CODE: L250 |
|-------------|---------------|-----------------|

| | | |
|----------------------|---------------------|--------------------|
| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
|----------------------|---------------------|--------------------|

SHORT MODULE DESCRIPTOR:

This module provides an introduction to the theory and recent history of international relations by examining some of the key issues in contemporary world politics since 1945.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| TEST | | COURSEWORK | |
|---------------------|-----|-----------------|------|
| T1 (Open Book Test) | 40% | C1 (Coursework) | 60 % |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: NA

MODULE AIMS:

The aim of the module is to:

- equip students with an understanding of international relations from 1945 to the present day.
- enable students to develop knowledge of the role of international organisations in dealing with global pressures
- enhance their awareness of the international environment within which the public services operate.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Describe the development of international relations since 1945.
2. Explain the role of international organisations in dealing with global issues.
3. Identify and reflect on current global problems and their impact on international relations.
4. Evaluate the influence of international organisations and their involvement in global problems.

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2016 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 128 |
|------------------------|---------------------------|

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|------------------------------|--------------------------|
| MODULE LEADER: Olivia Parker | OTHER MODULE STAFF: None |
|------------------------------|--------------------------|

SUMMARY of MODULE CONTENT

1. Concept of international relations in relation to the UK.
2. Key events and the development of international relations post 1945.
3. Role of key international organisations who are working to deal with global issues and the public services that work alongside them.
4. The impact of current global problems including war/conflict, terrorism, human rights, poverty and the environment through classroom based activities, case studies and guest speakers.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|-------|--|
| Lecture | 45 | 30 x 1.5 hour lectures |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided Independent Learning | 147.5 | Includes preparation for written report and examination |
| | | |
| Total | 200 | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|--|
| Test | T1 | Open Book Test | Total = 100% | Assessment of ALO3 and 4 - marks will be awarded for understanding, solutions to problems, clarity of expression, coverage and evaluation |
| Coursework | C1 | Written Report | Total = 100% | ALO1 and 2 2000 word report: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, clarity of expression and presentation. |

| | | | |
|------------------------------|---------------------|----------------------------|---------------------|
| Updated by: Olivia Parker | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
|------------------------------|---------------------|----------------------------|---------------------|

Recommended Texts and Sources:

Books:

Bails, J., and Smith, S., (eds) (2008) *The Globalisation of World Politics: an Introduction to International Relations* (4th ed) Oxford: Oxford University Press
Brown, Chris (2009) *Understanding International Relations* (4th ed). Palgrave,

Burchill, S., and Linklater, A., (2013) *Theories of International Relations*. 5th Edition. Basingstoke: Palgrave Macmillan.

Cooley, J. K., (2002) *Unholy Wars, Afghanistan, America and International Terrorism* (3rd Ed). London: Pluto Press

Dunne, T., Kurki, M., and Smith, S., (2013) *International Relations Theories*. 3rd Edition. Oxford: Oxford University Press.

Griffiths, M., and O'Callaghan (2007) *International Relations: the Key Concepts* (2nd ed), London: Routledge.

Heywood, A., (2015) *Key Concepts in Politics and International Relations*. 2nd Edition. London: Palgrave.

Jones, C., (2014) *International Relations: A Beginner's Guide*. London: Oneworld Publications.

Kegley, C., (2009) *World Politics: Trends and Transformations* (12th ed), USA: Wadsworth.

Kissinger, H., (2015) *World Order: Reflections on the Character of Nations and The curse of History*. London: Penguin.

Mansbach, R., and Taylor, K., (2007) *Introduction to Global Politics* London: Routledge.

Nye, J., (2005) *Understanding International Conflicts* (4th ed) London: Pearson

Owens, P., Smith, S., and Baylis, J., (2013) *The Globalization of World Politics: An Introduction to International Relations*. (6th ed) . Oxford: Oxford University Press.

Salmon, T., and Imber, M., (2008) *Issues in International Relations* London: Routledge.

Young, J., and Kent, J., (2003) *International Relations Since 1945*. Oxford University Press.

Journals:

The Economist
The New Internationalist
Jane's Defence Weekly
Any quality newspapers

Web-based Sources

<http://www.un.org/en/index.html>
<https://www.amnesty.org.uk/>
<https://www.icrc.org/>
<http://www.genocidewatch.org/>
<http://www.nato.int/>
<http://www.imf.org/external/index.htm>
<http://www.carenotkilling.org.uk/about/>

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

| | |
|-----------------------|---|
| MODULE CODE: WEYM1047 | MODULE TITLE: Media and Communications in Public Services |
|-----------------------|---|

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|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 4 | JACS CODE: P300 |
|-------------|---------------|-----------------|

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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
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SHORT MODULE DESCRIPTOR:

A critical introduction to the key issues of concern and impact of media communication in public service organisations. Exploring the importance of the role of the media in society and how it provides an accessible account of how we get to grips with social communication and the potential influence it can have regarding public services and related political and contemporary moral issues.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| COURSEWORK | | PRACTICAL | |
|--------------------|------|-------------------|------|
| C1 (Coursework) | 60 % | P1 (Practical) | 40 % |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: 'N/A'

MODULE AIMS:

The module aims to:

- Explore definitions and modes of media and how this has developed over the last century
- Understand the impact that growth of the digital age has had on society and public services.
- Explore the interrelations and interdependencies between the media and public services
- Identify how each gain benefits from each other in communication to the general public.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Investigate the role of the media in communicating public information and how this has developed over the years as technology has advanced
2. Examine the legislation and agencies responsible for the control and regulation of the media
3. Explain the inter-relationships between the media and the public services, demonstrating how and why the media use public services and how public services use media to communicate to the general public
4. Evaluate the influence and impact that the media has on how the public services are portrayed to the general public.
5. Use appropriate presentation and verbal communication skills.

