Higher Education at City College Plymouth

Teaching, Learning and Assessment Module Guide

2022/23

CITY 2130

Developing Competencies in Community and Public Services (2)

Credits: 20

<mark>Level: 5</mark>

Module Leader: Maureen Alderson

This module is delivered to students enrolled on the following programme/s:

FdSc Community and Public Services

💬 Welcome and Introduction

Welcome to the Module Guide for CITY 2130 Developing Competencies in Community and Public Services (2). In this guide you will find out more about:

- Who the module leader is and how to contact them
- The module aims and learning outcomes
- The module content, and how it is delivered
- Details regarding the assessments you will be completing for this module (your assignment briefs)

Module Leader Contact Details

Name: Maureen Alderson

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Digital Learning Environment (DLE)

You will find lots of useful module resources on the DLE including:

- Lecture PowerPoint slides
- Additional reading
- Guide Study task
- Links to useful web sites

The DLE site for this module can be found here:

https://classroom.google.com/c/NTI0ODMzNTA3ODMw

Class Code: e4kbtw3

https://meet.google.com/ciz-aixm-bcy?authuser=0

Module Overview

Focusing on research, this module offers a practice-based learning experience, building on the knowledge gained at Level 4, to further develop public service competencies to prepare you for employment and further academic study. For example, you will engage with qualitative and quantitative research methodologies; data collection and analysis; literature reviews; persuasion and negotiation skills; leadership; application of management and behaviour theory ; group work; application of management and behaviour theory.

Appraisals are linked to core competencies such as:

- Understanding your own strengths and weaknesses and areas for development
- Accountability and responsibility
- Ability to work collaboratively
- Ability to communicate effectively and professionally
- Ability to think critically
- Balance risk, cost and benefits to decision-making

Appraisals will take place in work-based learning opportunities and situational-decision-making opportunities. As a requirement to pass this module, you must complete 40 hours of work placement/volunteering.

Module Aims

With a focus on research, this module will appraise public service competencies in a practical setting. It will provide opportunities for advanced skills development, building on experience from Level 4 and you will demonstrate situational decision-making and problem solving. As a requirement of this module, you will complete 40 hours of work placement/volunteering. You will demonstrate your ability to apply theory into practice. You will have the opportunity to develop skills such as project/programme management; problem-solving, commissioning/bid/tendering; research skills; needs assessment; and personal skills such as: resilience; self-management; situational decision-making and leadership. This module aims to prepare you for not only the workplace environment but also for progression into higher levels of academic study.

Module Assessed Learning Outcomes

1. Apply a range of research methodologies, data collection and data analysis techniques
2. Practically demonstrate ability to work individually and in groups and effectively communicate with stakeholders
3. Practice self-management, project management and problem-solving
4. Demonstrate ability to apply theories to the practical work environment

5. Design and deliver effective research to acquire and manage information to inform reliable and accurate decision-making and/or problem solving.

Module Elements of Assessment

COURSEWORK		PRACTICE	
C1	100%	P3	Pass/Fail

All assignments and course work is to be word processed unless otherwise stipulated by the module leader.

💬 Module Assessment & Feedback

Formative and Summative Assessment

Formative Assessment - Throughout the module you will have a number of formative assessment activities, which are designed to support your learning and to help you develop, although do not count towards your final module mark. These formative assessments will also provide you with opportunities to gain formative feedback from your module leader, and are excellent opportunities for you to gain information and guidance for future assessments. We expect you to engage with these opportunities, and they're an essential part of your module.

Summative Assessment - Your performance in this module will be assessed during the academic year using the assignments detailed within this guide. You must pass the assessments in order to be credited with this module for your award.

Penalties for Non- submission – Deadlines given for your summative assessment are set as date and time, these are final due dates and late submission are subject to severe penalties depending on the day and time of submission. All late submissions will receive 0% except those submitted within 24 hours of the specified date and time, which will capped at 40%.

The methods of assessment used throughout your programme will vary, supporting you to develop a range of different knowledge, understanding, and skills. This module includes the following types of assessment:

- Portfolio of evidence
- Formal appraisals

These have been chosen and designed to assess your achievement of particular learning outcomes, and more information can be found on the assignment briefs within this document. They also include the assessment criteria which are used to judge the extent of your achievement.

