



University  
Centre  
Somerset

Part of Bridgwater & Taunton College



UNIVERSITY OF  
PLYMOUTH

# ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2023-24

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## FdSc Public Services & Criminology

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## Welcome and Introduction

Welcome to Public Services and Criminology delivered at the University Centre Somerset (UCS) part of Bridgwater and Taunton College, working in Partnership with the University of Plymouth. We at UCS are very proud of what we have to offer and the high standards our students achieve. Our focus is very much on you the student, and our aim is to help you achieve your goals. The College has strong industry links and we have close relationships with employers to ensure our courses prepare our students to be successful in their chosen careers.

This Programme Student Handbook contains important information about your course of study, support and facilities available to you, it also outlines some of the academic regulations you may wish to familiarise yourself with, areas covered by this handbook include:

- The Institution Procedures, facilities and opportunities
- Programme Information
- Academic Regulations including Extenuating Circumstances
- Student Support including careers education, information and guidance
- Financial information and guidance on funding
- Learning Resources
- Study Skills Support including key resources on Referencing and Plagiarism

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

- Your Programme Quality Handbook
  - available [here](#) on the HE Info Hub
- Your Module Teaching, Learning and Assessment Guides
  - available [here](#) on the HE Info Hub
- University of Plymouth's Student Handbook
  - available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

## 1.1. Programme Structure and Pathways

This programme is designed for students who want to work in the public services and for those who have an interest in entering the world of criminology and related public service employment.

It will allow students to understand how society functions and how criminals are conditioned to behave and the role of public services in a changing society. It will also look at how the public services can use this same information to be more effective in the fight against crime. Students will finish with relevant theoretical and practical knowledge that enables them to progress to a final year top-up in Public Services and will aid the understanding of wider public services and non-crime focussed societal activities.

Students on the programme may;

- Undertake work placement in a relevant service
- Have the opportunity to be involved in the 999 Academy
- Interact with guest speakers from the public services
- Be taught by highly qualified and experienced staff

The course is to be delivered at our Taunton site allowing students to experience the facilities and space needed for the course delivered in our university centre. It will be supplemented by visits to different services, guest speakers and an opportunity to undertake work placement within a suitable service provider.

Completion of this programme may allow progression to other courses such as;; BSc (Hons) Community and Public Services Management (City College Plymouth); or BSc (Hons) Emergency Sector Management and Interoperability (Cornwall College).

## Module Records

## Full Time

<b>FdSc Public Services and Criminology</b>					
<b>Year 1</b>					
Module code	Module Title	Level	Credits	Status	Run
BRID1132	Introduction to the Criminal Justice System	4	20	Compulsory	S1
BRID1133	Public Services & Society	4	20	Compulsory	S1
BRID1134	Crime in Context	4	20	Compulsory	S2
BRID1135	The Mind of a Criminal	4	20	Compulsory	S1 & 2
BRID1136	Government & The Public Services	4	20	Compulsory	S2
BRID1137	Personal Development	4	20	Compulsory	S1 & 2

<b>FdSc Public Services and Criminology</b>					
<b>Year 2</b>					
Module code	Module Title	Level	Credits	Status	Run
BRID2233	Victims, Victimology & Restorative Justice	5	20	Compulsory	S1
BRID2228	Theory, Culture, Crime & The Public Services	5	20	Compulsory	S1 & 2
BRID2229	Ethics in the Balance	5	20	Compulsory	S2
BRID2230	Understanding Leadership	5	20	Compulsory	S1
BRID2231	Organisational Performance & Change	5	20	Compulsory	S2
BRID2232	Research Skills in Public Services	5	20	Compulsory	S1 & 2

## Part Time

<b>FdSc Public Services and Criminology</b>					
<b>Year 1</b>					
Module code	Module Title	Level	Credits	Status	Run
BRID1132	Introduction to the Criminal Justice System	4	20	Compulsory	S1
BRID1134	Crime in Context	4	20	Compulsory	S2
BRID1135	The Mind of a Criminal	4	20	Compulsory	S1 & 2

BRID1137	Personal Development	4	20	Compulsory	S1 & 2
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<b>FdSc Public Services and Criminology</b>					
<b>Year 2</b>					
Module code	Module Title	Level	Credits	Status	Run
BRID1133	Public Services & Society	4	20	Compulsory	S1
BRID1136	Government & The Public Services	4	20	Compulsory	S2
BRID2233	Victims, Victimology & Restorative Justice	5	20	Compulsory	S1
BRID2229	Ethics in the Balance	5	20	Compulsory	S2

'in the spirit of the university's academic regulations' that Level 4 modules are taught before Level 5 modules'

<b>FdSc Public Services and Criminology</b>					
<b>Year 3</b>					
Module code	Module Title	Level	Credits	Status	Run
BRID2230	Understanding Leadership	5	20	Compulsory	S1
BRID2231	Organisational Performance & Change	5	20	Compulsory	S2
BRID2228	Theory, Culture, Crime and the Public Services	5	20	Compulsory	S1 & 2
BRID2232	Research Skills in the Public Services	5	20	Compulsory	S1 & 2

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

**PLYMOUTH UNIVERSITY MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.**

**3.1 BRID1132**

**MODULE CODE:**  
BRID1132

**MODULE TITLE:** Introduction to the Criminal Justice System

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** L437

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

**SHORT MODULE DESCRIPTOR:**

The aim of this module is to study the entity that is the criminal justice system. This starts with looking at society and the interaction that different parts of society contribute to the system. It will introduce the concept of policing and justice by consent and the relationships between the core elements of the justice system.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**  
Public Services Subject Assessment Panel

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

**MODULE AIMS:**

*This module aims to:*

1. Explore the relationship between society and the justice system, and issues regarding crime and deviance, and the social construct of these.
2. Recognise the role of the constitutional elements of the justice system.
3. Develop understanding of the role of different agencies within the justice system.
4. Understand the impact of changes to the criminal justice system on society

**ASSESSED LEARNING OUTCOMES:**

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

1. Explain the structure of the justice sector in England and Wales.
2. Discuss how the concepts of crime and deviance are socially constructed.
3. Describe and evaluate the impact of different elements of the justice system on society.
4. Analyse the main issues and contemporary policy debates surrounding social problems in the UK justice system