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2016 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 145 |
|------------------------|---------------------------|

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|------------------------------|----------------------------|
| MODULE LEADER: Olivia Parker | OTHER MODULE STAFF: 'None' |
|------------------------------|----------------------------|

SUMMARY of MODULE CONTENT

1. Recognition of broad types of media
2. The use of propaganda
3. Political / socio-cultural influences of media
4. Interpretations of fact / fiction / media for entertainment
5. Growth of the digital age & 24 hour 'live' media
6. Media manipulation / slander / libel
7. Desensitization – potential influence of media
8. The use of 'framing' contemporary / social-cultural issues
9. Public Services utilisation of media methods

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|--|
| Lecture | 45 | 30 x 1.5 hour lectures |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided Independent Learning | 147.5 | Includes preparation for written report and presentation with written evaluation |
| | | |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|---|
| Coursework | C1 | Written Report | Total = 100% | ALO 1-2 2500 word written report: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, synthesis, clarity of expression and presentation. |
| Practical | P1 | Presentation | Total = 100% | ALO 3, 4 & 5 Practical presentation (10 minutes) marks will be awarded for clarity of the presentation and the students' ability to demonstrate an understanding of the interdependence between media and the public services. |

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|------------------------------|---------------------|----------------------------|---------------------|
| Updated by: Olivia Parker | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
|------------------------------|---------------------|----------------------------|---------------------|

Recommended Texts and Sources:

Books

- Bertrand, I., Hughes, P., (2004) *Media Research Methods: Audiences, Institutions, Texts*, Houndmills: Palgrave Macmillan.
- Davis, A., (2010) *Political Communication and Social Theory (Communication and Society)*. Oxon: Routledge.
- Laughey, D., (2009) *Media Studies: Theories & Approaches*. Herts: Kamera Books.
- Losifidis, P., (2010) *Re-inventing Public Service Communication*: Houndmills: Palgrave Macmillan.
- Iosifidis, P., (2013) *Global Media and Communication Policy: An International Perspective*. Basingstoke: Palgrave Macmillan.
- Lannon, J., (2008) *How Public Service Advertising Works*: World Advertising Research Centre.
- Manyozo, L., (2012) *Media, Communication and Development: Three Approaches*. London: Sage Publications.
- Durnham, M., and Kellner, D., (eds) (2006) *Media and Cultural Studies: KeyWorks*, New York: Blackwell.
- Nachos, L. B., (2007) *Mass-mediated Terrorism: The Central Role of the Media in Terrorism and Counterterrorism*: Rowman and Littlefield Publishers.
- Shoemaker, P., and Reese, S., (2009) *Mediating the Message. 3rd Edition: Theories of Influences on Mass Media Content*: London: Routledge.

Journals

- Kellne, D., (2004) *9/11, spectacles of terror, and media manipulation* Critical Discourse, Volume 1, Number 1, April 2004 , pp. 41-64(24)

Blogs

<http://danlaughey.com/>

Web-based Sources

www.levesoninquiry.org.uk/
<http://hackinginquiry.org/>
<https://www.gov.uk/government/organisations/department-for-culture-media-sport>

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

| | |
|-----------------------|--|
| MODULE CODE: WEYM1048 | MODULE TITLE: Ethics, Values, Diversity and Human Rights |
|-----------------------|--|

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|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 4 | JACS CODE: L432 |
|-------------|---------------|-----------------|

| | | |
|----------------------|---------------------|--------------------|
| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
|----------------------|---------------------|--------------------|

SHORT MODULE DESCRIPTOR:

Develops an understanding of contemporary ethics in the context of public affairs in relation to the provision of public services. Enables learners to identify and discuss the sociological problems caused by prejudice and discrimination within society. Focusses on provisions and protection in current legislation including the implications of Human Rights and anti-discriminatory procedures and practices.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| COURSEWORK | |
|--------------------|------|
| C1 (Coursework) | 100% |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop a critical understanding of ethics in public affairs.
- Apply ethical theories to contemporary provision of public services.
- Develop an understanding of the causes and consequences of prejudice and discrimination in the UK.
- Understand the application of equality and diversity in the public sector work place.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Describe the importance of a range of ethical perspectives in public affairs.
2. Discuss a range of ethical perspectives in public affairs.
3. Identify the causes and consequences of prejudice and discrimination including individual attitude and behaviours within a public sector work place.
4. Explain why 'equality' and 'diversity' is so important in the public sector work place.