For more information on the formative and summative assessment within your programme please see the scheme of work on the following page.

Please note that **ALL** assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board held at the end of each academic year.

Group Work

Throughout the course you will be expected to participate in group work. In some cases groups will be assigned, at other times you may be asked to choose. Working in groups/teams is an essential requirement for success in community and public services and you will be expected to engage in this activity with whatever group you are assigned or choose. You will also be asked to reflect on this activity in order to build on your experiences.

Please see the Benchmarking Skills Map within the Programme Specification (found in the Programme Quality Handbook on DLE) for further details on how the teaching, learning and assessments are achieved within all of your modules.

Referencing Protocols – All summative assignments must show evidence of consulting appropriate sources (unless otherwise specified in writing) following the Harvard system as specified in Cite them Right (latest edition). Failure to provide any referenced material may result in a fail mark and poor referencing practice will not only reduce your grade but may constitute an academic offence. You can check the originality of your assessments prior to submission using Turnitin originality checking software. See the DLE for information on how to access this facility.

Feedback

In line with Plymouth University's assessment policy, you will receive your module feedback within 20 working days (not including staff holidays/college closed days/ bank holidays). Your feedback is designed to support you in identifying areas of improvement for future assessments, as well as recognising areas you have achieved well. If you have any queries about your feedback speak to your module leader.

Modified Assessments

If you have a learning difficulty or disability which may impact on your ability to undertake a particular assessment on this module, please speak to your tutor and module leader as soon as possible. For more advice on gaining support with your studies please see the HE Student Handbook, on your programme Digital Learning Environment (DLE) page.

Extenuating Circumstances

Extenuating Circumstances are defined as situations out of your control, which could not have been planned for, and therefore impact on your ability to meet an assessment deadline. Please see the HE Student Handbook and VLE for guidance on what are and are not considered to be Extenuating Circumstances, the evidence that would be required, and the process involved in deciding whether your situation is considered to be valid extenuating circumstances. If you feel

these apply to you please speak to your Tutor, Module Leader or a member of the HE Department for more guidance as soon as possible.

Failure to successfully complete the module

If for any reason you are not successful there are procedures which may allow you to be referred or to re-sit the whole or specific elements of the module. This will depend on your circumstances and your performance across the whole programme and may be subject to a fee. For further information please see the HE Student Handbook, on your programme DLE page or speak to your Module Leader or Tutor.

💬 Teaching and Learning

Your lecturers in all modules will expect to engage with you and receive your active input into teaching and learning activities in lecture time. The assumption is made that you will use your time and resources outside of lecturers to aid your own learning process.

Attendance at scheduled sessions will support your studies and provide you with the opportunity to ask questions and develop your understanding further through discussions with both your lecturer and your fellow students. If you are unable to attend , you are expected to inform your module leader.

******Attendance at all of the Student Engagement Masterclasses is Mandatory**********

Scheme of Work

The following table outlines the plan of lessons/ seminars and assessments for the module. It provides a guide of how the sessions link to your module learning outcomes, as well as highlighting when there will be formative assessment activities, and when your final summative assessments will be due. For more information about each session please see the module VLE site, which will include lecture notes, suggested resources and guidance. For the overall plan of when all of your assessments are due, across the whole programme, see your programme VLE site.

Date Week Beginning	Learning Outcomes and Lesson Intent/Topic	Implementation and Lesson Activity	Formative/ Summative Assessment and Feedback	Link to Overall Module Content andAssociated Reading/ Resources
19/09/22	**All Learning Outcomes** **Introduction to the module** **Code of Conduct and expectations of practice-based learning** **Accessing module materials(google classroom; library resources; Develop ME; Grammarly etc)** **Briefing for Health Summit**	Assessment Quiz; Sign CoC- go through key course materials- Complete DevelopMe modules - initially	Formatively assess your understanding of the code of conduct and requirements of the module.	Be introduced to the module and the assessments; access to key resources Self-study: Complete Develop ME modules:Project and Research Skills; Assign "we didn't start the fire"