<b>DATE OF APPROVAL:</b> 30/3/17	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 1/9/17	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 130

**MODULE LEADER:** Max Sauter

**OTHER MODULE STAFF:** None

**Summary of Module Content**

- The role that society has on the justice system.
- The different levels of the criminal justice system.
- The inter-relationship between society and the institutions.
- The impact of the justice system on society.
- The social construction of crime and deviance.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	40	Lectures, group work and discussions
Tutorial	5	Guidance with assessments



Independent Study	155	Research, article reading and relevant study
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Essay	100%	LO 1, 3 (1000 words)
Practice	P	Presentation	100%	LO 2, 4 (10 minutes)

### Recommended Texts & Sources:

Ashworth, A & Redmayne, M (2010) *The Criminal Process* 4<sup>th</sup> Ed, Oxford, Oxford University Press

Davies, M (2015) *Criminal Justice* 5<sup>th</sup> Ed, Harlow, Pearson Educational

Ingham, T (2011) *The English Legal Process* 13<sup>th</sup> Ed, Oxford, Oxford University Press

Joyce, P. (2009) *Criminology and criminal justice: a study guide*. Abingdon: Routledge.

Joyce, P. (2012) *Criminology: a complete introduction: Teach Yourself*. 3<sup>rd</sup> edn. London: Hodder & Stoughton.

Joyce, P. (2017) *Criminal justice: an introduction*. 3<sup>rd</sup> edn. Abingdon: Routledge.

Journals:

Criminal Justice Matters

British Journal of Criminology

<b>Updated by:</b> M Sauter Date: May 2017	<b>Approved by:</b> Date:
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## **SECTION A: DEFINITIVE MODULE RECORD**

3.2 BRID1133

**MODULE CODE:** BRID1133

**MODULE TITLE:** Public Services and Society

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** L210

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

**SHORT MODULE DESCRIPTOR:**

**Within this module learners will develop an understanding of the theoretical concept of human need, how this concept translates into social welfare policy and the implications for the implementation of this provision.**

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70 %	<b>P1</b> (Practical)	3 0 %
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Public Services Subject Assessment Panel

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

**MODULE AIMS:**

*This module aims to:*

1. To review the theoretical conceptions of human needs that inform social welfare debates.
2. Develop learners' understanding of conceptions of rights and responsibilities
3. Explore the link between theory and social welfare policy formation
4. Identify the political institutions responsible for needs amelioration and their role in the process.
5. Explore the impact of political constraints on policy development and implementation.

**ASSESSED LEARNING OUTCOMES:**

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

1. Demonstrate an understanding of the philosophical theories informing conceptions of needs
2. Demonstrate how philosophical theories translate into public policy
3. Discuss the roles and responsibilities of various levels of government in relation to public policy formation and implementation
4. Apply research and problem solving skills to formulate policy responses to an array of societal issues.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
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<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 132

**MODULE LEADER:** Gail Cornish

**OTHER MODULE STAFF:** None

#### **Summary of Module Content**

- Philosophical understanding of needs
- How philosophical theory inform public policy
- The role of government on forming and applying public policies
- The political constraints of policy implementation

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	40	Lectures, group work and learning activities
Tutorial	5	Formative assessments
Independent Study	155	Suitable academic research and article readings
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E			
	T			
Coursework	C1	Essay	100%	LO 1,2,3 (1500 words)
Practice	P	Presentation	100%	LO 4 (10 minutes)

## Recommended Texts & Sources:

Barber, M. (2015) *How to run a government: so that citizens benefit and taxpayers don't go crazy.* London: Allen Lane .

Clapham, A. (2015) *Human rights: a very short introduction.* 2<sup>nd</sup> edn. Oxford: Oxford University Press.

Davis, R. (2016) *Responsibility and public services.* Axminster: Triarchy Press.

Dickens, J (2016) *Social Work & Social Policy: An Introduction,* Routledge

De Than, C. (2016) *Human rights.* 4<sup>th</sup> edn. Harlow: Pearson

Freeman, M. (2017) *Human rights.* 3<sup>rd</sup> edn. Cambridge: Polity Press.

Halstead, P. (2014) *Unlocking human rights.* 2<sup>nd</sup> edn. Abingdon: Routledge.

Bouvaird, A, Loaffler, E (2016) *Public Management & Government,* London, Routledge

Flynn, N (2007) *Public Sector Management* 5<sup>th</sup> Ed, London, Sage

Lister, R (2010) *Understanding Theories and Concepts in Social Policy,* Policy Press, Bristol.

Morphet, J (2008) *Modern Local Government,* London, Sage

Newman, J (2009) *Publics, Politics and Power: Remaking the public in public services,* London, Sage

Osborne, P.S. (2010) *The New Public Governance? : emerging perspectives on the theory and practice of public governance.* Abingdon: Routledge

Spicker, P (1995), *Social Policy: Themes and Approaches,* London, Prentice Hall

Journals:

Social policy & Administration

Public Administration

<b>Updated by:</b> M Sauter	<b>Approved by:</b>
Date: August 2017	Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

3.3 BRID1134

**MODULE CODE:** BRID1134

**MODULE TITLE:** Crime in Context

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** L260

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

#### **SHORT MODULE DESCRIPTOR:**

The aim of this module is to give students the opportunity to examine human behaviour in relation to crime, to examine why people commit crime and to explore the needs of the victim in comparison to the strategies, theories and policies available. Different criminology theories will be reviewed in relation to placing crimes within a wider context.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to:*

- To review current theoretical sociological and psychological theories that can be used to explain the reasons for criminal behaviour.
- Students will review a variety of criminology theories to enable crime to be contextualised in relation to behaviour and theory.
- Understand the changing nature of crime and of a diverse and changing society.
- Review the support systems available to victims of crime.

#### **ASSESSED LEARNING OUTCOMES:**

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

1. Review sociological and psychological theories and contributory factors in relation to criminal behaviour.
2. Explain the effects of crime and support systems available to victims of crime.