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|-----------------------------|-----------------------------|-----------------|-----------------------|
| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2016 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 130 |
|------------------------|---------------------------|

| | |
|-----------------------------|--------------------------|
| MODULE LEADER: Sarah Downes | OTHER MODULE STAFF: None |
|-----------------------------|--------------------------|

SUMMARY of MODULE CONTENT

In this module students will develop subject knowledge and theoretical understanding of contemporary examples of core ideas applicable to the public sector's responsibilities surrounding ethical decision making processes, promotion of equality and diversity and the responsibility to understand, promote and uphold individual rights'.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|--|
| Lectures | 45 | 30 x 15 hour lectures |
| Tutorial Supports | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided Independent Learning | 147.5 | Includes preparation and completion for written assignments |
| | | |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|-------------------------|--|
| Coursework | C1 | Essay | 50% | ALOs 1-2 2000 word essay marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, clarity of expression and presentation. |
| | | Report | 50% Total = 100% | ALOs 3-4 2000 word report marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, clarity of expression and presentation. |

| | | | |
|-----------------------------|---------------------|-------------------------------|---------------------|
| Updated by: Sarah Downes | Date: 02/11/2018 | Approved by: Olivia Parker | Date: 02/11/2018 |
|-----------------------------|---------------------|-------------------------------|---------------------|

Recommended Texts and Sources:

Bishop, P., Connors, C. and Sampford, C.J.G., (2003) *Management Organisation and Ethics in the Public Sector*. Aldershot: Ashgate.

Campbell, T (2010) *Human Rights and the Moral Responsibilities of Corporate and Public Sector Organisations*. London: Kluwer Academic Publications.

Heppie, B., (2014) *Equality: The Legal Framework*. Oxford: Hart Publishing.

Lasthuizen, K. et al. (2012) *Ethics and Management in the Public Sector*. Oxon: Routledge.

Lawton, A., et al. (2015) *Ethics in Public Policy and Management*. Oxon: Routledge.

Llewellyn, S., Brookes, S., and Mahon, A., (eds) (2013) *Trust and Confidence in Government and Public Services*. London: Routledge.

Moeckli, D., and Shah, S., (2014) *International Human Rights Law*. Oxford: Oxford University Press.

Moyn, S., (2014) *Human Rights and the Uses of History*. London: Verso.

Thiroux, J.P., (2004) *Ethics: Theory and Practice*. London: Prentice Hall.

Wadham, J, (2015) *Blackstone's Guide to the Human Rights Act 1998 (7th ed)*. Oxford: Oxford University Press.

Journals

Philosophy Now

Care Management Matters

Web-based Sources

www.sosig.ac.uk/philosophy/

<http://www.iep.utm.edu/>

<http://plato.stanford.edu/>

www.nous.org.uk/philosophy.html

www.amnesty.org.uk

www.un.org/en

<http://www.genocidewatch.org/>

<http://www.echr.coe.int/>

<http://www.equalityhumanrights.com/>

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

| | |
|-----------------------|---|
| MODULE CODE: WEYM1049 | MODULE TITLE: Social Context of Public Services |
|-----------------------|---|

| | | |
|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 4 | JACS CODE: L430 |
|-------------|---------------|-----------------|

| | | |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
|----------------------|---------------------|--------------------|

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to give students the ability to gain an understanding of how contemporary UK society has developed, including the role of welfare state.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

| COURSEWORK | |
|--------------------|-------|
| C1 (Coursework) | 100 % |

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|---|
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services |
|---|

| |
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| Professional body minimum pass mark requirement: N/A |
|--|

MODULE AIMS:

The aims of this module are to:

- enable students to understand key social policy concepts;
- examine differing ideological perspectives influencing the provision of Public Services;
- identify and examine key social policy legislation and its impact on the Public Services
- investigate current social welfare policies and issues.

ASSESSED LEARNING OUTCOMES:

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

1. Define social policy concepts relevant to public services.
2. Describe the main political ideological perspectives influencing the provision of public services.
3. Explain key social policy initiatives, and legislation and their impact on public service delivery
4. Outline key contemporary welfare structures within public services & their impact on the welfare of society

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2016 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 131 |
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|------------------------------|----------------------------|
| MODULE LEADER: Olivia Parker | OTHER MODULE STAFF: 'None' |
|------------------------------|----------------------------|

SUMMARY of MODULE CONTENT

1. Social policy concepts and political ideologies in relation to public service provision.
2. Key social policy legislation and its effect on public service providers
3. Contemporary social policy issues effecting public service provision and the range and interaction of providers involved.
4. Current structures and processes for welfare services

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|--|
| Lectures | 45 | 30 x 1.5 hour lectures |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided Independent Learning | 147.5 | Includes preparation and completion for written essays |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|---|
| Coursework | C1 | Report | 50% | ALOs 1-2 marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation. |
| | | Essay | 50% Total = 100% | ALOs 3-4 marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation. |

| | | | |
|------------------------------|---------------------|----------------------------|---------------------|
| Updated by: Olivia Parker | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
|------------------------------|---------------------|----------------------------|---------------------|

Recommended Texts and Sources:

Books

Alcock, P., (2008) *Social Policy in Britain*. (3rd ed). Basingstoke: Palgrave Macmillian

