

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA (Hons) Public Services Management [Top up]

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	East Kent College Group
3. School responsible for management of the programme	School of Social Policy, Sociology and Social Research/East Kent College Group
4. Teaching Site	Canterbury College
5. Mode of Delivery	Full-time
6. Programme accredited by	N/A
7. a) Final Award	BA (Hons)
7. b) Alternative Exit Awards	BA (non-hons)
8. Programme	Public Services Management
9. UCAS Code (or other code)	K24 L433:C
10. Credits/ECTS Value	120 (60 ECTS)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	Social Policy (2016)
13. Date of creation/revision	May 2008/April 2014/revised FSO Jan 2018
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

- Produce students equipped for a dynamic industry with the skills and qualities which will enable them to become active and informed citizens, capable of participating effectively in the policy making and implementing process.
- Equip students for a career in the public sector or further study and with a wide range of transferable skills for employment in the private sector or other industries.
- Foster a capacity in students to critically assess evidence from a range of social science disciplines.
- Provide a broad spectrum of knowledge and understanding of issues, theories and concepts relevant to public sector management.
- Develop the research and analytical skills of students.

- Encourage the development of students' interpersonal skills in communication, time management and team building.
- Support the aspirations of students and their learning targets.
- Encourage students to reflect on and evaluate their own learning and achievements.
- Provide a range of learning opportunities to suit the needs and interests of a diverse student body.
- Provide an excellent quality of education with appropriately trained and skilled staff.
- Provide opportunities for sharing skills and ideas in a co-operative and conducive learning environment.
- Promote life-long learning in a supportive environment, encouraging students from the local community to return to education.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for Social Policy (2016) (SB).

A. Knowledge and Understanding of:

1. The key concepts of inequality and social exclusion; citizenship and human rights; needs and social justice; social and cultural difference and diversity; theories of the state and policy making; theories and methods of comparative analysis (SB3.3)
2. The origins and development of welfare institutions across the UK and how they operate in a social and demographic contexts (SB 3.2)
3. How key drivers such as globalisation, economic and demographic change affect social policy making and the nature of the policy process (SB 3.3)
4. The main issues and contemporary policy debates surrounding social, economic, environmental, cultural and political problems in the UK and beyond (SB 3.2)
5. Different theoretical, empirical, normative, moral and political approaches to social problems and issues (SB 3.4)

Skills and Other Attributes

B. Intellectual Skills:

1. Development of a range of transferable skills which contribute to employability, such as data collection and analysis, the searching and compiling of literature and evidencing sources, presentation skills, self-reflection and personal resilience, teamwork and the ability to appreciate and evaluate the views of others. (SB 2.6)
2. The ability to draw on the ideas and methods from subjects such as economics, political science and sociology, and insights from a range of other subjects including criminology, development studies, social anthropology and social psychology, and its relationships with these areas are constantly evolving. (SB 2.2)
3. Problem solving skills: imagination and flexibility in seeking and evaluating alternative solutions, through critical reflection, to social problems (SB 3.5)
4. The ability to use a wide range of research methods and evaluation; emphasising the ethical, rigorous collection and analysis of data, whatever its form. (SB 2.2)
5. Self-management of learning and personal resilience; the ability to work independently, within deadlines, supported only by broad guidance as to sources and objectives. (SB 3.6)
6. The ability to relate to wider international and global contexts: a critical awareness and appreciation of transnational and globalised social problems, and of addressing human social needs in a global context (SB 3.5)

C. Subject-specific Skills:

1. Use established theories and concepts of social policy and other social sciences, to analyse how social needs, social problems and policies are constructed, reconstructed and understood in national, international and global contexts. (SB 3.4)
2. Strengths, weaknesses, limitations and appropriate applications of social research and social research methods, including ethical considerations in their production and use. (SB 3.3)
3. Locate, retrieve, interpret, evaluate, and apply, relevant qualitative and quantitative data derived from social surveys and other sources (SB 3.4)
4. Focus on the wider structural and cultural issues, including different approaches to social control, risk and regulation; poverty, inequality and exclusion; discrimination and empowerment; the role of beliefs and ideologies; policymaking and implementation processes; (SB 2.4)
5. The ability to frame appropriate research questions; identify suitable research problems; and techniques in the collection, management and manipulation of data, including secondary data, and other information; (SB 3.4)

D. Transferable Skills:

1. Communicate ideas and arguments effectively to others, both verbally and in written form, using academic conventions. (SB 3.6:i)
2. Able to organise their learning in terms of effective planning, time-management and presentation; able to reflect on their learning in ways, which enhance their personal and professional development (SB 3.6:ii)
3. Develop evaluative and analytical skills: to be policy literate, able to summarise, analyse and critique arguments, reports, documents and other written audio- visual and verbal data. (SB 3.5:iii)
4. Acquire problem-based learning, imagination and flexibility in seeking and evaluating alternative solutions, through critical reflection, to social problems (SB 3.5:i)
5. Develop proficient in the use of a range of technologies and software, including the internet and social media platforms, to access, search, store, transit and manipulate relevant information (SB 3.6)

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Teaching/learning

Lectures, tutorials; student and tutor led seminars, problem-based learning scenarios are a key tool for teaching and learning. Independent and directed research and reading will further deepen knowledge and understanding. Students will be encouraged to reflect on and evaluate ideas for themselves. Case study analysis will provide students with the opportunity to reflect on theories and apply them to solve related problems.

Students will take part in presentations, discussions and negotiations, and will develop and use techniques of analysis and enquiry, the ability to devise and sustain arguments and develop problem solving using established ideas and techniques.

Assessment

Includes formal written assignments, group work, coursework, presentations, portfolios, final research project and examinations.