3. Analyse the criminological theories available to explain crime within the UK and the associated ethical issues.
4. Discuss the key concepts and theoretical approaches that have been developed in relation to crime, victimisation and responses to crime and deviance

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 130

**MODULE LEADER:** Ruth Darvill

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Contributory factors to criminal behaviour.
- Sociological and psychological theories related to criminal behaviour
- Crime reduction and crime reduction partnerships.
- Support available for victims of crime

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	35	Learning sessions and lectures
Tutorial	10	Individual one to ones to discuss formative assessments
Independent Study	155	Sociological and psychological research into articles, reading and assessment preparation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E			

	T			
Coursework	C1	Academic Poster	50%	LO 1,2
	C2	Essay	50%	LO3, 4
Practice	P1			

### Recommended Texts & Sources:

Burney, E (2009) *Making People Behave* 2<sup>nd</sup> Ed, Cullompton, Willan

Clarke, D (2003) *Pro Social and Antisocial Behaviour*, London, Routledge

Delaney, T. (2017) *Social deviance*. London: Rowman and Littlefield.

Downes, D., Rock, P.E. & McLaughlin, E. (2016) *Understanding deviance: a guide to the sociology of crime and rule-breaking*. 7<sup>th</sup> edn. Oxford: Oxford University Press.

Reiner, R. (2016) *Crime: the mystery of the common-sense concept*. Cambridge: Polity Press.

Hewstone, M (2012) *Introduction to Social Psychology* 5<sup>th</sup> Ed, Chichester, British Psychological Society

Rogers, C (2006) *Crime Reduction Partnerships*, Oxford, Oxford University Press

Journals:

British Journal of Criminology

Journal of Offender Rehabilitation

Criminal Justice Matters

Policing

**Updated by:** M Sauter

Date: August 2017

**Approved by:**

Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

3.4 BRID1135

**MODULE CODE:** BRID1135

**MODULE TITLE:** The Mind of a Criminal

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** C816

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

#### **SHORT MODULE DESCRIPTOR:**

This module will look into behaviour theories, social diversity and divisions, learning differences, technology and the impact these issues have on crime. This module will allow for a case study regarding historical crimes. The module will also examine the different policing processes used.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to develop learner's understanding of:*

1. Develop knowledge of behavioural psychology.
2. Review the effects of mental health and learning differences on crime.
3. The social dimensions of crime including gender, race, ethnicity, class, and life course.
4. Understand different policing criminal behavioural management strategies.

#### **ASSESSED LEARNING OUTCOMES:**

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

1. Examine criminal theories and apply to real life case studies.
2. Outline the impact of mental health and learning differences on crime.
3. Compare and contrast the social dimensions of crime and how patterns of social diversity and divisions shape crime in the UK.



4. Examine the different management strategies that can be applied to policing criminal behaviour.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1 & 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 128

**MODULE LEADER:** Ruth Darvill

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Review behavioural psychology and its application to understanding criminal behaviour.
- Understand the link between crime, social diversity and management strategies.
- Explain the management strategies that can be applied to managing behaviour.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	Lectures
Independent Study	155	Research into criminal theories, case study research and academic article reading and research
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E			
	T			

Coursework	C1	Essay	60%	LO1,2,3 (1500 words)
		Academic Poster	40%	LO4
Practice	P			

### Recommended Texts & Sources:

Burke, R (2014) Introduction to Criminology Theory 4<sup>th</sup> Ed, London, Routledge

Elsmore, P. (2001), Organisational Culture: Organisational Change? Aldershot: Gower Publishing

Holt, T (2007) Cybercrime and Digital Forensics, London, Routledge

Hale, C. et al. (2013) *Criminology*. 3<sup>rd</sup> edn. Oxford: Oxford University Press.

Joyce, P., Bryson, J., & Holzer, M. (2014). Developments in Strategic and Public Management : Studies in the US and Europe. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. (ebook)

Liebling, A., Maryna, S. and McAra, L. (2017) *The Oxford Handbook of Criminology*. 6th edn. Oxford: Oxford University Press.

Newburn, T. (2017) *Criminology*. 3rd edn. Cullompton: Willan Publishing.

OSBORNE, S.P. et al, 2015. The SERVICE framework: a public-service-dominant approach to sustainable public services. *British Journal of Management*, 26 (3), pp. 424 - 438.

Treadwell, J. (2013) *Criminology: the essentials*. 2<sup>nd</sup> edn. London: Sage.

Pakes, F (2007) Psychology and Crime, Cullompton, Willan

Journals:

British Journal of Criminology  
Journal of Offender Rehabilitation  
Law and Society

**Updated by:** M Sauter  
Date: August 2017

**Approved by:**  
Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

3.5 BRID1136

**MODULE CODE:**  
BRID1136

**MODULE TITLE:** Government and the Public  
Services

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** L430

**PRE-REQUISITES:** None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

#### **SHORT MODULE DESCRIPTOR:**

An introduction to the political structure within the UK and the relationship between this structure and the public services as well as society in general. The module will examine the relationship between Government and the population, in relation to provision and management of the public services.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL** Group to which module should be  
**linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to;*

1. Develop learners understanding of multi-level government in the UK and the wider context of its action.
2. Provide an opportunity to examine government policy in relation to strategic aims relevant to the public services.
3. Review the relationship between the public services and government.
4. Understand the theory behind the relationship between government and the role of the public services.

### ASSESSED LEARNING OUTCOMES:

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

1. Differentiate between the roles of different levels of government.
2. Analyse the impact government has on the public services.
3. Critically explain the relationship between government and the public services.
4. Explain the main issues and contemporary policy debates surrounding social, economic, environmental, cultural and political problems in the UK.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1 & 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 128

**MODULE LEADER:** Max Sauter

**OTHER MODULE STAFF:**

#### Summary of Module Content

- Multi-level government in the UK.
- Influence of government on the public services.
- Government policy in relation to strategic and political aims.
- The relationship between the public services and government.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	30	Lectures and staff led experiences
Seminar	15	Discussion of reading and government policy
Independent Study	155	Research into government policy, reading and assessment preparation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E			
	T			

Coursework	C1	Academic Poster	50%	LO1,2 (1000 words)
		Essay 2	50%	LO 3,4 (1000 words)
Practice	P			

### Recommended Texts & Sources:

Barber, M. (2015) *How to run a government: so that citizens benefit and taxpayers don't go crazy*. London: Allen Lane .