Baldock, J., Manning, N., Vickerstaff, S., (2007) *Social Policy*. (3rd ed). Oxford: OUP
 Castles, F., and Leiberfeld, S., (eds) (2012) *The Oxford Handbook of the Welfare State*. Oxford: OUP.
 Dorling, D., (2014) *Inequality and the 1%*. London: Verso Books
 Dwyer, P., and Shaw, S., (2013) *An Introduction to Social Policy*. London: Sage.
 Fraser, D., (2009) *Evolution of the British Welfare State: A History of Social Policy since the Industrial Revolution*. Basingstoke: Palgrave.
 Giddens, A., (2006) *Sociology*. (4th ed). Cambridge: Polity.
 Glennester, H., (2009) *Understanding the Finance of Welfare: What Welfare Costs and How to Pay for it*. (2nd Ed). Bristol: Policy Press.
 Hill, M., (2009) *Understanding Social Policy*. (8th ed). Oxford: Blackwell
 Hudson, J., Lowe, S., and Kuhner, S., (2008) *The Short Guide to Social Policy*. Bristol: Policy Press
 Lansley, S., and Mack, J., (2015) *Breadline Britain: The Rise of Mass Poverty*. London: Oneworld Publications.
 Macdonald, R., and Shildrick, T., (2012) *Poverty and Insecurity: Life in low-pay, no-pay Britain (Studies in Poverty, Inequality & Social Exclusion)*. Bristol: The Policy Press.
 Peele, G., (2004) *Governing the UK*. Oxford: Blackwell

Journals

Public Administration
 Journal of Social Policy
 Social Policy and Society
 The Economist
 Care Management Matters

Web-based Sources

<https://www.gov.uk/government/organisations/department-for-work-pensions>
<http://www.nhs.uk/NHSEngland/thenhs/nhshistory/Pages/NHShistory1948.aspx>
<https://www.gov.uk/government/policies/welfare-reform>
<https://www.gov.uk/government/organisations/department-for-education>
<https://www.gov.uk/government/organisations/department-of-health>
<https://www.gov.uk/government/organisations/department-for-communities-and-local-government>
<https://www.ons.gov.uk/>

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

| | |
|-----------------------|---|
| MODULE CODE: WEYM2040 | MODULE TITLE: Criminology and Applied Forensic Psychology |
|-----------------------|---|

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|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 5 | JACS CODE: C810 |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
|----------------------|---------------------|--------------------|

SHORT MODULE DESCRIPTOR:

Investigates concepts and theories relevant to the life course of an offender. Evaluates reasons for crime via psychological perspectives. Looks at investigative techniques to catch offenders and the importance of psychology in a court setting and during the prosecution ie eye witness testimony and expert statements. Focusses on the risk assessment and rehabilitation of offenders in custody and in the community

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

| COURSEWORK | |
|--------------------|-------|
| C1 (Coursework) | 100 % |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: 'N/A'

MODULE AIMS:

This module:

- examines the major theories of crime
- the key forensic methods used to identify offenders
- explores the use of psychology in a forensic setting through court and rehabilitation processes.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Evaluate the principal theories associated with criminal and deviant behaviour.
2. Explain the criminal investigative techniques that are used to identify offenders
3. Assess the importance of understanding psychology in the courtroom setting and how it applies to eyewitness memory and the retrieval of memories.
4. Critically evaluate the custodial management of offenders; including the theories of imprisonment, validity of risk and need assessments, and the effectiveness of offending behaviour programmes

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

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|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 104 |
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| MODULE LEADER: Natasha Bailey | OTHER MODULE STAFF: 'None' |
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SUMMARY of MODULE CONTENT

1. Seminars: to present a range of theories, concepts and legislation relating to criminology
2. Interactive and participative lectures: to enable students to apply the theory, concepts and legislation to practical and interactive activities and exploration of case studies
3. Visiting speakers: to provide interaction between students and representatives from a range of Public Services and to enable students to gain knowledge, understanding and a 'real life' perspective of shared experiences and life within a Public Service.
4. Industry & court visits: to apply theories/legislation to practice, through interaction with Public Service personnel within their own environment and through observation of government and criminal Justice System agencies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|--|
| Lecture | 45 | 30 x 1.5 hour lectures |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided Independent Learning | 147.5 | Includes preparation for written essays |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|---|
| Coursework | C1 | Essay | 50% | ALOs 1-2 Marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation. |
| | | Essay | 50% Total = 100% | ALOs 3-4 Marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation. |

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| Updated by: Natasha Bailey | Date: 02/11/2018 | Approved by: Olivia Parker | Date: 02/11/2018 |
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Recommended Texts and Sources:

Books

Beech, A., and Davies, G., (2012) *Forensic Psychology: Crime, Justice, Law and Interventions*. West Sussex: John Wiley & Sons.

Canter, D., (2010) *Forensic Psychology: A very Short Introduction*. Oxford: Oxford University Press.

Canton, R., (2014) *Policy transfer and Multi-Agency Working in Criminal Justice*. London: Palgrave Macmillan.

Caulfield, L., (2014) *Forensic Psychology (Undergraduate Revision Guide)*. Essex: Pearson.

Edwards, A., (2009) *Improving Inter-Professional Collaborations: Multi-agency Working for children's Wellbeing*. London: Routledge.

Newburn, T., (2007) *Criminology*. Devon: Willan Publishing.

Harrower J., (2010) *Applying Psychology to Crime*. London: Hodder Education

Howitt, D., (2015) *Introduction to Applied Forensic Psychology*. Essex: Pearson.

Winstone, J., (2015) *Mental Health, Crime and Criminal Justice: Responses and Reform*. London: Palgrave.

Journals

Ainsworth, P., (2001) *Offender Profiling and Crime Analysis*. Devon: Willan Publishing.

Howitt, D., (2008) *Introduction to Forensic and Criminal Psychology*. Essex: Pearson Education Ltd.

