

UCAS code: **UNPS**

This handbook is published for students studying at UCW on the above programme and is available in a range of alternative formats on request.

Programme Handbook

BA (Hons) Uniformed and Public Services

University Centre Weston

in partnership with

University of the West of England

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# Introduction

## Welcome

Welcome to the Uniformed Public Services Bachelor’s Degree. This course is offered in partnership between the University of the West of England: Bristol (UWE) and University Centre Weston (UCW). You are a registered student at UWE and at UCW, and you have access to services on both sites.

We hope you have an enjoyable and successful time.

## Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the BA Hons Uniformed and Public Services programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Microsoft Teams account.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective module handbook.

# Course content

## Course Distinctiveness

The BA (Hons) in Uniformed and Public Services allows you to study at degree level, and also benefits from a mix of academic and vocational approaches to learning. The BA (Hons) Uniformed and Public Services will provide you with a range of opportunities in order to expand your horizons, learn new skills and enhance your knowledge of the sector.

The course has been designed in conjunction with employer representatives and by the end of your studies, you will have gained a great deal of practical work-based experience, some of it assessed. After two years of study, you will have a vocational advantage over graduates who have studied courses based on academic knowledge and who may have had very little contact with the sector.

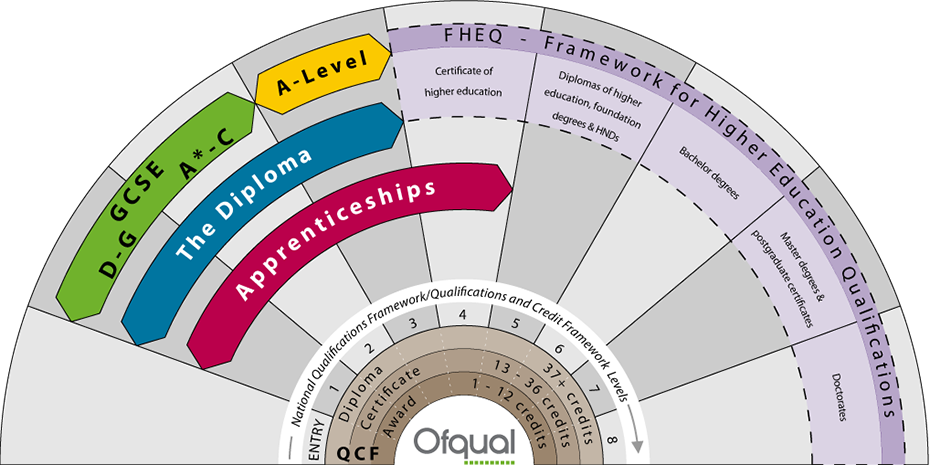
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Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the Uniformed and Public Services. Its vocational focus allows students to spend a significant amount of time within the workplace in order to gain experience, manage a variety of small projects and develop a range of skills. A vocational approach is underpinned by academic theory and recognised standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of the Uniformed Public Services.

## Programme Team

The people below are staff who have specific responsibilities for your programme.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff** | **Role** | **Room** | **Telephone** | **E-mail** |
| Christian Morgan | Lecturer | 174 | 01934  411411 | [christian.morgan@weston.ac.uk](mailto:christian.morgan@weston.ac.uk) |
| Wendy Wilfan | Lecturer | 174 | 01934  411411 | [wendy.wilfan@weston.ac.uk](mailto:wendy.wilfan@weston.ac.uk) |
| Dave Beresford | Lecturer |  | 01934  411411 | [david.beresford@weston.ac.uk](mailto:david.beresford@weston.ac.uk) |
| Sarah McLaughlin | Lecturer |  | 01934  411411 | [Sarah.McLaughlin@weston.ac.uk](mailto:Sarah.McLaughlin@weston.ac.uk) |

**Link Tutor**

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team. The link tutor for your programme is:

|  |  |  |  |
| --- | --- | --- | --- |
| Sara-Jayne Williams | Link tutor | 01173283185 | Sara3.Williams@uwe.ac.uk |

Course structure

**Year One**

|  |  |  |  |
| --- | --- | --- | --- |
| **Full time** | | | |
| **Level** | **Title** | **Credits** | **Code** |
| **1** | People and Organisations | 15 | UBGML4-15-1 |
| **1** | Personal Resilience and Wellbeing | 15 | UBGLW6-15-1 |
| **1** | Understanding Society, Conflict and Cohesion | 30 | UBGMUK-30-1 |
| **1** | Introduction to Research | 30 | UBGL11-30-1 |
| **1** | Planning and Leading Adventurous Outdoor Activities (optional) | 30 | UBGL31-30-1 |
| **1** | Introduction to Financial Interpretation (optional) | 30 | UMADKS-30-1 |

**Year Two**

|  |  |  |  |
| --- | --- | --- | --- |
| **Full time** | | | |
| **Level** | **Title** | **Credits** | **Code** |
| **2** | Crime and Society | 30 | UBGL51-30-2 |
| **2** | Policy and Organisation within the Community | 30 | UBGL91 -30-2 |
| **2** | Stress Management | 30 | UBGL41-30-2 |
| **2** | Work Based Learning | 30 | UBGL61-30-2 |
| **2** | Emergency Planning and Incident Response (optional) | 15 | UBGL71-15-2 |
| **2** | Financial Management (optional) | 15 | UMADKY-15-2 |

**Year 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Full time** | | | |
| **Level** | **Title** | **Credits** | **Code** |
| **3** | Contemporary Issues | 30 | UBGMJJ-30-3 |
| **3** | Dissertation | 30 | UBGL81 -30-3 |
| **3** | International Relations | 30 | UBGMK4-30-3 |
| **3** | Leadership and Management | 30 | UBGMY3-30-3 |

All HE programmes at University Centre Weston are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

# Course Aims

The BA (Hons) Uniformed and Public Services seeks to provide an introduction to theories and concepts of various elements of the Uniformed and Public Services whilst at the same time allowing students to apply them to real life work place scenarios.

The design of the BA (Hons) Uniformed and Public Services balances intellectual and practical skills with experiential learning within the workplace. Work-based learning can be achieved in a variety of forms including part-time work, real work environments and work in the voluntary sector. Students have the opportunity to focus on a variety of theoretical and work-related aspects though the modules at level 1 and level 2.

The programme aims to allow students to:

1. Study Public Service organizations, their management and the changing external environments in which they operate.
2. Confidently identify and analyse Public Service issues, evaluate alternative solutions and undertake research in a constantly changing context.
3. 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.
4. Study modules covering the wide range of perspectives, principles, practices and contemporary issues that are contained in the real world of the Uniformed Public Services.
5. Prepare for a career in the Uniformed Public Services through the development of existing skills and acquisition of new competences that will enable them to assume responsibility within organisations.
6. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques effectively in a Uniformed Public Services context
7. Produce a personal development plan through experiential learning, reflection and work based learning
8. Understand the role and implications of being a part of a global community.

The programme places emphasis on the development of knowledge and skills to meet the growing demands and needs of the Public Services. It aims are to ensure that the student has the skills, knowledge and critical understanding of the principles used in the sector. The development of academic skills to allow for further and future development of the student is also seen as a key principle behind the BA Uniformed and Public Services.