Bovaird, A (2016) *Public Management and Governance* 3<sup>rd</sup> Ed, London, Routledge

Clapham, A. (2015) *Human rights: a very short introduction*. 2<sup>nd</sup> edn. Oxford: Oxford University Press.

Davis, R. (2016) *Responsibility and public services*. Axminster: Triarchy Press.

Dickens, J (2016) *Social Work & Social Policy: An Introduction*, Routledge

De Than, C. (2016) *Human rights*. 4<sup>th</sup> edn. Harlow: Pearson

Freeman, M. (2017) *Human rights*. 3<sup>rd</sup> edn. Cambridge: Polity Press.

Halstead, P. (2014) *Unlocking human rights*. 2<sup>nd</sup> edn. Abingdon: Routledge.

Bouvaird, A, Loaffler, E (2016) *Public Management & Government*, London, Routledge

Flynn, N (2007) *Public Sector Management* 5<sup>th</sup> Ed, London, Sage

Llewellyn, S. (ed.), Brookes, S. (ed.) and Mahon, A. (ed.) (2013) *Trust and confidence in government and public services*. Abingdon: Routledge.

Lister, R (2010) *Understanding Theories and Concepts in Social Policy*, Policy Press, Bristol.

Moran, M (2015) *Politics and Governance in the UK*, London, Palgrave

Morphet, J (2008) *Modern Local Government*, London, Sage

Newman, J (2009) *Publics, Politics and Power: Remaking the public in public services*, London, Sage

Osborne, P.S. (2010) *The New Public Governance? : emerging perspectives on the theory and practice of public governance*. Abingdon: Routledge

OSBORNE, S.P. et al, 2015. The SERVICE framework: a public-service-dominant approach to sustainable public services. *British Journal of Management*, 26 (3), pp. 424 - 438.

Russel, D. and Turnpenny, J. (2009) The politics of sustainable development in UK government: what role for integrated policy appraisal? *Environment and Planning C: Government and Policy* 2009, volume 27, pages 340 ^ 354

Schein, E. (2004), *Organisational Culture and Leadership*, New York: Pfeiffer Wiley

Spicker, P (1995), *Social Policy: Themes and Approaches*, London, Prentice Hall

Smith, D. B. and Booth, P. (2016) *Taxation, government spending and economic welfare*. London: Institute of Economic Affairs.

Witson, D (2011) *Local Government in the United Kingdom*, Basingstoke. Palgrave

Journals:

*International Journal of Public Sector Management*

<b>Updated by:</b> M Sauter	<b>Approved by:</b>
Date: August 2017	Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

3.6 BRID1137

**MODULE CODE:** BRID1137

**MODULE TITLE:** Personal  
Development

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** C800

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

#### **SHORT MODULE DESCRIPTOR:**

This module highlights the importance of continued personal development and provides students with the research tools and skills in order to carry out structured reflection of their own work based learning practice.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to;*

1. Introduce students to the importance of developing personal skills to enhance learning and performance.
2. Develop student's ability to monitor, reflect and evaluate their current work based learning. To establish targets for on-going professional development within their work placements, study programmes and for future public sector roles.

#### **ASSESSED LEARNING OUTCOMES:**

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

1. Discuss the relevance of using a structured process to reflect on progress and learning in order to produce a personal development plan.
2. Demonstrate suitable team working in undertaking a work placement.
3. Appraise the impact of learning on career aspirations and development needs.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1 & 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** TBC

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Developing an individual portfolio reflecting on personal development and WBL.
- Production of a reflective diary / log.
- Undertake a range of self-profiling tools to better understand personal skill set.
- Production of a personal development plan.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	35	Lecture and learning opportunities
Tutorial	10	One to one tutorial, formative assessment
WBL	40	Undertaking specific work placement
Independent Study	115	Applying for WBL, WBL reflective log
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments include links to learning objectives</b>
Written exam	E			
	T			



Coursework	C1	Portfolio	100%	LO 1,2,3,4 (2000 words)
Practice	P1			

### Recommended Texts & Sources:

Bassot, B. (2016) *The reflective journal*. 2<sup>nd</sup> edn. London: Palgrave.

Bolton, G.E.J. (2014) *Reflective practice: writing and professional development*. 4th edn. London: Sage.

Cottrell, S. (2015) *Skills for success: personal development and employability*. 3<sup>rd</sup> edn. London: Palgrave.

Hoffman, R. and Casnocha, B. (2012) *The start-up of you: adapt to the future, invest in yourself, and transform your career*. London: Random House Business.

Johns, C. (2017) *Becoming a reflective practitioner*. 5<sup>th</sup> edn. Oxford: Wiley Blackwell.

Cushion, C., Armour, K.M. and Jones, R. L. (2003) Coach Education and Continuing Professional Development: Experience and learning to coach. *Quest*, 55, 215-230.

Kolb, N. (1984) *Experiential Learning: Experiences as the Source of Learning and Development*, Englewood Cliffs, NJ: Prentice Hall.

Neale, S., Spencer-Arnell, L. and Wilson, L. (2009) *Emotional Intelligence Coaching*, London: Kogan-Page.

Parsloe, E. and Leedham, M. (2009) *Coaching and Mentoring: Practical Conversations to Improve Learning*, (2<sup>nd</sup> Ed), London: Kogan-Page.

Passmore, J. (2006) (Ed) *Excellence in Coaching: The Industry Guide*, London: Kogan-Page

### Journals:

European Sports Management Quarterly  
Harvard Business Review  
Managing Leisure

**Updated by:** M Sauter  
Date: August 2017

**Approved by:**  
Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

Level 5

### SECTION A: DEFINITIVE MODULE RECORD

3.7 BRID2233

**MODULE CODE:**  
BRID2233

**MODULE TITLE:** Victims, Victimology &  
Restorative Justice

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** L312

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

#### **SHORT MODULE DESCRIPTOR:**

The aim of this module is for students to gain knowledge of the impact crime has on victims from a social and psychological perspective. The module will also investigate the methods of supporting victims of crime and how restorative justice can be used.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Role Play)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to:*

Discuss how crime affects an individual.