Guide to Forming Partnerships

Law Journal UK – *Brian Risman*

National Crime Survey

Police Review

Prison Service News – HMPS

RAF Magazine - *RAF*

Talk Through – Police MOD

Web-based Sources

www.crimesurvey.co.uk/

<https://www.ons.gov.uk/>

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

| | |
|-----------------------|---|
| MODULE CODE: WEYM2041 | MODULE TITLE: Major Incidents and Counter Terrorism |
|-----------------------|---|

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|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 5 | JACS CODE: L435 |
|-------------|---------------|-----------------|

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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
|----------------------|---------------------|--------------------|

SHORT MODULE DESCRIPTOR:

Reviews terrorism using historical perspectives to investigate the various terrorist groups and their methodologies. Students will also examine the theories attributed to the root causes of radicalisation and the wider work of the UK Government to counter the terrorist threat. Discusses how the UK public services respond to a diverse and changing portfolio of threats to the UK.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| COURSEWORK | |
|--------------------|-------|
| C1 (Coursework) | 100 % |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is:

- to introduce students to the subject of terrorism
- examine various terrorist groups, their methodologies and how counter terrorism strategies seek to mitigate the terrorist threat
- explore a range of major incidents
- work together to demonstrate their understanding of how multiple agencies respond.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Analyse various terrorist groups including their historical context and how their attack methodology achieves their political agenda.
2. Explain the UK Government Home Office Counter Terrorism strategy including how the various agencies work together to protect the UK.
3. Discuss the various theories of radicalisation of vulnerable people.
4. Demonstrate an understanding of major incidents including causes and effects.
5. Evaluate the various decision making roles involved in responding to a major incident.

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 131 |
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|-----------------------------|--------------------------|
| MODULE LEADER: Sarah Downes | OTHER MODULE STAFF: None |
|-----------------------------|--------------------------|

SUMMARY of MODULE CONTENT

1. Examination of various terrorist groups;
2. Terrorist methodologies;
3. Theoretical causes of radicalisation;
4. Role of the Home Office and Public Services in countering terrorism;
5. The CONTEST strategy;
6. Types of major incident;
7. Civil disorder;
8. Terrorist attacks;
9. Natural disasters;
10. Humanitarian crisis;
11. Responses to major incidents;
12. Interoperability and command structures;
13. Modelling responses through table top exercises.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|---|
| Lecture | 45 | 30 x 1.5 hour lecturers |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for assessments) |
| Guided independent Learning | 147.5 | Includes preparation for written essay, preparation and evaluation of table top scenario. |
| Total | <u>200</u> | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|---|
| Coursework | C1 | Essay | 50% | ALOs 1-3 marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation. |
| | | Report | 50% Total = 100% | ALOs 4-5 Group table top scenario and 1500 word report |

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| Updated by: Olivia Parker | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
|------------------------------|---------------------|----------------------------|---------------------|

Recommended Texts and Sources:

Books

- Cronin, A. (2009) *How Terrorism Ends: Understanding the decline and demise of terrorist campaigns*, Princeton University Press, Oxford.
- Doody, J., and Londras, F., (2015) *The Impact, Legitimacy and Effectiveness of EU Counter-Terrorism*, Oxon: Routledge.
- Hewitt, S (2008) *The British War on Terror*. Cromwell Press, Wiltshire
- Hoffman, B. (2006) *Inside terrorism*, 2nd Ed. Columbia University Press, New York.
- Kennedy-Pipe, C., (2015) *Terrorism and Political Violence*. London: Sage Publications
- Martin, G. (2015) *Understanding Terrorism: Challenges, Perspective and issues*. 5th edition. Sage, London.
- Pantucci, R. (2015) *"We love death as you love life" Britain's Suburban Terrorist*. Hurst & Company, London
- Pape, R. (2005) *Dying to win*. Random House, New York.
- Townsend, C. (2002) *Terrorism a very short introduction*. Oxford, New York.

Journals

Critical Studies on Terrorism
Democracy and Terrorism
International Security
International Defence Review
Journal of Strategic Studies

Web-based Sources

www.mi5.gov.uk
www.gov.uk/government/organisations/home-office
www.fco.gov.uk
www.mod.uk
www.nato.int
www.sis.gov.uk
www.un.org
www.jesip.org.uk

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

| | |
|-----------------------|--------------------------------|
| MODULE CODE: WEYM2042 | MODULE TITLE: Research Project |
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|-------------|---------------|-----------------|
| CREDITS: 20 | FHEQ Level: 5 | JACS CODE: X210 |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
|----------------------|---------------------|--------------------|

SHORT MODULE DESCRIPTOR:

In this module students will achieve subject knowledge and understanding and subject specific skills by way of lectures and seminars, incorporating input from specialist speakers as appropriate. Seminars, tutorials and workshops will enable students to utilize their knowledge, and develop their intellectual and transferable skills.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| COURSEWORK | |
|--------------------|------|
| C1 (Coursework) | 100% |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aims of this module are to enable students to

- develop a critical understanding and apply a range of research skills, research methods and ethical considerations relevant to the conduct of independent research and to cultivate a managed approach to research;
- prepare and present an analytical and suitably professional review of a public services issue
- reflect on the outcomes of the research conducted.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Demonstrate a level of personal identification with and conceptual understanding to their chosen research area.
2. Justify their chosen methodology on the basis of their chosen subject area.
3. Present their research methods, findings and conclusions in a suitable written format.
4. Appreciate the importance of ethical considerations in the conduct of independent research.
5. Critically evaluate their own research process.