The programme aims to provide access to Higher Education to students from a wide range of backgrounds in line with the University’s policy of widening participation. The accessibility and flexibility of the BA are its distinguishing strengths and allow students to ‘earn whilst they learn’, an increasingly attractive proposition for both students and employers and a vital component of the University’s strategy for the future.

# Learning Environment

## Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

## Work-based Learning

The course has been designed with work placement opportunities in mind. You will have the opportunity of working in a range of businesses related to the Business industry including finance offices, marketing institutions, business department etc.

When undertaking a work placement you will be issued with a work placement handbook. The handbook will clearly outline the roles and responsibilities of the student, the work placement host and the University. The handbook will also contain guidance on how to make the most of your work placement opportunity.

As a student, you are responsible for organising a work placement. The module leaders from Work Based Research and Work Based Learning will provide, however it is your responsibility to find a suitable work placement. On placement, you must follow the UCW work placement code of practice and conform to the UWE Work Based and Placement Learning Policy.

# How Quality is Assured

## Quality Monitoring and Evaluation

The programme you are studying was approved by UWE. As part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External Examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner(s) for your programme:

|  |  |  |
| --- | --- | --- |
| Name | Role in institution | Name of institution |
| Bronwen Williams MA, PGCE, LLB (Hons) SFHEA | Law Portfolio Programme Director Admissions/Marketing/Employability Coordinator for Public Services | University of Wales, Trinity Saint David’s. |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff Student Liaison Committees and made available online, via the Virtual Learning Environment.

## External references

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers;
* Foundation Degree Characteristics Statement
* Subject Benchmark Statement Business and Management (2015)
* Subject Benchmark Statement Accounting (2016)

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# Module Descriptors

This section provides you with the module descriptions for your programme as validated by UWE, Bristol. They should be read in conjunction with the additional information that will be provided in the module brief on Blackboard.

The programme Specification can be found at:

<https://fetinfo.uwe.ac.uk/uwedocs/programmes/GEM/L90H_1.pdf>

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Part 1: Information** | | | | | | | | |
| Module Title | | Introduction to Financial Interpretation | | | | | | |
| Module Code | | UMADKS-30-1 | | Level | | 1 | | |
| For implementation from | | September 2016 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FBL | | Field | | Accounting and Finance | | |
| Department | | BBS: Accounting, Economics and Finance | | | | | | |
| Contributes towards | | FdA Business with Management  BA(Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | None | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | None | | | | | |
| **Part 2: Description** | | | | | | | | |
| You will cover:   * The role of accounting in a variety of different organisations * The Statement of Financial Position distinguishing between the elements of capital, assets and liabilities * The Income Statement distinguishing between income and expenses and the identification of profit * Users of accounting information; external and internal, identification of specific needs and uses * Time-series analysis to identify trends in data * Regression and correlation to measure the relationship and strength of relationship between two sets of data * Index numbers * Cashflow forecasts * Recognition of different sources of finance required by a variety of business organisations. | | | | | | | | |
| **Part 3: Assessment: Strategy and Details** | | | | | | | | |
| Formative assessment opportunities will be provided in workshops and seminars enabling students to assess progress and to evaluate their achievement of learning objectives throughout the module.  The summative assessment methods chosen will enable learners to achieve the full range of the learning outcomes and establish skills in the first year that are essential to second year progression. The assessments will be based on case studies of company financial data.  Component A comprises an exam where students can analyse and evaluate the financial sources for a particular business and analyse the implications of finance as a business resource.  Component B1 will be a written report based on a case study which allows the student to apply different models and theories and analyse and evaluate the financial position of an organisation and propose recommendations to solve company problems and an oral presentation based upon these findings.  Component B2 is a practical exam which will consist of a 10 minute oral presentation to test the student’s knowledge and evaluate skills as to the financial performance of the organisation analysed in component B. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **50%** | **50%** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. 2 Hour Examination | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. 1,500 word report | | | | | | | 60% | |
| 1. An individual 10 minute oral presentation, discussing the financial performance of the companies interpreted within the 1,500 word report | | | | | | | 40% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. 2 Hour Examination | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. 1,500 word report | | | | | | | 60% | |
| 1. An individual 10 minute oral presentation, discussing the financial performance of the companies interpreted within the 1,500 word report | | | | | | | 40% | |
| **Part 4: Learning Outcomes & KIS Data** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Understand the requirements of the regulatory framework in the preparation of financial statements (Component A & B2) * Construct financial statements (Income Statement and Statement of Financial Performance) from a range of accounting information provided for a particular business (Component B1 & B2) * Construct a cash flow statement which enables management to monitor cash flows successfully (Component A) * Calculate and analyse ratios from the published financial statements of organisations (Component A and B1) * Discuss the limitations of ratios obtained from the published financial statements of organisations (Component B1 and B2) * Use information technology (e.g. Excel, SAGE) to assist with collection, summarising and presentation of data (Component B1 & B2) * Carrying out accurate numerical computations (Component A and B1) * Present numerical computations for a business audience (Component B2) * Apply statistical models to assist in the evaluation of changes in data over time and to forecast future performance (Component A, B1 & B2) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | <https://uwe.rl.talis.com/modules/umadks-30-1.html> | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Part 1: Information** | | | | | | | | |
| Module Title | | Introduction to Research | | | | | | |
| Module Code | | **UBGL11-30-1** | | Level | | 1 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply | | | | | |
| **Part 2: Description** | | | | | | | | |
| This module will introduce you to the research process; this will involve a combination of guided learning through both formal lectures and individual tutorials; with the initial emphasis being on lectures. You be supported to undertake research into an agreed area of interest within the uniformed and public services. You will be supported in developing the research objectives, the identification of different types of research methodologies and methods available to you and how to justify your approach through the use of academic literature. You will also identify and discuss the ethical implications of your approach; explore both quantitative and qualitative data; sampling techniques; before drawing conclusions.  The module will help develop academic, analytical and communication skills through the understanding of research through both experiential and academic learning.  The outcomes of this module will include a poster defence that discusses your proposal and the ethical implications of your research; the study will culminate in a written report. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| Assessment criteria on this module are aligned to the Learning Outcomes. There will be both formative and summative assessment throughout. This reflects an ‘assessment for learning’ approach which is integral to the Learning and Teaching Strategies of UWE and University Centre Weston.  A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.  **Component A** – Poster defence (15 minutes presentation and 10 minutes questioning): Students will explain their research project. This will include their aims and objectives, ethical issues, research methodologies.  **Component B** - Research Project Report (2000 words): Students will present their findings in a report format  Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | **Component B** | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **40%** | **60%** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Poster defence (15 minutes presentation and 10 minutes questioning) | | | | | | | 100 | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Research Project Report (2000 words) | | | | | | | 100 | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Poster defence (15 minutes presentation and 10 minutes questioning) | | | | | | | 100 | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Research Project Report (2000 words) | | | | | | | 100 | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Apply research methodology and its applications to a clearly defined context (Component B). * Undertake a small scale research project (Component B). * Understand the ethical issues of research (Component A). * Evaluate a research proposal (Component A). * Develop core skills in working with qualitative and quantitative data (Component B). | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/A30773C8-4063-47BC-4700-3C20D60E1071.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/A30773C8-4063-47BC-4700-3C20D60E1071.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | People and Organisations | | | | | | |
| Module Code | | **UBGML4-15-1** | | Level | | 1 | | |
| For implementation from | | **September 2019** | | | | | | |
| UWE Credit Rating | | 15 | | ECTS Credit Rating | | 7.5 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| In this module you will look at the importance of people and organisational behavioural concepts within the uniformed and public services. The module will cover the role of organisational structures, motivation, culture, power and values within organisations. You will develop an understanding of how communication and operational strategies adopted by an organisation can impact upon performance.  Within this module you will cover:  - Understanding organisational behavioural concepts –motivational theories including Maslow and Herzberg and organisational structure and its impact on communication and culture.  - Leadership and management approaches within organisational settings. In particular you will look at the fundamental differences between leadership and management and discuss the implications of each on organisational structure and culture.  - Individual and team contributions to organisational performance. In particular you will cover team structures theories such as Belbin and Tuckman; as well as identifying how these will affect the organisational performance. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The summative assessment for this module has been devised to examine students’ knowledge and application of the subject as well as their ability to critically evaluate the conceptual ideas presented and discussed throughout the module. Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role.  **Component A – Case Study Exam (2hour):**  Students will undertake a 2 hour case study exam which looks at the implications of organisational behaviour within a given situation. Students will then have a series of short answer questions that will allow them to identify, discuss and apply the key concepts of People in Organisation. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | **Component B** | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **100%** |  |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Exam (2 hours) | | | | | | | **100%** | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Exam (2 hours) | | | | | | | **100%** | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Discuss the use of organisational behavioural concepts in the workplace and explain the influence they have on people that work within business organisations (Component A). * Explain how the contributions of individuals and teams can influence overall organisational performance (Component A). * Identify the pre-requisites for effective change management within organisations making reference to established concepts and theories. (Component A). | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Exam**: Case Study Exam (2 Hours) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  Degree level students are expected to engage in and explore subjects beyond taught lectures. Reading lists compiled by programme leaders identify the **core** reading material which is essential, and any recommended **further** reading required for assignments. Journal titles and websites may also be given. Reading lists are reviewed and updated annually to ensure currency, relevancy and to reflect research developments.  LibraryPlus will aim to provide a copy of every text on a reading list. Where eBooks are available, these will be purchased in the first instance to enable multiple, remote access at all times. Databases for eJournals and reports are provided. Guidance on accessing eResources is given to all first year students through the HE.LP programme. Further support is available within LibraryPlus and on the LibraryPlus Portal on Teams. Printed copies of books, journals and DVDs are available for loan or reference in the LibraryPlus facilities and can be located through the Library catalogue. Students are expected to independently use, explore and familiarise themselves with electronic and printed formats. Programme Leaders and lecturers will inform students of any essential resources or texts that they are expected to purchase themselves.  Students registered and staff teaching on this UWE programme are entitled to library membership at their partner facilities, however, access to eResources may be restricted by licencing agreements, and individuals must be responsible for finding, collecting and returning physical resources themselves. Guidance on the services, resources and facilities available is given on partner library websites.  BA (Hons) Uniformed and Public Services and FdA Business with Management benefits from a constantly updated reading list. Link below:  *https://rl.talis.* | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Personal Resilience and Wellbeing | | | | | | |
| Module Code | | **UBGLW6-15-1** | | Level | | 1 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 15 | | ECTS Credit Rating | | 7.5 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Project | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| This module discusses the key concepts of self-evaluation, self-improvement and reflective practice. You will explore the concept of stress and evaluate the importance of both resilience and wellbeing techniques that can found within the Unformed and Public Services industries.  Within in this module you will cover the key areas of Health and wellbeing, physical and psychological wellbeing the potential causes of stress, understand and deploy strategies to maintain your resilience and wellbeing. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The assessment strategy has been designed to support and enhance the development of subject-based knowledge and practical skills, whilst ensuring that the learning outcomes are achieved.  **Component A** is comprised of a 2000 word reflective portfolio which will require students to explore the concept of resilience and wellbeing in the uniformed and public services, that identifies the different stressors within a number of roles and the current personal resilience and wellbeing techniques employed; you will then reflect on any of the issues raised.  Opportunities for formative assessment and feedback are built into teaching and practical sessions through discussion and evaluation of current research.  All work is marked in line with the UWE generic assessment criteria and conforms to university policies for the setting, collection, marking and return of student work. Assessments are described in the module handbook that is supplied at the start of module. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **100%** |  |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Reflective Portfolio (2000 words) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
|  | | | | | | |  | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Reflective Portfolio (2000 words) | | | | | | | **100%** | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
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| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Explain the concept of resilience and wellbeing and analyse its importance within the uniformed and public services. (Component A) * Explore and evaluate strategies that develop personal resilience and wellbeing (Component A) * Evaluate own resilience and wellbeing in terms of employment within the uniformed and public services. (Component A) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/EB58F926-5B47-8B05-8EAB-4638E01F16E5.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/EB58F926-5B47-8B05-8EAB-4638E01F16E5.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Planning and Leading Adventurous Outdoor Activities | | | | | | |