Introduce knowledge of the methods supporting with victims of crime.

Develop awareness of the procedures and relevance of restorative justice.

Examine the implied sociological and psychological benefits of restorative justice.

**ASSESSED LEARNING OUTCOMES:**

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

Critically analyse the impact crime has on a victim's social and mental wellbeing.

Discuss the psychological theories of victimology.

Critically analyse the purpose and use of restorative justice.

Review the purpose of restorative justice for specific crimes.

Demonstrate suitable professional communication skills.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 132

**MODULE LEADER:** Ruth Darvill

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Treatment of victims of crime.
- Purpose and use of restorative justice.
- Study of victimology theory
- Social & Psychological theories behind justice and how it is valued.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	40	Lectures, guest speakers
Seminar	5	Group discussions of restorative justice
Independent Study	155	Preparation for formative assessment, article reading and research
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments include links to learning objectives</b>

Written exam	E			
	T			
Coursework	C1	Essay	100%	LO 3 (2000 words)
Practice	P	Role Play	100%	LO 1, 2, 5

### Recommended Texts & Sources:

Ashworth, A & Redmayne, M (2010) *The Criminal Process* 4<sup>th</sup> Ed, Oxford, Oxford University Press

Davies, P. (ed.), Francis, P. (ed.), and Greer, C. (ed.) (2017) *Victims, crime and society: an introduction*. London: Sage.

Karmen, A. (2015) *Crime victims: an introduction to victimology*. Boston: Cengage Learning.

Goodey, J (2005) *Victims & Victimology*, Harlow, Longman

Waltis, P (2014) *Understanding Restorative Justice*, Bristol, Policy Press

Journals:

British Journal of Criminology  
International review of Victimology  
Policing

<p><b>Updated by:</b> M Sauter Date: August 2017</p>	<p><b>Approved by:</b> Date:</p>
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

3.8 BRID2228

**MODULE CODE:** BRID2228

**MODULE TITLE:** Theory, Culture, Crime and the Public Services

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** C880

**PRE-REQUISITES:**

None

**CO-REQUISITES:**

None

**COMPENSATABLE:**

Yes

#### **SHORT MODULE DESCRIPTOR:**

This module aims to look at the theory that informs culture, crime and the public services looking at relevant theory that reflects how the approach to these topics changes. It also aims to reflect on the methods and use of data collection in relation to society. The module will consider the nature of public service and associated factors.

#### **ELEMENTS OF ASSESSMENT**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to enable the learner to:*

1. Recognise the theory behind the development of culture, citizenship and society.
2. Understand the concept behind the nature of the public services.
3. Develop knowledge of the changing nature of public services in society.
4. Summarise the reporting and analysis of suitable statistics.

#### **ASSESSED LEARNING OUTCOMES:**

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

1. Critically analyse the role of the public services in relation to shaping policy.
2. Demonstrate and evaluate the ways statistics are reported and how this data is used.
3. Use problem-solving skills in evaluating the nature of the public services and citizens role in crime prevention.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1 & 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 132

**MODULE LEADER:** Ruth Darvill

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Understand the theory of crime, culture and citizenship.
- Develop suitable analysis of statistics skills.
- Evaluate the nature of the public services in society.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	35	Lectures and guest speakers
Seminar	10	Group discussion and analysis of lectures and guest speakers
Independent Study	155	Case study research, preparation and research
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E			
	T			
Coursework	C1	Essay	60%	LO1,2,3 (2000 words)
		Academic Poster	40%	LO4

Practice	P1			

**Recommended Texts & Sources:**

Burke, R (2014) *Introduction to Criminological Theory* 4<sup>th</sup> Ed, London, Routledge

Lum, C. and Koper, C. S. (2017) *Evidence-based policing: translating research into practice*. Oxford: Oxford University Press..

Rogers, C. (2017) *Plural policing: theory and practice*. Bristol: Policy Press.

Rowe, M. (2014) *Introduction to policing*. 2<sup>nd</sup> edn. London: Sage.

Santos, R. B. (2017) *Crime analysis with crime mapping*. 4<sup>th</sup> edn. London: Sage.

Newburn, T (2013) *Criminology* 2<sup>nd</sup> Ed, Abingdon, Routledge

Wincup, E (2013) *Understanding Crime and Social Policy*, Bristol, Policy Press

Journals:

Crime, Law and Social Change

Social Forces

<b>Updated by:</b> M Sauter Date: August 2017	<b>Approved by:</b> Date:
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

3.9 BRID2229

**MODULE CODE:**  
BRID2229

**MODULE TITLE:** Ethics in the Balance

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** V520

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

#### **SHORT MODULE DESCRIPTOR:**

The module will review the concept of society, the values of morals and ethics within a society and how it informs and defines justice. It will explore the ethical issues across the public services and how the different theories of ethics are viewed and implemented.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to enable learners to:*

1. Develop and understanding of ethical decision making.
2. Develop a critical understanding of the concept of justice
3. Identify how differing ethical theories inform conceptions of justice
4. Develop and critical understanding of the link between ethical theory and professional practice frameworks.

#### **ASSESSED LEARNING OUTCOMES:**

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

1. Demonstrate a critical understanding of ethical decision making
2. Critically evaluate the differing theoretical concepts of justice
3. Critically apply ethical theories to the development of the justice systems
4. Demonstrate suitable technology skills.