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

| | |
|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 131 |
|------------------------|---------------------------|

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|-----------------------------|--------------------------|
| MODULE LEADER: Sarah Downes | OTHER MODULE STAFF: None |
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SUMMARY of MODULE CONTENT

Research strategies and design:

- Qualitative and quantitative research methods
- Conduct of secondary and primary research
- Use of information technology and the successful compilation of a research report
- Ethical issues and their consequences
- Action planning, time management, self-reflection and evaluation

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|-------|--|
| Lecture | 45 | 30 x 1.5 hour lectures |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for assessment) |
| Guided independent Learning | 147.5 | Includes preparation for research project |
| | | |
| Total | 200 | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|--|
| Coursework | C1 | Report | 30% | ALOs 1, 2 and 5 A review of current literature and justification of methodology for main project |
| | | Project | 70% | ALOs 1-5 Comprising a research action plan, a review of secondary literature consulted, a substantial written assignment, and personal reflection on the research process conducted |
| | | Total = 100% | | |

| | | | |
|-----------------------------|---------------------|----------------------------|---------------------|
| Updated by: Sarah Downes | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
|-----------------------------|---------------------|----------------------------|---------------------|

Recommended Texts and Sources:

- Arthur, J., (2012) *Research Methods and Methodologies In Education*. London: Sage Publications.
- Bell, J., (2010) *Doing your research project: a guide for first-time researchers in education, health and social science*. 5th ed. Maidenhead: McGraw-Hill.
- Blaxter, L., Hughes, C. and Tight, M., (2010) *How to Research*. 4th ed. Maidenhead: Open University Press.
- Bradbury, A., (2010) *Successful Presentation Skills*. 4th ed. London: Kogan Page.
- Bryman, A., (2012) *Social Research Methods*. 3rd Edition. Oxford: Oxford University Press.
- Creswell, J., (2013) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage.
- Cresswell, J., (2014) *Research Design, Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage.
- Dawson, C., (2010) *Introduction to Research Methods – A Practical Guide for Anyone Undertaking a Research Project*. Oxford: How to Books Ltd.
- Emmel, N., (2013) *Sampling and choosing Cases in Qualitative Research*. London: Sage Publications.
- Lamont, C., (2015) *Research Methods in International Relations*. London: Sage.
- Van Emden, J. and Becker, L., (2010) *Presentation skills for students*. 2nd ed. Basingstoke: Palgrave Macmillan.
- Walker, I., (2010) *Research Methods and Statistics*. London: Palgrave.
- Walliman, N., (2011). *Your Research Project: Designing and Planning Your Work*. 3rd Edition. London: Sage.

Internet Sources

- <http://www.library.miami.edu/netguides/psymeth.html>
- <http://gsociology.icaap.org/methods/>
- <http://www.math.yorku.ca/SCS/StatResource.html>
- <http://www.adelaide.edu.au/writing centre/>
- <https://www.surveymonkey.co.uk/>
- <https://www.ons.gov.uk/>

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

| MODULE CODE: WEYM2043 | | MODULE TITLE: Teamwork and Leadership through Outdoor Activities | | | | | |
|--|---------------------|--|--|------------|--|--------------------|-------|
| CREDITS: 20 | FHEQ Level: 5 | JACS CODE: L510 | | | | | |
| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes | | | | | |
| <p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>This module will develop an understanding of the importance of leadership and teamwork within the context of a variety of outdoor activities. Students will build on their skills for communication, engagement, motivation, resilience and confidence in preparation for employment within the public sector.</p> | | | | | | | |
| <p>ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i></p> <table border="1"> <tr> <th colspan="2">COURSEWORK</th> </tr> <tr> <td>C1 (Coursework)</td> <td>100 %</td> </tr> </table> | | | | COURSEWORK | | C1 (Coursework) | 100 % |
| COURSEWORK | | | | | | | |
| C1 (Coursework) | 100 % | | | | | | |
| <p>SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services</p> | | | | | | | |
| <p>Professional body minimum pass mark requirement: 'N/A'</p> | | | | | | | |
| <p>MODULE AIMS:</p> <p>This module aims to:</p> <ul style="list-style-type: none"> • develop understanding of leadership and teamwork theories • apply leadership and teamwork theories to outdoor activities and the public sector • apply theoretical understanding to practical activities • evaluate leadership and teamwork capabilities in preparation for working in the public sector. | | | | | | | |
| <p>ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i></p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Explain the importance of leadership and teamwork in public services 2. Analyse theories of leadership, teamwork and group dynamics 3. Critically review the benefits of outdoor activities to public services 4. Apply skills and theories to problem solving, teamwork and leadership and evaluate personal and group performance through a variety of outdoor activities | | | | | | | |
| DATE OF APPROVAL: 01/2016 | | FACULTY/OFFICE: Academic Partnerships | | | | | |
| DATE OF IMPLEMENTATION: 09/2017 | | SCHOOL/PARTNER: Weymouth College | | | | | |
| DATE(S) OF APPROVED CHANGE: Click here to enter a date. | | TERM/SEMESTER: All Year | | | | | |

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.