| Module Code | | **UBGL31-30-1** | | Level | | 1 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | |  | | --- | | Geography & Environmental Management | | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| Within this module you will plan, communicate and lead outdoor adventurous activities / expeditions. Within a career within the Uniformed and Public Services there may be a vocational reason to plan and execute a navigational scenario with you as the potential lead. Consequently within this unit you will develop an understanding of the planning process taking into account the relevant legislation and guidelines applicable to your activity. You will also identify relevant leadership theories that will be put into practice within the activity/expedition you lead.  In particular students will be able to:   * Discuss the different models of leadership and management theories applicable to planning and leading adventurous outdoor activities/expeditions. * Identify and develop the skill set that is applicable to become an adventurous activities/ expeditions leader * Research, plan and conduct risk assessments of outdoor adventurous activities according to relevant UK legislation such as the Health and Safety at Work Act 1984. * Reflect on both the performance of yourself and peers against a set of pre agreed criteria; these will include navigational leadership, team working and planning factors * Identify the reasons for the success or failure of the adventurous activity/ expedition drawing conclusions on how to improve on future performance. * Understand the relevance of adventurous activities to employment with the uniformed and public services. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The assessment strategy has been designed to support and enhance the development of subject-based knowledge and practical skills, whilst ensuring that the learning outcomes are achieved.  **Component A** is a presentation (15 minutes presentation and 10 minutes questioning)that allows the student to reflect with supporting evidence, their own and team members’ skills, leadership and management development throughout the activity/expedition and analyse the reasons for its success or failure.  **Component B** will take the form of a portfolio (2000 words) that will provide students with an opportunity to demonstrate their knowledge of the laws and legislation of outdoor activity/expeditions through planning, time management (GANTT Chart), reviewing actions, budget control; risk assessment and an evaluation of their outdoor activity/expedition.  The assessments will provide a valuable learning experience through independent research of published literature and development of an academic writing style through reflection.  Opportunities for formative assessment and feedback are built into teaching and practical sessions through discussion and evaluation of current research. Students are provided with formative ‘feed-forward’ for their assessments through the extensive support materials supplied through the virtual learning environment  All work is marked in line with the UWE assessment criteria and conforms to University policies for the setting, collection, marking and return of student work. Assessments are described in the module handbook which is supplied at the start of module. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **40** | **60** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | *100* | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Portfolio (2000 words) | | | | | | | 100 | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | **100** | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Portfolio (2000 words) | | | | | | | **100** | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Discuss and evaluate applicable theories of leadership and management in the context of outdoor adventurous activities / expeditions. (Component A) * Explain the importance of adventurous outdoor activities and their relevance to the Uniformed and Public Services. ( Component B) * Display a competency and understanding of process and legislation in outdoor adventurous planning. (Component B) * Reflect upon both their /others' performance in relation to the key competences that ensure a successful and safe outdoor adventure. (A) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Coursework**:, portfolio,  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/FA301672-1FE2-5EB9-C29F-CDCC9A8479D2.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/FA301672-1FE2-5EB9-C29F-CDCC9A8479D2.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Understanding Society**,** Conflict, and Cohesion | | | | | | |
| Module Code | | **UBGMUK-15-1** | | Level | | 1 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| This module will introduce the student to key concepts of society, cohesion and conflict. You will explore the main themes of this module through the application of sociological approaches. By comparing and contrasting ideas of society; looking at the role of social norms, values, morals and ideas of socially appropriate and deviant behaviour (leading into the crime and society module). You will develop the skills to be able to link ideas of social constructionism to recognising, labelling deviance and the creation of conflict in society  In this module you may cover the following key concepts and be able to :   * Identify the influence of culture and socialisation on societal construction. * Examine ways that conflict and social cohesion can be explained sociologically, * Discuss the development of appropriate sociological approaches to understanding society in relation to conflict and cohesion... * Explore the ideas of social cohesion and consensus through Functionalist approaches. * Examine the relationship between culture, socialisation and ideas of social constructionism. * Examine the interrelationship between the process of socialisation and culture. * Consider how norms of social behaviour are informed by culture and how these can change over time. * Examine Postmodernist interpretations of conflict, consensus and cohesion. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The assessment strategy has been designed to support and enhance development of subject-based knowledge and practical skills, whilst ensuring that the Learning Outcomes are achieved.  **Component A** – Presentation (15 minutes presentation and 10 minutes questioning): Working initially in a group to identify social controls and their merits and limitations that are used within society; you will then individually present your findings.  **Component B** – Essay (2000 words): you will complete an essay that discusses the interrelationship between the process of socialisation and culture.  Opportunities for formative assessment and feedback are built into teaching and practical sessions, through discussion and evaluation of current research. All work is marked in line with the UWE generic assessment criteria and conforms to university policies for the setting, collection, marking and return of student work. Assessments are described in the module handbook which is supplied at the start of module. This assessment will provide a valuable learning experience through independent research of published literature and development of an academic writing style. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **40** | **60** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | 40 | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | 60 | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | **40** | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | **60** | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Define and understand the relationship between society, consensus, conflict and culture.(B) * Compare and contrast sociological explanations of society (B) * Explain the interrelationship between the process of socialisation and culture in the creation of conflict and consensus in society (B) * Examine and evaluate formal and informal social controls (A) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/3096ADEA-AEBD-08A0-8F3C-B2CB33A712E3.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/3096ADEA-AEBD-08A0-8F3C-B2CB33A712E3.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Crime and Society | | | | | | |
| Module Code | | UBGL51-30-2 | | Level | | 2 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| This module will introduce you to the sociological approaches to, and concepts of, crime and deviance in society.  The module will explore how cultural norms and values (introduced in year 1) can lead to differing ideas of crime and deviance within society.  Through the study of the sociological theories of crime, you will explore ideas of the social construction of crime and deviance looking at examples of crime and punishment through the examination of cross cultural examples and case studies. You will investigate case studies to illustrate the social constructionist aspect of crime, deviance and social controls. Cross-cultural studies will be used to demonstrate the diversity of approaches to crime and punishment. Examples of this may include: cross cultural approaches to crime, deviance and social control.  The influence of social controls will be examined cross culturally and within the UK. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| Assessment criteria on this module are aligned to the Learning Outcomes. There will be both formative and summative assessment throughout through class based and independent assessments. This reflects an ‘assessment for learning’ approach which is integral to the Learning and Teaching Strategies of UWE and University Centre Weston (UCW).  Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role. Learners will be engaged in a variety of learning and assessment strategies which will be embedded in to sessions, these will include group work, presentations. Learners will be supported in their skills development via the Library plus team at UCW, learners have access to a range of electronic resources, journals, podcasts through the LRC. Additionally learners have use of the UWE academic posters workbook. <https://academicskills.uwe.ac.uk/general/workbooks/creating-academic-posters> to support.  **Component A –** Poster Defence(15 minutes presentation and 10 minutes questioning): Students will present an individual poster defence on the impact of Government Policy on crime and deviance in society.  **Component B –** Literature Review (2000 words)thiswill require students to undertake literature research into an area of their choice within the scope of this module. (Guided by module leader) | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component B | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **40** | **60** |
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| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Poster Defence(15 minutes presentation and 10 minutes questioning) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Literature Review (2000 words) | | | | | | | 100% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Poster Defence(15 minutes and 10 minutes questioning) | | | | | | | **100%** | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Literature Review (2000 words) | | | | | | | 100% | |
|  | | | | | | | | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Evaluate the role that society and culture can have within the nature of crime and deviance. (B) * Critically evaluate theoretical concepts about crime and its causes.(B) * Examine the impact of Government Policy on crime and deviance in society (A) * Critically assess how the judicial system reinforces social norms and values. (B) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/6317BA85-E78D-B87C-7507-069520051ABC.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/6317BA85-E78D-B87C-7507-069520051ABC.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Emergency Planning and Incident Response | | | | | | |
| Module Code | | **UBGL71-15-2** | | Level | | 2 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 15 | | ECTS Credit Rating | | 7.5 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | *None* | | | | | |
| Excluded Combinations | | | *N/A* | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
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| **Part 2: Description** | | | | | | | | |
| Within this module students will understand the roles and responsibilities of various agencies including Civil Contingency Act, Health and Safety and COSH regulations. The module will also look at how different parts of the uniformed and public services will respond (a multi-agency response), deal and act with a critical incident as well as well as how it impacts on the local communities, evaluating the lessons learnt from the incident. You will explore a number of case studies as well as being exposed to industry experts as well as table top exercises.  In particular students will cover:   * Emergency planning and responsibility of agencies such Police, Fire, Local Authority and Ambulance Services (Responders 1 and 2) under the Civil Contingency Act (2004) * Understand and evaluate command, control, co-ordination and communications of responders 1 and 2 at a major incident. * Explore major incidents and their reviews and analyse the impacts that these have had on current policies and procedures. * Explore the impact of major incidents on both the community and human behaviour. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The summative assessment for this module has been devised to examine students’ knowledge and application of the subject as well as their ability to critically evaluate the conceptual ideas presented and discussed throughout the module. Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role.  **Component A – Assessed Debrief (15 minutes presentation and 10 minutes questioning)** Students will deliver an individual 15-minute debrief on a major incident, to include: how all the agencies responded to the incident, underpinning legislation, command and control, how it impacted on individuals and the community and how it has informed current thinking. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **100%** |  |
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| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | 100% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | **100%** | |
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|  | | | | | | | | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Evaluate the roles and responsibilities of organisations involved in a multi-agency incident response. (A) * Critically evaluate and analyse multi-disciplinary collaborations and their effectiveness in responding to an emergency. (A) * Discuss the impacts of critical incidents have on both communities and human behaviour. (A) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/8DE0EE3C-772F-D002-1580-86B1E0B14B87.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/8DE0EE3C-772F-D002-1580-86B1E0B14B87.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Basic Data** | | | | | | | | | | | | |
| Module Title | | Financial Management | | | | | | | | | | |
| Module Code | | UMADKY-15-2 | | | | Level | 2 | | Version | | | 1 |
| UWE Credit Rating | | 15 | | ECTS Credit Rating | | 7.5 | WBL module? | | | No | | |
| Owning Faculty | | Business and Law | | | | Field | Accounting and Finance | | | | | |
| Department | | BBS: Accounting, Economics and Finance | | | | Module Type | Standard | | | | | |
| Contributes towards | | FdA Business with Management  BA (Hons) Uniformed and Public Services | | | | | | | | | | |
| Pre-requisites | | UMADKS-30-1 | | | | Co- requisites | None | | | | | |
| Excluded Combinations | | None | | | | Module Entry requirements | n/a | | | | | |
| First CAP Approval Date | | 1 June 2016 | | | | Valid from | September 2016 | | | | | |
| Revision CAP Approval Date | |  | | | | Revised with effect from |  | | | | | |