26/09/22 **30 September-Social Enterprise Conference**	**LO2;LO3LO4** Developing competencies in Community and Public Services- What are they; why do we have them and how are they appraised	In class discussion of theexpanded view of public services to Community In pairs – work to develop understanding of individual competencies and share findings with group. Research Social Enterprise skills.	Formative understanding of competencies needed in terms of employability; write a briefing note re SE Conference	Include competencies in PersonalDevelopment Plan

Date Week Beginning	Learning Outcomes and Lesson Intent/ Topic	Implementation and Lesson Activity	Formative/ Summative Assessment and Feedback	Link to Overall Module Content and Associated Reading/ Resources
	Personal Appraisals and PDPs	VR Activities in Personal development		
03/10/22	**LO3; LO4** Engaging stakeholders; working with clients Programme and Project Management	Consider Research projects with Police; Review coach mentor approach (from level 4)	In project teams- develop project planning models	Wheelan, S. (2015) *Creating Effective Teams 5*th*edn.* London: Sage.
10/10/22 & 17/10/22	**LO5 and LO1** Research in Community and Public Services Concepts of knowledge Introduction of initial consultancy questions/challenges. Health and Social Care Conference; Policing; etc. Policy Cycle and research Health Summit (20 October)	Each project team choses projectlead and explores real challenge and feedback review and recommendations	**Formative assessment of how knowledge is created** Formative assessment- 300 word reflection of experience	Identify the difference between primary researchand research commonly done in CPS roles(ie internet/library –based) Consider how knowledge is created and accepted as true and how this applies to the research cycle

24/10/22- 28/10/21	NO CLASSES		**STUDY WEEK**	
31/10/22	**LO4** Presentation of Challenge – understanding the brief and requirements – Policing Young People	Police team present challenge; think storming begins	Project team assign	Develop understanding of how contemporary issues in Community and Public Services present challenge to organisations an leaders

Date Week Beginning	Learning Outcomes and Lesson Intent/Topic	Implementation and Lesson Activity	Formative/ Summative Assessment and Feedback	Link to Overall Module Content andAssociated Reading/ Resources
07/11/22	**LO2; LO1** Project Planning, Time Management and Using aGantt Chart	Writing a research questionand plan	Formative assessment of what makes a good research question Formatively assess your ability to use Gantt software	Develop your understanding of researchand project planning
14/11/22 **Tues 15/11 and Wed 16/11 is Teacher Training (no class)**	**LO3;LO4; LO2** Commissioning, contracts and procurement	**MASTERCLASS – Friday 18 November 2 pm – Luke Pollard, MP**	Formative assessment – procurement challenge	Introduction to key aspects of servicedelivery
21/11/22	**LO 3; LO4;LO2** Negotiation and Persuasionand situational decision making	Negotiation games; decision-making challenge	Formative assessment a negotiation role play (use real scenario)	Skills4Study
28/11/22	**LO1; LO2; LO5** Challenge Day	Meeting client Brief and working in teams to address challenge- applying research skills	Formative Assessment- Meeting client Brief and working in teams to address challenge- applying research skills	Work with Practitioners on real challengesfacing community and public services
05/12/22	**ALL LOs** Supervision	Performance Appraisal Practice	1-1 tutorial support looking at PDP and competencies as well as student well-being	Opportunity to take stock of where you are interms of the personal development plan and meeting competencies.

Date Week Beginning	Learning outcomes and Lesson Intent/Topic	Implementation and Lesson Activity	Formative/ Summative Assessment and Feedback	Link to Overall Module Content and Associated Reading/ Resources
12/12/22	**All LOs** Client Challenge		Team working; management of information and data; problem-solving and stakeholder communication	Williams, M. and May, T. (1996) *Introduction to the philosophy of social research.* London: Sage.
19/12/21-03/01/22	NO Classes		Study Week/Christmas Break	
Classes resume on 3/01/23	Research – Data analysis; questionnaires and researchethics			Develop an understanding of research data analysis, the importance of ethics in research and how to prepare to engage withresearch question/topic
9/01/23	Prep for appraisal Teams work on further clientrequests		1-1 support	
16/01/23 (semester ends 26/01/23	**All LOs** **Semester Individual Appraisal-Formative**	Meeting client Brief and working in teams to address challenge- applying research skills	Formative-reflection of appraisal experience	Using outcome of appraisal to inform improvement plan and ensure up to date PDP and portfolio

23/01/23	Research Topics – Clientbased Research Projects	ALL	Teams assigned; project leads;project planning from brief	Gain understanding of clear instruction; stakeholder requirements& engagement- settinga plan.

