

UNIVERSITY OF KENT

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.

HND Public Services

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	
7. a) Final Award	Higher National Diploma
7. b) Alternative Exit Awards	Higher National Certificate
8. Programme	Public Services
9. UCAS Code (or other code)	C12 064L
10. Credits/ECTS Value	240 Credits (120 ECTS)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	Social Policy (2016)
13. Date of creation/revision	Oct 2009/April 2013/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:

- Equip individuals with the knowledge, understanding and skills required for a career in the public services at supervisory or management level, or for progression to further study.
- Develop skills which are transferable and will enable the student to meet changing employment roles, promotion to supervisory or management positions, or general changes in public service practice or its environment.
- Provide students with an intellectual challenge.
- Prepare and help students to achieve success in their working lives.
- Enable students to make an immediate contribution in employment.

- Provide flexibility, knowledge, skills and motivation as a basis for future studies and career development.
- Develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.
- Encourage the development of students' interpersonal skills in communication, time management and team building.
- 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.

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. Internal culture, structures and systems in different public service organisations. (SB 3.2)
2. Theories and models of social and psychological behaviour, and systems for evaluation and measurement of attitude and behaviour. (SB 3.3)
3. External influences, pressures and issues that have implications for public services. (SB3.3.3)
4. Key theories of criminal behaviour, how public services and the judicial system respond, and issues surrounding the treatment of victims. (SB 3.3)
5. Words and sentence structures in a European language other than English, at a level appropriate to the module studied (SB 3.3)

Skills and Other Attributes

B. Intellectual Skills:

1. Examine and evaluate relevant legislation as it relates to public services. (SB3.4)
2. Examine and evaluate decision making and organisational strategies (SB 3.4)
3. Be able to identify and assess situations where specific response strategies would be appropriate and evaluate those strategies. (SB 3.4)
4. Be able to carry out effective research into a specified area of study and be able to use and present findings appropriately. (SB 3.4)
5. Analyse key global issues, e.g. economic, environmental, conflict, political, and be able to evaluate changes and future pressures. (SB 3.3 3.4)
6. Be able to hold a short conversation and demonstrate a good vocabulary in a European language other than English, at a level appropriate to the module studied. (SB 3.5)

C. Subject-specific Skills:

1. Appreciation of the implications of key policies, frameworks and theories, able to monitor their effectiveness and ensure their enforcement (SB 3.3)
2. Evaluation of the professional practices, influencing factors and strategies of various public services in the UK and internationally. (SB 3.4))
3. Be able to organise an activity, utilising relevant legislation and management skills. (SB 3.4)
4. Analyse relevant criminal and civil evidence, procedures and initiatives. (SB 3.33.4)
5. Acquire effective data collection and research skills in aspects of public services. (SB 3.4)

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6. Able to conduct relevant conversation in a European language other than English, at a level appropriate to the module studied.(SB 3.5)

D. Transferable Skills:

1. ability to manage own roles and responsibilities, to manage own time in achieving objectives, to undertake personal and career development, to transfer skills gained to new and changing situations and contexts (SB 3.5)
2. ability to treat others' values, beliefs and opinions with respect, to relate to and interact effectively with individuals and groups, to work effectively as a team member, to develop negotiating skills (SB 3.5)
3. ability to receive and respond to a variety of information, present information in a variety of visual forms, to communicate in writing, to participate in oral and non-verbal communication (SB 3.5)
4. ability to use information sources, deal with a combination of routine and non-routine tasks, to identify and solve routine and non-routine problems (SB 3.5)

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 and portfolios.

Progress will be monitored and tracked through regular tutorials.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate relating to this programme of study, 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 programme is studied over two years full-time.

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. The HND is 240 credits in total. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/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/qa/credit-framework/creditinfoannex2.html>.

Students successfully completing Stage 1 of the HND and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the HNC. For further information refer to the Credit Framework.

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/qa/credit-framework/creditinfo.html>.

Failing performance may not be condoned or compensated.

KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
SOCI3300	SO330	People Management in the Public Services	4	15	1&2
FLAN3550 OR FLAN3560	UU355 UU356	Breakthrough Level in a Foreign Language Foundation Level in a Foreign Language	4	15	1&2
SOCI6900	SO690	Psychology and the Public Services	4	15	1&2
SOCI4050	SO405	Activity Management	4	15	1
SOCI7150	SO715	Criminology	5	15	1&2
SOCI6920	SO692	Youth and Crime	4	15	2
SOCI6910	SO691	Management and Organisations	4	15	1&2
SOCI6930	SO693	Social Policy and the Public Services	4	15	1&2
Stage 2					
Compulsory Modules					
SOCI6950	SO695	Managing Emergency and Disaster	5	15	1
SOCI3320	SO332	Operational Law	5	15	1
SOCI6320	SO632	Helping Strategies	5	15	1&2
SOCI6960	SO696	Police and Armed Forces Law	5	15	2

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SOCI6340	SO634	Independent Research	5	15	1&2
SOCI6290	SO629	Social Considerations	5	15	2
PUBS6530	CB653	Equality and Diversity in the Public Services	5	15	2
SOCI6300	SO630	Exploring Global Socio-Political Issues	5	15	1

18 Work-Based Learning

N/A

19 Support for Students and their Learning

- Induction programme
 - 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 Learning Resources Centre,
 - Drop in Support Centre (DISC)
 - Student Information Centre for welfare matters
 - Pastoral and academic tutorial support: advice on academic difficulties, progression routes and individual progress
 - Student Union

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

Normally, 48 UCAS Tariff Points are required with A to C grades in GCSE Maths and English.

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International applicants are required to have reached an average of 6.5 in IELTS across all bands or equivalent outcome in other English tests approved by the UK Border Agency.

20.2 What does this programme have to offer?

- High quality education allowing the development of a wide range of knowledge and skills, relevant to public services and transferable to a broad range of graduate careers.
- The opportunity to develop and extend communication, interpersonal and team building skills in a supportive and friendly environment.
- An excellent standard of teaching that will encourage and support the acquisition of practical experience, academic and research skills and techniques.
- Use of up-to-date ICT equipment.
- The opportunity for students to study locally who have previously been forced to study away from home.
- Practitioner guest speakers as appropriate, providing current, relevant knowledge and insight into public services
- Progression to appropriate honours degree programmes
- Provide the learner with knowledge and reflective understanding of the key areas in public services

20.3 Personal Profile

This programme is suitable for students who:

- want to participate in an exciting and challenging range of activities with a group that 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
- want to enter in a career in the public services sector.
- want to progress to further study, such as onto the BA (Hons) Public Sector Management top up degree at Canterbury College.
- 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 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>

<ul style="list-style-type: none"> • QAA Higher Education Review http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx <p>College-specific:</p> <ul style="list-style-type: none"> • Triennial Review • Higher Education Reports
<p>21.2 Committees with responsibility for monitoring and evaluating quality and standards</p>
<ul style="list-style-type: none"> • Staff-Student Liaison Committee • School Education Committee • 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>

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- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking Statement for Social Policy (2016)
- 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/lta.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: HND Public Services

	Year 1							Year 2						
	People Management in the Public Services	Social Policy and the Public Services	Psychology and the Public Services	Activity Management	Management and Organisations	Youth and Crime	Criminology	Managing Emergency & Disaster	Exploring Global Socio-political Issues	Operational Law	Helping Strategies	Police and Armed Forces Law	Independent Research	Social Considerations
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			✓										✓	
C6														
Transferable Skills:														
D1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D2			✓			✓	✓			✓	✓			
D3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