| **Part 2: Learning and Teaching** | | | | | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Demonstrate the ability to identify, analyse and evaluate sources of business finance (Component A & B) * Discuss the uses and limitations of budgetary control systems, evaluate performance using fixed and flexible budget reports and explain alternative approaches to budgeting (Component A) * Assess the impact of internal and external factors on budgets (Component A) * Discuss the uses and limitations of standard costing systems and evaluate performance based on variance analysis (Component A & B) * Understand financial concepts used to inform management decisions (Component A & B) * Analyse and evaluate the financial performance of a selected business and manage financial risk (Component B) * Make financial decisions based on financial information (Component A & B) * Use quantitative skills to manipulate data, evaluate, estimate and model business problems (Component A & B) * Demonstrate awareness of corporate social and environment responsibility and other additional disclosures in annual reports of limited companies (Component B) | | | | | | | | | | | |
| Syllabus Outline | ***Sources of Finance***  Range of sources*:* long term / share capital, retained earnings, loans, third-party investment, short/medium term such as hire purchase and leasing, working capital stock control, cash management, debtor factoring  Implications of choices:legal, financial and dilution of control implications, bankruptcy. Advantages and disadvantages of different sources.  ***Making Financial Decisions***  Budgetary control systems: functional budgets, master budgets, flexible budgets; incremental, rolling and zero-based budgeting, behavioural issues  Standard costing systems: setting standards for material, labour, overheads, selling price and sales volume; calculation, interpretation and use of the associated variances, behavioural issues.  Costing and pricing decisions: calculation of module costs, use within pricing decisions, sensitivity analysis  Long-term decision making: Investment appraisal: payback period, accounting rate of return, discounted cash flow techniques i.e. net present value, internal rate of return  Nature of long-term decisions: nature of investment importance of true value of money, cash flow, assumptions in capital investment decisions, advantages and disadvantages of each method  Short-term decision making: break even analysis, relevant costing, limiting factor analysis, linear programming, decision trees, pricing decisions for profit maximising. | | | | | | | | | | | |
| Contact Hours | The module will be taught semesterised and completed within 15 weeks. There will be a 2 hour lecture- led session with a 1 hour seminar per week.   |  |  | | --- | --- | | **Activity** | **Hours** | | Scheduled contact | 45 | | Self-direct study | 105 | | **Total study time** | **150** | | | | | | | | | | | | |
| Teaching and Learning Methods | The module will be taught through a series of lectures, reinforced by a series of seminars and workshops, which will include the use of case studies and sets of financial data to enable learners to analyse and interpret financial data.  Lectures will be used to introduce concepts, data and a framework for analysing the issues, practices and themes under discussion. Workshops provide the opportunity for active student learning through structured activities – debates, case study analysis, group work and evaluation of company data. Private study involves students using a range of reading material to deepen their understanding of management and leadership and help prepare learners for the assessment. To this end, extensive use will be made of Blackboard and students will also be encouraged to utilise the BBS study skills website.  Understanding will be developed via exposure to a variety of case studies. It will also be useful to look at a number of sets of financial statements. The form and structure of these statements must be understood, although students are not required to actually prepare the statements. | | | | | | | | | | | |
| Key Information Sets Information | The table below indicates as a percentage the total assessment of the module which constitutes a -  **Written Exam**: Unseen written exam, open-book written exam, In-class test  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam  Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: | | | | | | | | | | | |
| Reading Strategy | **Access and Skills** - All students will be encouraged to make full use of the print and electronic resources available to them at the College and through the University. These include a range of print and electronic journals and a wide variety of web based resources. The University Library’s web pages provide information about and access to subject related sources as well as access to the Library Catalogue. Many of the resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify and use such resources effectively. A reading list will be provided but additional information from journals/newspapers/websites will be made available as appropriate for specific tasks over the module  **Blackboard –** This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on further reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard | | | | | | | | | | | |
| Indicative Reading List | Core Texts:  Atrill, P. and Mclaney, E. (latest edition) *Accounting and Finance for non-specialists.* 7th Ed. Harlow: Financial Times Prentice Hall  Broadbent, M. and Cullen, J. (latest edition) *Managing Financial Resources. (*3rd Edition). Oxford: Butterworth Heinemann.  Collier, P. (latest edition) *Accounting for Managers.* 4th Ed. West Sussex: John Wiley & Sons Ltd.  We recommend that you buy at least one of these titles for personal reference:  Drury, C., *Management and Cost Accounting* 6th Ed. London: Thomson Learning.  Gowthorpe, C. (latest edition) *Business Accounting & Finance* 3rd Ed. Centage Learning  Horrngren, C. T., (latest edition) *Management and Cost Accounting* 3rd Ed. London: FT  Prentice Hall  Weetman, P. (latest edition)  *Management Accounting* 4th Ed. London: Prentice  Suggestions for further reading:  *Financial Times*  *The Economist*  *Business Week*  *Harvard Business Review*    Internet sources  The following are recommended websites for you to visit:  Financial Times <http://www.finanicaltimes.co.uk>  Business Week <http://www.businessweek.com/>  The Economist <http://www.economist.co.uk/>  The Guardian <http://www.guardian.co.uk/business>  The Times 100 (resources) <http://www.thetimes100.co.uk/index.php>  The Chartered Institute of Management Accountants <http://www.cimaglobal.com> | | | | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | | | | | |
| Assessment Strategy | | | The assessment methods are chosen to evaluate the management accounting techniques used by organisations in the decision making process.  Formative assessment opportunities will be provided in workshops and seminars enabling students to assess progress and to evaluate their achievement of learning objectives throughout the module.  The summative assessment methods chosen will enable learners to achieve the full range of the learning outcomes. The assessments will be based on case studies of company financial data  Component A comprises an exam where students can analyse and evaluate the financial sources for a particular business and analyse the implications of finance as a business resource.  Component B will be a written report based on a case study allows the student to apply different models and theories and analyse and evaluate the financial position of an organisation and propose recommendations to solve company problems. | | | | | | | | | |
| Identify final assessment component and element | | | | | **Component A** | | | | | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | | **A:** | | | **B**: | |
| **40%** | | | **60%** | |
|  | | | | | | | | | | | | |
| **First Sit** | | | | | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | | **Element weighting** | | | | |
| 1. 2 Hour Examination | | | | | | | | 100% | | | | |
| **Component B**  **Description of each element** | | | | | | | | **Element weighting** | | | | |
| 1. 1,500 Word Assignment | | | | | | | | 100% | | | | |
|  | | | | | | | |  | | | | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | | **Element weighting** | | | | |
| 1. 2 Hour Examination | | | | | | | | 100% | | | | |
| **Component B**  **Description of each element** | | | | | | | | **Element weighting** | | | | |
| 1. 1,500 Word Assignment | | | | | | | | 100% | | | | |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. | | | | | | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Policy and Organisation within the Community | | | | | | |
| Module Code | | UBGL91-30-2 | | Level | | 2 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | | Geography and Environmental Management | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard, | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| You will examine sociological and political theories which help to explain how social problems are defined, managed and explained in modern society. Working in partnership with the community is an essential part of working within the public and uniformed services. This module will examine the challenges faced by those involved in partnership working and in ensuring that all members of the community are represented and involved in it. You will develop an understanding of the complex and politically charged concept of what a 'community' is. You will learn about community development's origins, the interest in 'community' generated by politicians from across the political spectrum, and the breadth of policy initiatives to regenerate, build capacity and empower communities.    This module will enable you to identify the different roles within the uniformed and public services when working within communities, and as a result you will examine elements such as the role of the public sector, Social stratification and deprivation, Multi-culturalism and Diversity and inclusion within society. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| Assessment criteria on this module are aligned to the Learning Outcomes. There will be both formative and summative assessment throughout. This reflects an ‘assessment **for** learning’ approach which is integral to the Learning and Teaching Strategies of UWE and University Centre Weston (UCW).  The summative assessment for this module has been devised to examine students’ knowledge and application of the subject as well as their ability to critically evaluate the conceptual ideas presented and discussed throughout the module. Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role.  **Component A – Presentation** (15 minutes presentation and 10 minutes questioning)**:** you will give an individual 15 minute presentation that discusses the ethical, moral and diversity issues, along with the expectations, values and ethos of professional conduct of operating within the public services.  **Component B –Journal Article (2000 words):** you will be required to write a 2000 word journal article that explores the effects of differing societal structures and multi-culturalism in modern society and the uniformed and public services engage with them. | | | | | | | | |
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| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **40** | **60** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | 100 | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Journal Article (2000 words) | | | | | | | 100 | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | **100** | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Journal Article (2000 words) | | | | | | | **100** | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Explore and evaluate academic concepts on multi-culturalism and diversity (Component B). * Critically analyse strategies for community engagement (Component B). * Identify and evaluate common partnerships within communities (Component B). * Analyse the effects and implications of non-inclusion (Component B). * Discuss ethical, moral and diversity issues along with ethical expectations, values and the ethos of professional conduct (Component A). | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/8DE0EE3C-772F-D002-1580-86B1E0B14B87.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/8DE0EE3C-772F-D002-1580-86B1E0B14B87.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Stress Management | | | | | | |
| Module Code | | **UBGL41-15-2** | | Level | | 2 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 15 | | ECTS Credit Rating | | 7.5 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Project | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| Within this module you will further explore from a management perspective stress management within the uniformed and public services. This module explores the implications of stress and stressors and identifies their impact on both the individual and the organisation. This will include exploring external factors that can influence change and how they can impact on wellbeing and organisational performance.  This module builds on the previous modules of People and Organisations and Personal Resilience within Uniformed and Public Services.  On successful completion, you will be able to:   |  | | --- | | * Understand the external operating of an organisation and the impacts of change. * Show a detailed knowledge and critical understanding stress management in the workplace * Recognise the merits and limitations of stress management. * Identify stress management strategies that are prevalent to the uniformed and public services. * Discuss the legislative framework with regards to stress. | | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The assessment is designed to test students’ breadth and depth of understanding of stress management within the Uniformed and Public Services industries and organisations.  **Component A** **Essay (2000 words)** - that analyses both the causes and impacts of, stress and stress management techniques within the uniformed and public services on both the organisation and the individual.  This assessment will test a range of Learning Outcomes and will provide a valuable learning experience through applying knowledge. Students will have the opportunity to informally discuss their work with an academic member of staff during timetabled ‘feed-forward’ sessions, or remotely via the Virtual Learning Environment, e-mail, skype, or other social media platforms.  All work is marked in line with the UWE generic assessment criteria and conforms to University policies for the setting, collection, marking and return of student work. Assessments and marking criteria described in the module handbook which is supplied at the start of module. | | | | | | | | |
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| Identify final timetabled piece of assessment (component and element) | | | | | **Component A** | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **100** |  |
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| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | 100% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | **100%** | |
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| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | * Critically analyse the impact that an organisation’s operating environment has on its employees. (A)  |  | | --- | | * Identify the impact of stress on both the organisation and the individual. (A) * Demonstrate a critical understanding of the requirements of UK health and safety legislation on employers and employees. (A) * Evaluate the relative merits of a range of stress management techniques and strategies within the Uniformed and Public Services. (A) | | | | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/91C4A737-2986-4B13-6617-D76CBDEB9D3D.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/91C4A737-2986-4B13-6617-D76CBDEB9D3D.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Work-based Learning | | | | | | |