Date Week Beginning	Learning Outcomes and Lesson Intent/Topic	Implementation and Lesson Activity	Formative/ Summative Assessment and Feedback	Link to Overall Module Content and Associated Reading/ Resources
30/01/23	Research Assignment	Team leads /Project Management development	Group working to address research question	Opportunity to share individual research withgroup
06/02/23	Research Assignment	Practice Presentation	Group working to address research question	Opportunity to share individual research withgroup
13/02/23-17/02/23	**NO Classes**		**Study Week**	
20/02/23 &27/02/23	**Planning for Spring ClientConference**		Initial idea development sessionidentifying event particulars Project teams assigned	
06/03/23	**Coach Mentoring and review of teams**	Review of key skills & why we use them; types of teams	Formative feedback from discussions	

14/03/23	Research assignment work andconference planning			Nutley, S et al. (2007) *Using Evidence: How Research Can Inform Public Services*. Bristol:Policy Press
21/03/23	Supervision		1-1 appraisal support, and feedback	

Date Week Beginning	Learning Outcomes and Lesson Intent/Topic				Implementation & Lesson Acivity	Formative/ Summative Assessment and Feedback	Link to Overall Module Content andAssociated Reading/ Resources
	Group supervision on projects					Group support on project-with module leader	
28/03/23 04/04/23	Research Assignment					Group working to address research question	Opportunity to share individual research with group You will receive feedback on meeting the competencies of the course ;overall stakeholderengagement and communication
	Performance **Appraisals**	Appraisal feedback	ALL	You will receive feedback on meeting the competencies of the course ;overall stakeholder engagement and communication			
11/04/23- 22/04/23	NO CLASSES					Study week/Easter Holidays	
25/04/23	Supervision					Updates to PDP-portfolio workand 1-1 support	Use feedback to address any areas in portfolioor appraisal which are lacking

09/05/23-16/05/23	Module Review		
22/05/23	Portfolios are submitted		Summative- Portfolio of evidence And individual final appraisal

Assignment Brief

Module Number	CITY 1120
Module Title	Developing Competencies in Community and Public Services (2)
Assignment Number & Element	One –Course Work
Assignment Title	Portfolio
Assignment Format	Portfolio of Evidence
Final Submission Date & Method of Submission	**04/05/23- email or via zipfolder upload**
Date and method of feedback	06/06/23 via Turnitin
Weighting	100% of Module Grade
Assessed Learning Outcomes	LO1 Apply a range of research methodologies, data collection and data analysis techniques LO2 Practically demonstrate ability to work individually and in groups and effectively communicate with stakeholders LO3 Practice self-management, project management and problem-solving LO4 Demonstrate ability to apply theories to the practical work environment LO5 Design and deliver effective research to acquire and manage information to inform reliable and accurate decision-making and/or problem solving.

Description:

You will compile a portfolio of evidence to demonstrate your achievements in meeting the learning outcomes and requirements of this module. You will be given a checklist of the required components linked to the learning outcomes and including printed certificates of completion of any online skills 4 study modules, formative assessments, project outputs including research and evidence linked to client projects. You will also complete a personal development plan (PDP) which you will update throughout the year. Your portfolio will also include reflective writings identified throughout the course

Marking Criteria:
Marks will be awarded for:
- **Level of knowledge and demonstrated understanding of the article:**
  - o Originality/independent thinking around the learning outcomes

- o Evidence of coursework and independent study
- o Reflective Assignments – including Masterclass reflections and Learning review
- o Completion and presentation of all client materials and research
- o PDP/CV/ LinkedIn profile
- o Evidence of completion of 40 hours volunteering/work placement
- **Communication of the content and layout (10 marks)**
  - o Including: logical structure, introduction and conclusion
  - o Academic writing style in the 3rd person (reflections in 1st person)
  - o Proposing own views/theories/explanation through the use of a thesis
  - o Including English language, vocabulary, spelling and grammar.
  - o Layout must conform to portfolio.
  - o Presentation must include: Assignment front sheet; title page; Arial font point 12; numbered pages and word count shown.
  - o Online Turnitin originality reports.