<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 132

**MODULE LEADER:** Max Sauter

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Understand different ethical theories.
- Apply these theories to the concept of justice.
- Be able to understand the different views of justice and their formation.
- Discuss the link between ethical theory and application.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	30	Formal lectures and learning opportunities
Seminar	10	Group discussions on ethics and society
Tutorial	5	One to one support for assessments
Independent Study	155	Seminar preparation, academic research and assessment preparation
<b>Total</b>		<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E			
	T			
Coursework	C1	Essay	50%	LO 1,2 (2000 words)
		Case study	50%	LO 3,4 (1000 words)

Practice	P			

**Recommended Texts & Sources:**

Banks, C (2013) *Criminal Justice Ethics* 3<sup>rd</sup> Ed, Thousand Oaks CA, Sage

Bowman, J. S. and West, J. P. (2014) *Public service ethics: individual and institutional responsibilities*. Thousand Oaks: CQ Press.

Bridges, D, (1997) *Education, Autonomy & Democratic Citizenship: Philosophy in a Changing World*, London, Routledge

Cohen, A.I. (2015) *Philosophy, ethics, and public policy: an introduction*. London: Routledge.

Dickinson, H, Glasby, J (2010) *The Personalisation Agenda: Implications for the Third Sector*, Birmingham.

Lawrence, H (2006) *The Context & Argument of the Political Philosophy of Needs*, Routledge

Lawton, A (2013) *Ethics & Management in the Public Sector*, Abingdon, Routledge

Picavet, E, Caroline, G,L (2013) *Rational Planning for Individual Needs and Capacities*, HAL

Pollit, C (2006), *Changing Public Administration in the UK*, EGPL

Teeuwen, B (2011), *Lean for the Public Sector: The Pursuit of Perfection in Government Services*, Portland, Productivity

**Journals:**

International Journal of Law, Crime and Justice

Crime, Law and Social Change

<b>Updated by:</b> M Sauter Date: August 2017	<b>Approved by:</b> Date:
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

3.10 BRID2230

**MODULE CODE:** BRID2230

**MODULE TITLE:** Understanding  
Leadership

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** N210

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

#### **SHORT MODULE DESCRIPTOR:**

The module develops the understanding of established leadership theory in the public services, contemporary leadership challenges, the role of leadership principles and practice in a public services context; and the ability to apply individual and critical thinking.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to:*

1. Introduce traditional and contemporary leadership theory used within the public services.
2. Develop a knowledge and understanding of appropriate leadership principles within the public services.
3. Develop awareness, skills and confidence in the students' own leadership practice.

**ASSESSED LEARNING OUTCOMES:**

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

1. Critically evaluate their own leadership style within different contexts.
2. Use reflective practice to critically analyse their own knowledge and understanding of different leadership theories in various situations.
3. Facilitate and lead teamwork and leadership skills in practical situations.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** TBC

**OTHER MODULE STAFF:** Jim Bee

#### Summary of Module Content

- Traditional and contemporary leadership theories.
- Effective leadership styles, influences and principles as used with the public services.
- Reflective practice in the context of leadership.
- Opportunities to implement and improve leadership performance through individual and team working situations within the public services.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	30	Lectures and theory
Practical Classes/Workshops	15	Undertaking supervised practical work in different scenarios
Independents Study	155	Leadership theory research, academic article research and assessment preparation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Essay	50%	LO 1,2 (2000 words)
		Reflection of leadership skills	50%	LO3 (1000 words)
Practice	P1			

### Reading List:

Adair, J. (2016) *Develop your leadership skills (creating success)*. 3<sup>rd</sup> edn. London: Kogan Page.

Binney, G., Wilkes, G. and Williams, C. (2005) *Living Leadership*, London: FT / Prentice Hall.

Madduk, R (2009) *Team Building* 5<sup>th</sup> Ed, USA Axzo Press

Northouse, P (2015) *Introduction to Leadership* 3<sup>rd</sup> Ed, London, Sage

Northouse, P. G (2016) *Leadership: theory and practice*. 7th edn. London: Sage.

Owen. J. (2014) *The leadership skills handbook: 50 essential skills you need to be a leader*. 3<sup>rd</sup> edn. London: Kogan Page.

Rayner, C (2009) *Managing and Leading People* 2<sup>nd</sup> Ed, London, CIPD

Sinek, S. (2009) *Start with Why*, London: Penguin Group

Barber, M. (2015) *How to run a government: so that citizens benefit and taxpayers don't go crazy*. London: Allen Lane.

Clapham, A. (2015) *Human rights: a very short introduction*. 2<sup>nd</sup> edn. Oxford: Oxford University Press.

Davis, R. (2016) *Responsibility and public services*. Axminster: Triarchy Press.

Dickens, J (2016) *Social Work & Social Policy: An Introduction*, Routledge

De Than, C. (2016) *Human rights*. 4<sup>th</sup> edn. Harlow: Pearson

Freeman, M. (2017) *Human rights*. 3<sup>rd</sup> edn. Cambridge: Polity Press.

Halstead, P. (2014) *Unlocking human rights*. 2<sup>nd</sup> edn. Abingdon: Routledge.

Bouvaird, A, Loaffler, E (2016) *Public Management & Government*, London, Routledge

Flynn, N (2007) *Public Sector Management* 5<sup>th</sup> Ed, London, Sage

Lister, R (2010) *Understanding Theories and Concepts in Social Policy*, Policy Press, Bristol.

Morphet, J (2008) *Modern Local Government*, London, Sage

Newman, J (2009) *Publics, Politics and Power: Remaking the public in public services*, London, Sage

Osborne, P.S. (2010) *The New Public Governance? : emerging perspectives on the theory and practice of public governance*. Abingdon: Routledge

Spicker, P (1995), *Social Policy: Themes and Approaches*, London, Prentice Hall

Journals:

Leadership and Organization Development Journal

Management Today

Public Service & Leadership

<b>Updated by:</b> M Sauter	<b>Approved by:</b>
Date: August 2017	Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

#### 3.11 BRID2231

**MODULE CODE:**  
BRID2231

**MODULE TITLE:** Organisational Performance  
& Change

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** N214

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

#### **SHORT MODULE DESCRIPTOR:**

This module will review organisational structures and cultures and the factors affecting these. The module will also provide the opportunity to research and evaluate the performance of organisations and the impact of these changes. The module will look at public services and the application of relevant theory related to performance and change. emergency services.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	<b>50%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