| Module Code | | **UBGL61-30-2** | | Level | | 2 | | |
| For implementation from | | **September 2019** | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | **Standard** | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| This module is aimed at developing your employability skills by exposing you to the world of work- based learning. The host organisation will be selected by negotiation between you and your programme tutors with due regard to your profile and your chosen area of specialism. It is required that 60 hours of work experience is logged and signed off by the workplace mentor. Monitoring of the placement is undertaken by module leader/s. There will be opportunities to gain experiential learning through established links with a variety of cadets, specials, retained fire fighters, and volunteer organisations  You will be need to complete a reflective diary for each day of work placement; this will include: a log of activities mapped against key employment skills alongside other specific activity. Written reflection can include an analysis of your role within the organisation, development over time and a discussion of the benefits of working in partnership with outside agencies and community groups.  In particular you will:   * Understand the role of the individual within the work place. * Develop a personal development plan in relation to your career aspirations. * Undertake a skills analysis and other appropriate self-assessments in relation to your careers aspirations. * Undertake reflective practice within the workplace.   As part of the module you will receive interview and assessment support and CV development. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The assessment strategy has been designed to support and enhance the development of subject-based knowledge and practical skills, whilst ensuring that the Learning Outcomes are achieved. Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.  **Component A: Personal Development Portfolio**  The personal development portfolio will include:   * A skills assessment based upon career choice. * A personal development plan for the career of your choice. * Mid-year review of skill set with action plan. * Final review of skill set with action plan. * Updated personal profile.   **Component B: Reflective Learning Log**  Students will produce a 2000-word reflective learning log which will demonstrate that they can reflect on their work-based learning and identify the additional skills they have developed in this role. The reflective learning log will demonstrate strong self-awareness where conclusions and recommendations for future development can be explored.  The assessments will provide a valuable learning experience through independent research of published literature and development of academic writing style.  Opportunities for formative assessment and feedback are built into teaching and practical sessions, through discussion and evaluation of current research.  All work is marked in line with the UWE generic assessment criteria and conforms to University policies for the setting, collection, marking and return of student work. Assessments are described in the module handbook which is supplied at the start of module. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **40%** | **60%** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Work-based Portfolio (2000 words) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Reflective learning log (2000 Words) | | | | | | | 100% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Work-based Portfolio (2000 words) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Reflective Essay (2000 words) | | | | | | | 100% | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   |  | | --- | | * Produce primary evidence of a range of work-based activities from work experience in a portfolio (Component A). * Evidence personal development with an increasing range of skills (Component A). * Produce an in-depth personal development plan (Component A). * Critically reflect upon their skills, ability and experiences in a way that shows a deepening awareness of personal strengths and the ability to analyse self-performance (Component B). | | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes::  Workplace portfolio and PDP development and reflective essay | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/A1EEA219-D89E-3F2A-D88D-53F569A85712.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/A1EEA219-D89E-3F2A-D88D-53F569A85712.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Contemporary Issues | | | | | | |
| Module Code | | **UBGMJJ-30-3** | | Level | | 3 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard, | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| In this module you will gain knowledge and a critical understanding of the issues that impact on the uniformed and public services within a globalizing economy. You will investigate the current UK operating environment for the uniformed and public services exploring and analysing the factors that have driven change. Drawing upon your previous study, knowledge, skills and experiences, to both apply and critique contemporary thinking and academic concepts to the modern world.  Within the module you will examine a range of contemporary issues and societal changes to understand how these impact directly on the efficient operation of the public services. These topics could include: Child exploitation; Homelessness; Immigration; and knife crime. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The summative assessment for this module has been devised to examine students’ application and knowledge of the subject as well as their ability to critically evaluate the ideas presented and discussed throughout the module. Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role.  **Component A – Presentation (15 minutes presentation and 10 minutes questioning)** select a contemporary topic, research it, critically evaluate the causes of it and analyse its impact on the uniformed and public services and identify a potential strategic response to it.  **Component B – Report (2000 words)** critically evaluate the wider contemporary issues that are currently affecting the uniformed and public services. You will investigate the current UK operating environment for the uniformed and public services exploring and analysing the factors that have driven change. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **50%** | **50%** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Report (2000 words) | | | | | | | 100% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Report (2000 words) | | | | | | | 100% | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Critically examine the contemporary factors that have driven change within the UK public services. (Component B) * Critically assess, analyse and reflect upon the operating environment for the public services and make judgements about trends and current circumstances. (Component B) * Investigate, explore and understand the impact of social, ethical, political and technological factors upon society. (Component B) * Critically evaluate a contemporary issue facing the public services and identify a potential strategic response to it. (Component A) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/8DE0EE3C-772F-D002-1580-86B1E0B14B87.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/8DE0EE3C-772F-D002-1580-86B1E0B14B87.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | |
| Module Title | | Dissertation | | | | | |
| Module Code | | **UBGL81-30-3** | | Level | | 3 | |
| For implementation from | | September 2019 | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | |
| Faculty | | FET | | Field | | Geography and Environmental Management | |
| Department | |  | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | |
| Module type: | | Project | | | | | |
| Pre-requisites | | | None | | | | |
| Excluded Combinations | | | N/A | | | | |
| Co- requisites | | | None | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | |
| **Part 2: Description** | | | | | | | |
| The aim of the module is to provide you with the opportunity to undertake independent research on a topic that is of interest to you. It will enable you to demonstrate your understanding of different theoretical perspectives, to critically assess the relevance of their application to the chosen topic and to develop the ability to undertake different analytical techniques and methods that are relevant. You will be expected to demonstrate a high level of research, analytical and presentation skills. The topic must be agreed with the tutor/supervisor and students can expect tutor support throughout the research process.  In particular this module will enable you to:   * Understand how research is undertaken. * Develop a succinct research question and contextualise it. * Understand the importance of ethics within research. * Develop an appropriate research methodology. * Undertake a Literature Review * Use appropriate data analysis techniques to interpret data. * Draw and develop a conclusion that shows how the original research objectives have been met. | | | | | | | |
| **Part 3: Assessment** | | | | | | | |
| Assessment criteria on this module are aligned to the Learning Outcomes. There will be both formative and summative assessment throughout. This reflects an ‘assessment **for** learning’ approach which is integral to the Learning and Teaching Strategies of UWE and University Centre Weston (UCW).  The summative assessment for this module has been devised to examine students’ knowledge and application of the subject as well as their ability to critically evaluate the conceptual ideas presented and discussed throughout the module.  Formative assessment will be a presentation that is 10 minute in length (with an additional 10 minutes of questioning) on your research proposal. This will include: research objective, planned methodology and ethical considerations. At the end of the presentation your research will be either approved, approved with conditions or not approved.  **Component A** – Dissertation (10,000 words): Students are expected to use primary and / or secondary data to write a dissertation. The suggested format should follow that of academic research including an introduction, contextualisation and the establishment of aims and research questions, a literature review, a methodology section, a results section and a discussion and conclusion. | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** |
| **100%** |
| **First Sit** | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** |
| 1. Dissertation (10,000 words) | | | | | | | 100% |
| **Resit (further attendance at taught classes is not required)** | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** |
| 1. Dissertation (10,000 words) | | | | | | | **100%** |
| **Part 4: Teaching and Learning Methods** | | | | | | | |
| Learning Outcomes | |  |  | | --- | --- | | |  | | --- | | On successful completion of this module students will be able to:   * Show an extensive knowledge and critical understanding of the chosen topic. (Component A) * Produce an in-depth literature review which is critical of academic research which has already been conducted (Component A) * Identify and critique potential ethical issues based around the dissertation (Component A) * Independently locate and critically analyse data from a number of available sources and manage and apply that data using appropriate analytical methods relating back to current theory and practices (Component A) | | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  *https://rl.talis.* | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | International Relations | | | | | | |
| Module Code | | |  | | --- | | **UBGMK4-30-3** | | | Level | | 3 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management   |  | | --- | |  | | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard, | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| The module will enable you to apply the methods and techniques you have learnt in previous modules such as Crime and Society and Society, Conflict and Cohesion, to review and extend your knowledge and critical understanding of the UK and its international relations. You will draw upon previous experiences, knowledge, skills and study, and be asked to both critique contemporary thinking and apply academic concepts to the modern world.  The syllabus will include:   * An overview of the main theories of international relations such as: neo liberalism, Marxism, socialism and fundamentalism. * Perspectives on the global political economy, such as trading blocks and alliances and the implications of those * An overview of the concept of security which examines the major theoretical positions of global security. * The roles and responsibilities of the British public services. * International Human Rights and their impact on the UK.   The syllabus will facilitate and embed deeper-level critical thinking and understanding of the subject matter covered in the module. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| Assessment criteria on this module are aligned to the Learning Outcomes. There will be both formative and summative assessment throughout. This reflects an ‘assessment **for** learning’ approach which is integral to the Learning and Teaching Strategies of UWE and University Centre Weston (UCW).  The summative assessment has been devised to examine students’ knowledge and application of the subject as well as their ability to critically evaluate the conceptual ideas presented and discussed throughout the module. Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role.  **Component A -**. **Presentation (15 minutes presentation and 10 minutes questioning)** - Students will be expected to present an investigative review on the ways in which the UK shapes its policies with regards to International theorists.  This is an opportunity for students to demonstrate engagement with current research in the field. The findings should be critically analysed for their effectiveness and the geopolitical landscape within which the public service sits.  **Component B - Essay (2000 words):** You will produce an essay that critically analyses literature and theoretical concepts to discuss the role of the public services in addressing global and national issues. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component B | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **50%** | **50%** |
|  | | | | | | | | |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | 100% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1 Presentation (15 minutes presentation and 10 minutes questioning) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | 100% | |
|  | | | | | | | | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | |  | | --- | | On successful completion of this module students will be able to:   * Demonstrate a conceptual understanding of a number of international relations theories and critically debate the application of these theories (Component A). * Demonstrate a systematic understanding of the key concepts with which the UK shapes its policies, whilst exploring how policies are pursued, and evaluate the contribution of the world political economy (Component A). * Critically evaluate how terrorism, war and human rights impact on the UK public services (Component B). * Critically evaluate arguments, assumptions and concepts as to how the UK public services combats issues that affect either national or global wellbeing (Component B). | | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/A1EEA219-D89E-3F2A-D88D-53F569A85712.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/A1EEA219-D89E-3F2A-D88D-53F569A85712.html?lang=en-GB&login=1) | | | | | | | |