- **Use of evidence (10 Marks)**
  - o Uses a wide variety of evidence types to support points including: theory, statistics, expert opinion and practical examples.
  - o Quotes and examples have been explained in relation to the points being made.
  - o Explanations of and application of the evidence used shows a well-developed understanding of the item and where it comes from.
  - o
- **Evidence of consulting appropriate sources (10 marks) (Failure to provide any referenced material will automatically result in fail mark for this assessment)**
  - o Range of appropriate books; journals; Internet sources and newspapers.
  - o Referencing must conform to the Harvard System including in text citations and a reference list (see Cite Them Right).

Assignment Brief

Module Number	CITY 1120
Module Title	Developing Competencies in Community and Public Services (2)
Assignment Number	**Two – Practical**
Assignment Title	Competencies Performance Appraisal
Assignment Format	Appraisal
Final Submission Date & Method of Submission	Week of 04/4/23 - individual appraisal sessions will be assigned in class- appraisals will be submitted (word processed via google classroom)
Date and method of feedback	20/05/23- in –session (Immediate) and via google classroom.
Weighting	Pass/Fail
Assessed Learning Outcomes	LO1 Apply a range of research methodologies, data collection and data analysis techniques LO2 Practically demonstrate ability to work individually and in groups and effectively communicate with stakeholders LO3 Practice self-management, project management and problem-solving LO4 Demonstrate ability to apply theories to the practical work environment LO5 Design and deliver effective research to acquire and manage information to inform reliable and accurate decision-making and/or problem solving.

Description:

You will take part in an individual performance appraisal at the end of each semester. This appraisal will cover key competencies which you must evidence you have achieved. The appraisal will be with the module leader and will discuss your performance linked to key competencies and your Personal Development Plan (PLP) At the end of the year you will be given a pass or fail mark.

Marking Criteria:

Marks will be awarded on the basis of:

- o Up-to Date Personal Development Plan
- o Completion of appraisal form with supporting statements
- o Evidence of meeting Key Competencies
- o Reflections of Masterclass
- o Reflections of projects

Communication of Content

- Logical Structure, introduction, and conclusion of presentation
- Ability to respond effectively to questions including use verbal and non-verbal communication skills
- Including English language , vocabulary, spelling and grammar
- Writing in 1st person
- Presentation of all hard copy items must include: Assignment Front sheet, title page, Arial font point 12 numbered pages

Use of Evidence

- Uses a wide variety of evidence types to support points including: theory, statistics, expert opinion and practical examples.
- Quotes and examples have been explained in relation to points being made
- Explanations of and application of the evidence used shows a well-developed understanding of the item and where it comes from.

💬 Academic Offences

Issues of plagiarism and any form of academic dishonesty are treated very seriously. They could result in you failing the module or even having to leave your programme. Support on referencing will be provided to you throughout your programme of study. During induction you will have been issued with a copy of 'Cite them Right' – City College Plymouth expect all HE students to conform to the Harvard Referencing style described with this book. Please also see VLE for additional support on referencing and plagiarism, as well as information regarding HE Study Support sessions on these topics.

Generic Grading Criteria – Written Work

The criteria set out here in relation to written work should be used in accordance with the requirements at each stage of the degree programme. In stage one (level 4), the emphasis is on students being able to demonstrate appropriate knowledge and understanding of facts and concepts. In stage two (level 5), the emphasis moves to students demonstrating an ability to analyse facts and concepts.

To achieve a pass written work should:

Marks Range				
86 - 100	*70-85*	*60-69*	*50-59*	*40-49*
Use a wide range of material, the relevance of which is immediately apparent	Use a wide range of material, the relevance of which is immediately apparent	Include a fairly wide range of material, which is relevant to the specified topic area	Include a range of material which is predominantly relevant to the specified topic area	Include a range of material which has some relevance to the specified topic area
Demonstrate an outstanding understanding of the topic area	Demonstrate an excellent understanding of the topic area;	Demonstrate a good understanding of that area	Demonstrate a mainly good understanding of that area	Demonstrate satisfactory understanding of that area
Present a clear, consistent and logical argument, producing policy-based and/or theoretical recommendations where appropriate; which are extremely well quantified, exemplified and discussed	Present a clear and consistent argument, producing policy-based and/or theoretical recommendations where appropriate; with excellent quantification, exemplification and justification.	Present a coherent argument, with evidence of policy-based and/or theoretical recommendations where appropriate; with very good quantification, exemplification and justification	Present an identifiable argument, with some evidence of policy-based and/or theoretical recommendations where appropriate; with some good quantification, exemplification and justification	Present an identifiable argument, but may provide little evidence of policy-based and/or theoretical recommendations where that is appropriate; with little quantification, exemplification and justification
Have outstanding analysis and synthesis	Have excellent analysis and synthesis	Have very good analysis and synthesis	Have some good analysis and synthesis	Have limited analysis and synthesis
Have an excellent structure, with a directive introduction and a clear conclusion, which have	Have an excellent structure, with a directive introduction and a clear conclusion, which	Have a very good structure, which might have an introduction or a conclusion that is not entirely	Have a good structure which might have a non-directive introduction or fairly weak	Have a recognisable structure, though the introduction and the conclusion may

provided a vehicle for the central argument presented	have provided a vehicle for the central argument presented	definitive, but notwithstanding will provide a reliable vehicle for the central argument presented	conclusion, providing something of a framework for the central argument presented	be weak, still provides a framework, albeit shaky, for the central argument
Have no significant stylistic shortcomings, in relations to spelling, grammar etc	Have no significant stylistic shortcomings, in relations to spelling, grammar etc	Have few stylistic problems in relations to spelling, grammar etc	No major stylistic problems in relation to spelling, grammar etc	Has stylistic problems, in terms of spelling, grammar etc., but not to the extent that they obscure the argument
Conform to the bibliographic and referencing standards specified within Cite them Right	Conform to the bibliographic and referencing standards specified within Cite them Right	Conform to the bibliographic and referencing standards specified within Cite them Right	Mainly conform to the bibliographic standards specified within Cite them Right	Meets to some extent the bibliographic and referencing standards specified within Cite them Right

A *fail* will involve the following:

Marks range - 30-39

- Have little or no material relevant to the specified topic area;
- Demonstrate a very limited understanding of that area, with serious errors and/or omissions and/ or irrelevant material.
- Present no discernible argument;
- Have a weak, almost non-existent structure
- Have major stylistic problems which impact upon the argument and focus of the essay
- Fail to conform to the bibliographic and referencing standards specified within Cite them Right.

Marks range - 29-30%

- Whilst some points are correctly presented there are serious errors and/or omissions and/or irrelevant material;
- There is insufficient evidence that the student has experienced the material under assessment

Marks range – 20-29%

- Although some points are correct, and possibly well developed, most of the answer is incorrect/inappropriate;
- There is insufficient evidence that the student has experienced the material under assessment

Marks range – 10-19%

- Although a few aspects are correct, most of the answer is incorrect or inappropriate

Marks range – 0-9%

- Answer completely (or almost completely) incorrect or inappropriate irrespective of length or detail

🗨 Module Resources

Bason, C. (2010) Leading *Public Sector Innovation: Co-creating for a Better Society.* Bristol: Policy Press.

Crawford, J. K. (2010)T*he Strategic Project Office. 2nd edn.* Boca Raton: CRC Press.

Nutley, S et al. (2007*) Using Evidence: How Research Can Inform Public Services*. Bristol: Policy Press.

O'Leary, Z. (2014) *The essential guide to doing your research project.* London: Sage

Wheelan, S. (2015) *Creating Effective Teams 5th edn.* London: Sage.

Williams, M. and May, T. (1996) *Introduction to the philosophy of social research.* London: Sage.

SKILLS4STUDY/DevelopME

🗨 Other Information

Your Module VLE Site and Programme VLE Site contain lots of useful information, and will include links to external resources as well as study skills information including academic referencing and plagiarism.

In addition to this module guide you also have the following documents to support you during your studies:

- The City College Plymouth HE Student Handbook – this provides lots of information about being an HE student at the College, and signposts you to the different types of support available.
- Your Programme Quality Handbook – this can be found on your programme VLE site and contains all of the official information regarding your programme, including the programme specification and the Module Records which contain the information provided in this guide.