Progress will be monitored and tracked through regular tutorials.

For more information on the skills developed by individual modules see the module mapping table, located at the end of this specification.

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17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This is a Stage 3 top up programme and is studied over one year full-time.

The programme comprises modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students on this Stage 3 programme who do not achieve all the modules but who achieve at least 60 credits at level 6 or above and meet Credit Framework requirements will be eligible for the award of a BA non-honours degree. For further information refer to the Credit Framework.

All modules are compulsory. Compulsory modules are core to the programme and must be taken by all students studying the programme.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
SOCI6100	SO610	Managers and Organisations	6	15	1
SOCI6110	SO611	Contemporary Social Policy	6	15	1
SOCI6120	SO612	Law of the Work Place	6	15	1
SOCI6130	SO613	Globalisation and Social Change	6	15	2
SOCI6980	SO698	Explaining Crime	6	15	2
SOCI6990	SO699	Managing Equality and Promoting Diversity in the Public Services	6	15	2
SOCI6200	SO620	Final Research Project	6	30	1 and 2

18 Work-Based Learning

N/A

19 Support for Students and their Learning

- Induction programme

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- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>

College-specific:

- HE study centre
- Learning Resources Centre, Drop in Support Centre (DISC)
- Student Information Centre for welfare matters
- Academic support system providing advice on programme structure, academic difficulties, progression routes and individual progress
- Student Union at Canterbury College

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

Applicants must have 240 credits in the Higher National Diploma Public Services or Foundation Degree in an appropriate discipline.

Applicants may be subject to interview.

20.2 What does this programme have to offer?

- It provides a high quality education enabling the development of a wide range of knowledge and skills relevant to a range of careers in the public sector, which are transferable to a wide spectrum of graduate careers.
- The opportunity to develop and extend communication, interpersonal and team building skills in a supportive friendly environment.
- The chance to build on skills already attained at HND level.
- An excellent standard of teaching which will encourage and support the acquisition of academic research skills and techniques.
- The opportunity for students to study locally who would have had to study away from home in the past.

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- To develop successful students who will be able to progress to postgraduate study at another institution or seek other training or studies.
- Practitioner guest speakers as appropriate, providing current, relevant knowledge and insight into public services
- Provides the learner with knowledge and reflective understanding of the key areas in public services.

20.3 Personal Profile

This is suitable for students who:

- are seeking to deepen their knowledge of the public sector and contemporary issues and challenges
- want to participate in a challenging programme of study relevant to modern social needs
- want to gain transferable skills mentoring students studying on other courses in the college or other educational establishments.
- want to participate in an exciting and challenging range of activities with a group which offers a diverse range of backgrounds and interests.
- enjoy working as part of a diverse team and engaging in debate on issues relevant to contemporary public services organisations
- would like to enter in a career in the public services, private or third sectors.
- possess good oral and written communication skills, and the ability to work with others
- will have a willingness to build knowledge and skills across all aspects of the programme
- have a suitable level of IT skills and/or a willingness to develop them.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

College-specific:

- Triennial Review
- Higher Education Reports

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee

<ul style="list-style-type: none"> • Faculty Education Committee • Faculty Board • Education Board • Board of Examiners
<p>21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience</p>
<ul style="list-style-type: none"> • Student module evaluations • Staff-Student Liaison Committee • Student rep system (School, Faculty and Institutional level) • Annual NSS <p>College-specific: Canterbury College Quality Committee</p>
<p>21.4 Staff Development priorities include:</p>
<ul style="list-style-type: none"> • PGCHE requirements • HEA (associate) fellowship membership • Annual appraisals • Institutional Level Staff Development Programme • Academic Practice Provision (PGCHE, other development opportunities) • Professional body membership and requirements • Programme team meetings • Research seminars • Conferences • Study leave • Equality, Diversity and Inclusivity (EDI) awareness
<p>22 Indicators of Quality and Standards</p>
<ul style="list-style-type: none"> • Results of periodic programme review • QAA Higher Education Review 2015 • Annual External Examiner reports • Annual programme and module monitoring reports <p>College-specific:</p> <ul style="list-style-type: none"> • Canterbury College annual Programme Course Reviews and grading
<p>22.1 The following reference points were used in creating these specifications:</p>
<ul style="list-style-type: none"> • QAA UK Quality Code for Higher Education http://www.qaa.ac.uk/assuring-standards-and-quality • QAA Benchmarking Statement for Social Policy • School and Faculty plan • University Plan https://www.kent.ac.uk/about/plan/ and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/ta.html • Staff research activities

- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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Module mapping: BA (Hons) Public Services Management [top up]

	Managers and Organisations	Contemporary Social Policy	Law of the Work Place	Globalisation and Social Change	Explaining Crime	Managing Equality and Promoting Diversity in the Public Services	Final Research Project:
Programme Learning outcomes							
Knowledge and Understanding:							
A1		✓				✓	
A2	✓	✓		✓	✓	✓	
A3	✓	✓					✓
A4	✓			✓		✓	
A5			✓		✓		
Intellectual Skills:							
B1	✓			✓			✓
B2		✓			✓		
B3			✓		✓		
B4						✓	✓
B5	✓	✓	✓	✓		✓	✓
B6	✓	✓	✓	✓	✓	✓	✓
Subject-specific Skills:							
C1						✓	✓
C2		✓		✓	✓	✓	✓
C3	✓		✓		✓	✓	
C4	✓	✓		✓			
C5	✓		✓			✓	
Transferable Skills:							
D1	✓	✓	✓	✓	✓	✓	✓
D2				✓			✓
D3	✓	✓	✓	✓	✓	✓	
D4				✓			✓
D5	✓		✓		✓	✓	