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| **Part 1: Information** | | | | | | | | |
| Module Title | | Leadership and Management | | | | | | |
| Module Code | | **UBGMY3-30-3** | | Level | | 3 | | |
| For implementation from | | September 2019 | | | | | | |
| UWE Credit Rating | | 30 | | ECTS Credit Rating | | 15 | | |
| Faculty | | FET | | Field | | Geography and Environmental Management | | |
| Department | |  | | | | | | |
| Contributes towards | | BA (Hons) Uniformed and Public Services | | | | | | |
| Module type: | | Standard | | | | | | |
| Pre-requisites | | | None | | | | | |
| Excluded Combinations | | | N/A | | | | | |
| Co- requisites | | | None | | | | | |
| Module Entry requirements | | | Not offered as a standalone, programme entry requirements apply. | | | | | |
| **Part 2: Description** | | | | | | | | |
| Within this module you will explore leadership and management within the uniformed and public services. You will draw from both theory and your own experiences of work placement. The key themes that will be covered within this module include; individual psychology and motivation, group behaviour, the role and function of technology, structural issues, communication patterns, organisational culture and politics and conflict and power.  This module will build upon the knowledge that you have developed in the People and Organisations and Stress Management modules; enabling you to review, consolidate and extend your knowledge and understanding of leadership and management theory. This module will identify the importance of leadership and management within Uniformed and Public Services and analyse potential emerging issues and identify a range of solutions to a problem.  The module will identify :   * The differences between the roles that management and leadership play. * The link between, leadership, management and organisational culture. * How external influences that affect organisations. * The drivers for change and their impacts. | | | | | | | | |
| **Part 3: Assessment** | | | | | | | | |
| The summative assessment for this module has been devised to examine students’ knowledge and application of the subject as well as their ability to critically evaluate the conceptual ideas presented and discussed throughout the module. Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role.  **Component A – Debate (30 Minutes) –** As part of a group, you will be required to participate in a group discussion based on a given case study. You will be individually marked for your contribution to the debate.  **Component B – Essay (2000 words)** that investigates the challenges and impacts of change on leadership and management within the uniformed and public services. You will develop a case study based around a public service of your choice that investigates the effects of external pressures on the organisation and how they are dealt with. | | | | | | | | |
| Identify final timetabled piece of assessment (component and element) | | | | | Component A | | | |
| **% weighting between components A and B** (Standard modules only) | | | | | | | **A:** | **B**: |
| **30%** | **70%** |
| **First Sit** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Debate (30 minutes) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | 100% | |
| **Resit (further attendance at taught classes is not required)** | | | | | | | | |
| **Component A** (controlled conditions)  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Debate (30 minutes) | | | | | | | 100% | |
| **Component B**  **Description of each element** | | | | | | | **Element weighting**  **(as % of component)** | |
| 1. Essay (2000 words) | | | | | | | 100% | |
| **Part 4: Teaching and Learning Methods** | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to:   * Show a systematic understanding of the contributions of individuals and teams to overall organisational goals. (B) * Critically reflect on how leadership and management can have an impact on organisational behaviour. (A) * Critically analyse the concept of change management (A) * Critically evaluate current perspectives and challenges in leadership within the uniformed and public services.(B) * Critically analyse the concept of leadership and how it differs from management.(B) | | | | | | | |
| Key Information Sets Information (KIS)  Contact Hours  Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a;  **Written Exam**: Unseen or open-book written exam  **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test  **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) | | | | | | | |
| Reading List | **UCW HE Reading Strategy Statement**  BA (Hons) Uniformed and Public Services benefits from a constantly updated reading list. Link below:  [*https://rl.talis.com/3/uwe/lists/A1EEA219-D89E-3F2A-D88D-53F569A85712.html?lang=en-GB&login=1*](https://rl.talis.com/3/uwe/lists/A1EEA219-D89E-3F2A-D88D-53F569A85712.html?lang=en-GB&login=1) | | | | | | | |