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|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 133 |
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| MODULE LEADER: Megan Barnes | OTHER MODULE STAFF: 'None' |
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SUMMARY of MODULE CONTENT

1. Theories of leadership and teamwork
2. Public Services use of outdoor activities
3. Identification of personal leadership qualities, strengths and weaknesses
4. Identification of teamwork skills and group performance
5. Range of health and safety and practical competencies in relation to a variety of outdoor activities.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|---|
| Lecture | 45 | 30 x 1.5 hour lecturers |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided independent Learning | 147.5 | Includes preparation for written essay, preparation and evaluation of practical assessment. |
| Total | <u>200</u> | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|---|
| Coursework | C1 | Written Essay | 50% | ALOs 1-3 Essay: 2500 words marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation. |
| | | Report | 50% Total = 100% | ALOs 2 and 4 Plan, deliver and evaluate a 30 minute practical activity critically analysing leadership skills in relation to the public services within a 2000 word report. |

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| Updated by: Megan Barnes | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
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Recommended Texts and Sources:

Books

Adair, J., (2004) *John Adair Handbook of Management and Leadership*. London: Thorogood.

Adair, J., (2011) *Effective Leadership*. London: Pan Macmillan

Breuing, M., et al., (2006) *Outdoor Leadership: Theory and Practice*. Leeds: Human Kinetics Europe Ltd.

Bunting, C. J., (2006) *Interdisciplinary Teaching Through Outdoor Education* Leeds: Human Kinetics.
 Dubost, S & Knight, P., (2001) *Group Activities for Personal Development*. Speechmark Publishing Ltd
 Hodgson, C., (2011) *Adventure Education*. London: Routledge.
 Lake, D., et al. (2015) *Teamwork, Leadership and Communication*. Canada: Brush Education Ltd.
 Langmuir, E., (2013) *Mountain Craft and Leadership*. 4th Edition. Conwy: Mountain Training Boards of England and Scotland.
 Northouse, P., (2015) *Leadership Theory & Practice*. (7th ed) London: Sage Publications.
 Ogilvie, K., & Noble, L., (2005) *Leading and Managing Groups in the Outdoors*. Institute for Outdoor Learning.
 Raelin, J., (2016) *Leadership-as-Practice: Theory and Application*. London: Routledge.
 Strembs, B, Bisson, C, (2009) *Teaching Adventure Education Theory*. Human Kinetics; Pap/Cdr edition.
 Wankhade, P., and Weir, D., (eds) (2015) *Police Service: Leadership and Management Perspectives*. London: Springer.

Journals

Canoe Focus
 Climber
 Horizons
 Soldier Magazine

Web-based Sources

<https://www.thebmc.co.uk/>
http://www.army.mod.uk/documents/general/rmas_ADR002383-developingLeaders.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/327238/The_protection_of_children_in_England_-_action_plan.pdf
<https://www.ipcc.gov.uk/investigations/jean-charles-de-menezes-stockwell-metropolitan-police-service>
<https://www.ipcc.gov.uk/>

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

| | |
|-----------------------|-----------------------------------|
| MODULE CODE: WEYM2044 | MODULE TITLE: Work Based Learning |
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| CREDITS: 20 | FHEQ Level: 5 | JACS CODE: L430 |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
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SHORT MODULE DESCRIPTOR:

This module underpins the public sector theory and knowledge covered in lectures, discussions, case studies and industry liaison. Students will participate and reflect upon work experience within a public sector environment using their knowledge, understanding and experiences gained through their studies and experiences to work effectively and develop appropriate skills for a career within the sector.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| COURSEWORK | |
|--------------------|------|
| C1 (Coursework) | 100% |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: 'N/A'

MODULE AIMS:

The aims of this module are to:

- enable students to develop an understanding of the application of theory to practice in a working environment;
- acquire a professional outlook
- build contacts for future career development;
- develop an understanding of the underpinnings of public sector organisations, including equal opportunities and non-discriminatory behaviour
- reflect upon and evaluate their experience in conjunction with individual personal development plans.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Select, apply and engage in a period of work based learning and articulate a career plan;
2. Communicate and work effectively within an agreed organisation whilst analysing their own performance;
3. Identify performance management strategies used by the organisation and discuss their effectiveness;
4. Synthesise and critically evaluate information from previous learning to an applied setting within the work-place.

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

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| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 133 |
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| MODULE LEADER: Megan Barnes | OTHER MODULE STAFF: 'None' |
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SUMMARY of MODULE CONTENT

1. Business environments
2. Health and safety legislation
3. Establishing aims, objectives and targets
4. Job search techniques
5. Recruitment, selection and review procedures
6. Personal SWOT analysis
7. Reflective diary (on a minimum of 200 hours work based learning - across the two years)
8. Action planning
9. Performance management techniques
10. Leadership and teamwork models
11. Relationships in organisation
12. Continuous improvement models
13. Industry standards

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|--|
| Lecture | 45 | 30 x 1.5 hour lecturers |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided Independent Learning | 147.5 | Includes preparation for written portfolio and personal development plan (PDP) and reflection of a minimum of 200 hours of work based learning |
| Total | <u>200</u> | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|---|
| Coursework | C1 | Portfolio | Total = 100% | ALOs 1-4 5000 word portfolio of pre and post placement content with supporting appendices. |

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| Updated by: Megan Barnes | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
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Recommended Texts and Sources:

Books

- Bolton, G., (2014) *Reflective Practice: Writing and Professional Development* (4th ed). London: Sage Publications.
- Corfield, R (2009) *Successful Interview Skills. How to prepare, answer tough questions and get your ideal job* (5th ed). London: Kogan Page.
- Cotterell, S., (2010) *Skills for Success: Personal Development and Employability*. London: Palgrave Macmillan.
- Fleming, J., (2015) Dive into SWOT analysis. CreateSpace Independent Publishing Platform.
- Helyer,, R., (2015) *The Work Based Learning Student Handbook*. Basingstoke: Palgrave Macmillan.
- Helyer, R., (2015) *Facilitating Work-Based Learning*. Basingstoke: Palgrave Macmillan.
- Durrant, A., Rhodes, G., & Young, D. (2009) *Getting started with university-level work based learning*. Middlesex, University Press.
- Hardacre, K., & Workman, B. (2010) *Planning and reviewing work based learning: A practical guide*. Oxfordshire, Libri.
- Helyer, R. (2010) *The work-based learning student handbook*. Palgrave, Macmillan.
- Mills, C., (2009). *You're Hired! How to Write a Brilliant CV*. Bath: Trotman Publishing,
- Raelin, J.A. (2008) *Work-based learning: bridging knowledge and action in the workplace*. San Francisco, Wiley.

Web-based Sources

- <https://www.gov.uk/disclosure-barring-service-check/overview>
- <https://www.dorsetforyou.com/>
- <http://www.volunteeringdorset.org.uk/>

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

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| MODULE CODE: WEYM2045 | MODULE TITLE: Managing the Public Finances |
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| CREDITS: 20 | FHEQ Level: 5 | JACS CODE: L430 |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
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SHORT MODULE DESCRIPTOR:

The module provides an introduction to the management of public finances. As governments face both increasing financial pressure and growing demands for their services, it is vital for students considering a career in public services to understand both the context and management of public money.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| COURSEWORK | | TEST | |
|--------------------|------|--------------|-----|
| C1 (Coursework) | 60 % | T1 (Test) | 40% |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Public Services

Professional body minimum pass mark requirement: 'N/A'

MODULE AIMS:

The aims of this module are to:

- enable students to develop knowledge and understanding of the main economic theories associated with public finance
- critically review the British public sector budgeting process;
- analyse the factors that determine tax revenue and the borrowing capacity of government
- analyse the contemporary debate surrounding the funding of public services.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Compare and contrast the main economic theories associated with public finance.
2. Critically evaluate the factors that constrain public finance.
3. Examine the budgetary processes for public services and evaluate their suitability for effective and efficient financial management.
4. Analyse the contemporary debate surrounding new methods of funding the public sector.

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| DATE OF APPROVAL: | 01/2016 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | Weymouth College |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

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.

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|------------------------|---------------------------|
| ACADEMIC YEAR: 2019/20 | NATIONAL COST CENTRE: 133 |
|------------------------|---------------------------|

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| MODULE LEADER: To be advised | OTHER MODULE STAFF: 'None' |
|------------------------------|----------------------------|

SUMMARY of MODULE CONTENT

1. Evaluation of the main economic theories of public finance.
2. British public sector budgeting processes.
3. Taxation, borrowing and the funding of public services.
4. Privatisation, contracting-out and public/private initiatives.
5. Accountability

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-----------------------------|------------|---|
| Lecture | 45 | 30 x 1.5 hour lectures |
| Tutorial Support | 7.5 | 5 x 1.5 hour (Advice sessions for study topic) |
| Guided Independent Learning | 147.5 | Includes preparation for written coursework (essay and in class test) |
| Total | <u>200</u> | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|----------------|---------------------|---|
| Coursework | C1 | Written Essay | Total = 100% | ALO1 & 2 2500 word written essay Marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, synthesis, clarity of expression and presentation. |
| Test | T1 | Open Book Test | Total = 100% | ALO 3 & 4 Open Book test |

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|------------------------------|---------------------|----------------------------|---------------------|
| Updated by: Olivia Parker | Date: 02/11/2018 | Approved by: Kelly Bush | Date: 02/11/2018 |
|------------------------------|---------------------|----------------------------|---------------------|

Recommended Texts and Sources:

Books

Blyth, M., (2015) *Austerity: the History of a Dangerous Idea*. Oxford: OUP.
Flynn, N., (2007) *Public Sector Management*, (5th ed). London: Sage Publications.
Hillman, A.L., (2009) *Public Finance and Public Policy: Responsibilities and Limitations of Government* (2nd ed). Cambridge: Cambridge University Press.

Massey, A., and Pyper, R., (2005) *Public Management and Modernisation in Britain*. Basingstoke: Palgrave Macmillan.
Mendoza, K., (2015) *Austerity: The demolition of the welfare state and the rise of zombie economy*. Oxford: New Internationalist Publications Ltd.
Rosen, H., (2014) *Public Finance*. (10th ed). Berkshire: McGraw Hill Higher Education.
Stevenson, A., (2013) *The Public Sector: Managing the Unmanageable*. London: Kogan Page.
Ulrich, H., (2011) *Public Finance in Theory and Practice*. (2nd ed). Oxon: Routledge.
Yescombe, E., (2007) *Public-Private Partnerships: Principles of Policy and Finance*. Oxford: Butterworth-Heinemann

Journals

Public Administration

The Economist

Web-based Sources

<https://www.gov.uk/government/organisations/hm-revenue-customs>

<https://www.gov.uk/government/topics/government-spending>