#### **MODULE AIMS:**

*This module aims to:*

Develop a critical understanding of organisational culture development  
Demonstrate a critical analysis of performance management models  
Develop a critical analysis of organisational change models  
Explain your understanding of governance structures and their significance for organisational performance and change

#### **ASSESSED LEARNING OUTCOMES:**

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

1. Analyse critically the organisational structure and culture of the public services.

2. Interpret and evaluate the public services performance measurement and accountability systems.
3. Critically evaluate management and leadership styles, approaches to motivation and their effectiveness in scenarios of organisational change.
4. Assess and critique the customer service experience within a given organisation using suitable written and verbal communication skills.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** TBC

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Organisational structure.
- Organisational culture.
- Performance measurement.
- Introduction to organisational change.
- Team work, motivation, management and leadership styles.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	Lecture and learning activities
Independent Study	155	Organisation research, assessment preparation and article research
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments include links to learning objectives</b>
Written exam	E			
	T			



Coursework	C1	Essay	100%	LO 1,2 (2000 words)
Practice	P	Presentation on WBL	100%	LO 3,4 (15 minutes)

### Reading List:

Brown, K. (2017) *Managing change and innovation in public service organizations*. 2<sup>nd</sup> edn. Abingdon: Routledge.

Cameron, E. and Green, M. (2015) *Making sense of change management: a complete guide to the models, tools and techniques of organisational change*. 4<sup>th</sup> edn. London: Kogan Page.

Doherty, T., Horne, T., and Wootton, S. (2013) *Managing public services - implementing changes: a thoughtful approach to the practice of management*. 2<sup>nd</sup> edn. Abingdon: Routledge.

Doherty, T (2014) *Managing Public Services* 2<sup>nd</sup> Ed, Abingdon, Routledge

Talbot, C (2010) *Theories of Performance*, Oxford, Oxford University Press

Senior, B (2010) *Organisational Change* 4<sup>th</sup> Ed, Harlow, Financial Times

Van Dooren, W (2015) *Performance Management in the Public Sector* 2<sup>nd</sup> Ed, London, Routledge

#### Journals:

International Journal of Public Sector Management

Journal of Organizational Behaviour

**Updated by:** M Sauter

Date: August 2017

**Approved by:**

Date:

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

3.12 BRID2232

**MODULE CODE:** BRID2232

**MODULE TITLE:** Research Skills in the Public Services

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** X200

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

### **SHORT MODULE DESCRIPTOR:**

This module provides the opportunity to develop skills needed for a research project, it will include data collection, data analysis and interpretation. Students will collect data and conduct analysis using correct technology of this data and present it in an appropriate manner.

### **ELEMENTS OF ASSESSMENT**

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Public Services Subject Assessment Panel

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

### **MODULE AIMS:**

*This module aims to:*

1. Develop basic research skills necessary for the design and implementation of research project.
2. Develop a critical understanding of differing social science research methodologies and their application.
3. Develop an understanding of appropriate research topic and how to write an effective literature review.
4. Develop an understanding of different data collection and evaluation techniques and their application.
5. Review and critique published research
6. Develop an understanding of research ethics
7. Develop communication skills via research dissemination

### **ASSESSED LEARNING OUTCOMES:**

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

1. Carry out and present small-scale data collection and analysis.
2. Critically analyse texts and data and use this to support valid conclusions.

3. Demonstrate an ability to identify, locate, critically evaluate and use information appropriate to undertaking of a small scale research project.
4. Critique the acquisition of research related skills in the area(s) of study.
5. Select examples from their practice to evaluate their understanding of the well-established principles of area of study in the programme.

<b>DATE OF APPROVAL:</b> 01/09/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> Bridgwater and Taunton College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1 & 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Max Sauter

**OTHER MODULE STAFF:** None

#### Summary of Module Content

- Conduct appropriate research
- Evaluate current literature
- Undertake a small scale research project
- Writing effective literature reviews
- Design and collect suitable data and collection methods
- Analyse the collected data.
- Evaluate the skills needed to undertake the research project

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	20	Lecture and information sharing
Tutorial	25	Individual support with data collection and analysis
Independent Study	155	Undertaking project research, literacy research and data analysis
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments include links to learning objectives</b>

Written exam	E			
	T			
Coursework	C1	Data Collection & Analysis	25%	LO1, 5 (750 words)
		Research Proposal	75%	LO 2,3,4 (2000 words)
Practice	P			

### Reading List:

Bell, J. and Waters, S. (2014) *Doing your research project: a guide for first-time researchers*. 6th edn. Maidenhead: Open University Press.

Bryman, A., (2015) *Social research methods*. 5<sup>th</sup> edn. Oxford: Oxford University Press.

Cottrell, S. (2013) *The study skills handbook*. 4th edn. Basingstoke: Palgrave macmillan.

Flick, U. (2015) *Introducing research methodology*. 2nd edn. London: Sage.

Thomas, G. (2017) *How to do your research project: a guide for students*. 3<sup>rd</sup> edn. London: Sage.

Walliman, N (2011) *Your Research Project* 3<sup>rd</sup> Ed, London, Sage

<b>Updated by:</b> M Sauter Date: August 2017	<b>Approved by:</b> Date:
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### GENERIC TEXTS

Armstrong, M., and Baron, A., (2005). *Managing Performance: Performance Management in Action*. London: CIPD.

Armstrong, M., (2009). *A Handbook of Human Resource Management Practice*. London: Kogan Page. Chapters 38 and 39.