# Appendices

## Appendix 1- Marking Criteria

Marks will be allocated using the following qualitative guidelines

|  |  |  |
| --- | --- | --- |
| Grade | Mark Range | Criterion |
| A | 80-100 | An outstanding first  Work of outstandingly high quality and originality. |
| 77 –79 | An excellent first  Work, which fulfils all the criteria of the A, grade, but at an exceptional standard for the level concerned. Substantial originality and insight, very few minor limitations. |
| 74 – 76 | A good first  Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident. |
| 70 - 73 | A first  The qualities of an A grade but with more limitations.  Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned. |
| B | 67 – 69 | A high upper second  Work, which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality. |
| 64 - 66 | A good upper second  Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources. |
| 60 – 63 | An upper second  Work of good quality, which contains most, but not all, of the B grade characteristics for the level concerned. |
| C | 57 – 59 | A high lower second  Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight. |
| 54 – 56 | A good lower second  Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources. |
| 50 – 53 | A lower second  Work of sound quality, which contains most, but not all, of the C grade characteristics for the level concerned. |
| D | 47 – 49 | A high third  Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned. |
| 44 – 46 | A good third  Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically. |
| 40 – 43 | A third  Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions. |
| F | 30 – 39 | A fail  Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned. |
| 20-29 | A clear fail  Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned. |
| 10-19 | A bad fail  Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned. |
| 1-9 | A very poor fail  Some work submitted, but containing virtually nothing of any relevance, depth or merit. |
| 0 | Nothing submitted, and extension not agreed before due date; or work containing nothing of any relevance or merit. |
| L | 0 | Late submission; extension granted before due date. |
| UP | 0 | Work failed due to unfair practice. |

Marks will be allocated using the following qualitative guidelines:

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## Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on Teams.