Azzone, G. and Palermo, T. (2011) Adopting performance appraisal and reward systems A qualitative analysis of public sector organisational change. *Journal of Organizational Change Management* Vol. 24 No. 1, 2011 pp. 90-111 q Emerald Group Publishing Limited

- Barrados, M. and Mayne, J. (2003) Can Public Sector Organisations Learn? OECD Journal On Budgeting – Volume 3 – No. 3 – ISSN 1608-7143 – © OECD 2003
- Baker, S., (2006) Sustainable Development, New York, Routledge
- Bratton, J., and Gold, J., (2007). Human Resource Management Theory and Practice. Basingstoke: Macmillan. Chapter 8.
- [Bovaird](#), A. G. and [Löffler](#), E. (2009) Public management and governance. London: Routledge
- Burnham, J., and Horton, S., (2013) Public Management in the United Kingdom, A New Introduction,
- Burnes, B. (2004), Managing Change, London: Financial Times, Prentice Hall
- Carnall, C. (2002), Managing Change in Organisations, London: Prentice Hall.
- Cameron, E. and Greene, M. (2004). Making sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change. Kogan Page Business
- Capon, C. (2000), Understanding Organisational Culture, London: Financial Times/ Prentice Hall.
- Choi, T & Chandler, S. M. (2015) Exploration, Exploitation, and Public Sector Innovation: An Organizational Learning Perspective for the Public Sector, Human Service Organizations: Management, Leadership & Governance, 39:2, 139-151,
- Coccia, F. and Robertson, K. (2009) Multi-agency working: challenges in getting it right. Psychiatric Bulletin (20 0 9), 3 3, 124 ^ 126
- Collins, F. and McCray, J. (2012) Partnership working in services for children: Use of the common assessment framework. Journal of Interprofessional Care, 2012, 26: 134–140 2012 Informa UK, Ltd.
- Doherty, T. and Horne, T. (2002), Managing Public Services, Implementing Changes, Abingdon: Routledge
- Dunlop, C.A. and Russel, D. (2012) WATCHING THE DETECTIVES; Explaining regulators' roles in the integration of sustainable development in UK public services. Vol. 14 Issue 5 2012 681–704 Public Management Review ISSN 1471-9037 print/ISSN 1471-9045 online\_ 2012 Taylor & Francis
- Elsmore, P. (2001), Organisational Culture: Organisational Change? Aldershot: Gower Publishing
- Fernandez, F., Cho, Y. J. and Perry, J.L. (2010) Exploring the link between integrated leadership and public sector performance. The Leadership Quarterly 21 (2010) 308–323. Elsevier.
- Fernandez, S. and Rainey, H. G. (2006) Managing Successful Organizational Change in the Public Sector. Public Administration Review • March April 2006
- Grin, J., Rotmans, J., and Johan, S., and Schot, J. (2010) Transitions to Sustainable Development, New Directions in the Study of Long Term Transformative Change, New York, Routledge
- Hamlin, B. (2000), Organisational Change and Development, London: Prentice Hall.
- Handy, C. (1993), Understanding Organisations, London: Penguin

Hatch, M. (1998), *Organisation Theory: Modern, Symbolic, and Postmodern Perspectives*, Oxford: Oxford University Press

Hayes, J. (2006), *The Theory and Practice of Change Management*, Basingstoke: Palgrave

Holbeche, L. (2006) *Understanding Change, Theory, Implementation and Success*, Butterworth-Heinemann: Oxford

Joyce, P., Bryson, J., & Holzer, M. (2014). *Developments in Strategic and Public Management : Studies in the US and Europe*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. (ebook)

Kreitner, R. et al., (2002), *Organisational Behaviour*, Maidenhead: McGraw-Hill.

Lane, J-E. (1997), *Public Sector Reform: Rationale, Trends and Problems*. London: Sage

Lee, D. (1999), *Decision Making in Organisations*, London: Financial Times Management.

Lewin, K (1947) *Frontiers in group dynamics*.

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McCalman, J. and Paton, R. (2000), *Change Management: A Guide to Effective Implementation*, New York: Sage.

Mclaughlin, K., Osborne, S. P. and Ferlie, E. (2002), *New Public Management: Current Trends and Future Prospects*, London: Sage /Open University

OECD (2001) *Governance in the 21st Century*. Paris: OECD

OECD (2001) *Local Partnerships for Better Governance*. Paris: OECD

OECD (2010) *Finland; WORKING TOGETHER TO SUSTAIN SUCCESS*. Paris: OECD.

OECD (2011) *Public Sector Leadership for the 21st Century*. Paris: OECD

OSBORNE, S.P. et al, 2015. The SERVICE framework: a public-service-dominant approach to sustainable public services. *British Journal of Management*, 26 (3), pp. 424 - 438.

Osborne, P.S. (2010) *The New Public Governance? : emerging perspectives on the theory and practice of public governance*. Abingdon: Routledge.

Osborne, P.S. (2006) *The New Public Governance? Vol. 8 Issue 3 2006 377 – 387 Public Management Review* ISSN 1471-9037 print/ISSN 1471-9045 online\_ 2006 Taylor & Francis  
<http://www.tandf.co.uk/journals>

Pettigrew, A. M. and Whipp, R. (1993) *Understanding the environment*. In C Mabey and B Mayon White (ed) *Managing Change* (2nd ed). The OU: London

Popovich, M. G. and Osborne, D. (1998), *Creating High Performance Government Organisations*, New York: Jossey-Bass.

Pugh, D. (1990), *Organisation Theory*, Harmondsworth: Penguin

Rashman, L., Withers, E. and Hartley, J. (2009) Organizational learning and knowledge in public service organizations: A systematic review of the literature. *International Journal of Management Reviews* Volume 11 Issue 4 pp. 463–494. Blackwell Publishing Ltd.

Reichard, C. (1998) *The impact of performance management on Transparency and accountability*. Germany: ISO Press.

Russel, D. and Turnpenny, J. (2009) The politics of sustainable development in UK government: what role for integrated policy appraisal? *Environment and Planning C: Government and Policy* 2009, volume 27, pages 340 ^ 354

Senior, B, (2001), *Organisational Change*, London, Prentice Hall.

Schein, E. (2004), *Organisational Culture and Leadership*, New York: Pfeiffer Wiley

Torrington, D., Hall, L., and Taylor, S., (2008). *Human Resource Management*. Harlow: FT Prentice Hall. Part 3.

Ross, A., (2012) *Sustainable Development Law in the UK: From Rhetoric to Reality*, New York Routledge

Visser, M. & Van der Togt, K. (2016) Learning in Public Sector Organizations: A Theory of Action Approach. *Public Organizational Review* (2016) 16: 235- 249

Yukl, G. (2009), *Leadership in Organizations Global Edition*– Pearson International: NJ